December 3, 2001

John B. Simpson
Executive Vice Chancellor

Re: University Library Ten-Year Plans

Dear John:

Attached are the University Library's Ten-Year Plans—plural. I want to explain the reasons for submitting two plans, one for the University Library's operations without Media Services and a separate one for the media unit.

Because there are ongoing discussions about the administrative location of Media Services, I thought it would make sense to bring together in one document all planning information related to the unit rather than integrating it into the rest of University Library planning. Thus anyone considering the matter will be able to identify Media goals and budget plans quickly, rather than having to tediously extract them from other tables.

In addition, Media goals fit well into the "Current/Five-Year/Ten-Year" format suggested for the plans. The University Library plan does not. As suggested in our Executive Summary, the critical event in library planning over the next ten years will be the McHenry Library expansion and retrofit project, currently planned for completion in 2008-09. (For example, we suggest no growth in permanent staff in 2006 and 2007, since during construction we would have neither the time to run extensive recruitments nor the ability to house new staff.) We have therefore continued to use 2008-09 as the intermediate date, rather than 2005-06.

Also, as you will read, a full ten years of expanded library materials growth is needed for building the collections in support of the planned expansion of campus academic programs, as well as for reaching the size of current Association of Research Libraries members. Since there is little likelihood for expansion of the materials budget in 2002-03 because of the State's economic downturn, our tables for collection growth run to 2013.

I appreciate the opportunity to engage in this planning activity, which has dovetailed nicely with ongoing McHenry expansion programming. I look forward to discussing our plans with the campus community.

Sincerely,

Allan J. Dyson
University Librarian

Cc: Academic Senate Office (2 copies)
Planning and Budget Office (2 copies)

Planning a Library for a 21st Century Research University:
The UCSC University Library Ten-Year Plan

Submitted by

Allan J. Dyson
University Librarian

Ten-Year Plan Committee

Christine Bunting, Head, Collection Planning
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December 3, 2001

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Part I: Mission, Vision, Goals and Challenges

Mission and Vision

The University Library is strongly committed to supporting the UCSC and regional communities in a productive engagement with knowledge. Partnering with the rest of the campus, we are unequivocally dedicated to the highest instructional goals, with unusually strong commitments to service and outreach, particularly to undergraduates. At the same time, we seek to develop collections of distinction and depth in support of research, while providing the widest possible access to information held elsewhere.

UCSC has resolved to expand its renowned faculty and develop more programs of national repute, increasing UCSC's recognition as a top-tier research university. This goal will not only be enhanced by a library that can support outstanding research, *but to a great extent will be dependent upon it*. The library looks forward to supporting the ambitious ten-year Divisional plans, with their concomitant growth in faculty and graduate students. To do so, we will need a fundamental campus commitment to an increase in funding for library collections, with sufficient space to house material and increased staff to manage it. After careful examination of what is needed, balanced with a realistic intention to ask only for what may actually be possible, we conclude that the top priority for the Library—and a top priority for the campus—must be to increase the acquisition of collection materials to an average of **60,000** volumes per year. This number, compared to the current 35,000 volumes, is in keeping with ten-year University Library growth to 2 million volumes, which the library professional staff strongly believes is necessary to support the campus academic vision.

A collection of 2 million volumes is also the minimum size of current Association of Research Libraries (ARL) members. As the campus aspires to AAU status, we have a similar focus on ARL membership. This prestigious affiliation of U.S. and Canadian libraries with the largest and most distinguished collections includes all of our sister UC general campuses. The campus's intention to achieve AAU and ARL memberships can only be realized through serious augmentation of the Library's funding base, to support increased monographic ordering and new journal and database subscriptions.

Adding an average of 60,000 volumes annually is consistent with the "occupancy-plus-ten-years-growth" capacity of the planned McHenry Library expansion, and with earlier UC formulas for what acquisition rates are necessary to support the breadth of programs envisioned for UCSC. Note that this is an average number; one might expect that in some early years the figure may be lower, while other years, as new academic programs start which require large retrospective acquisitions, may require more. Nevertheless, this must be the broad target if the University Library is to support the top-ranked research university this campus aspires to become.

Goals

The overarching goal of the University Library is to have the McHenry and Science & Engineering Libraries identified as the "Information Centers" of the campus. The libraries should be “destinations of choice” for students, faculty, staff and members of our greater community, integrating their research needs with intellectual interactions.

We foresee an “information support structure” that allows a user to (a) enter the library, either physically or electronically, (b) engage in consultation with an information professional, (c) access a broad menu of electronic and print resources using the latest technologies, (d) manipulate data and content in multiple formats, (e) create research and classroom quality presentations, (f) exchange ideas or study with colleagues, and (g) enjoy a cup of coffee—with 24 hours a day, seven days a week availability.

In response to the comprehensive long-range divisional plans, the Library has developed a resource allocation strategy that addresses *staffing, space, services, technology, and collections*.

We will employ an increased number of staff, consistent with expanded enrollments and programs. They will be versatile, deep in subject and technical expertise, complementing our existing cadre of outstanding professional employees.

In terms of space, plans for expanding McHenry Library are well underway. We envision a library building capable of housing a growing collection in social sciences, humanities, arts, and archival materials; a building sufficiently wired and technologically flexible to meet the rapidly evolving challenges and changing technologies of the information age. Creative architectural planning will fashion a site for exploring both the scholarly past and the electronic future. The Science & Engineering will continue to evolve, with more electronic access in comfortable surroundings, as it becomes both the physical center and nerve-center of Science Hill.

The UCSC library has prided itself on its unusually strong service-orientation. The library must continue its history of creatively reinventing its services. This on-going evolution, marked in recent years by significant change in technological and staffing models in public service, will continue to unfold over the next ten years as our collections grow and the McHenry Library expansion project is realized. Some specific medium-term service goals are outlined below.

And of course, as one of the most technology-dependent units on campus, all change is dependent on an operating budget that can support a robust technology infrastructure.

The development of the collections presents an exceptional challenge both to the University Library and the campus. It is discussed at length in a separate section.

Specific Medium-Term Public Service Goals

Access Services

1. Combine services directly related to the borrowing, delivery and circulation of library materials.
2. Increase hours of service to accommodate Summer Session curriculum.
3. Expand Electronic Reserves services for faculty and students in both libraries.
4. Improve electronic printing services.
5. Expand and apply efficient service models to support distance learners, e.g. Silicon Valley Center programs.
6. Expand interactive Web self-service systems that incorporate online laptop, PDA, and wireless technologies.

Reference Services

1. Combine the McHenry Library General Reference and Government Publications/Law service points.
2. Introduce interactive on-line reference service.
3. Increase hours of service to accommodate Summer Session curriculum.
4. Expand and adapt reference, library literacy and community outreach services to support distance learners, e.g. Silicon Valley Center users.
5. Utilize wireless and PDA technologies to develop "Information Commons" and collaborative group study areas in both libraries.

Special Collections and Archives

1. Combine the service points and processing areas of Special Collections, The Shane Archive of Lick Observatory and the Online Archives of California units.
2. Increase the service hours of Special Collections.
3. Provide electronic access for unique and local holdings including online finding aids, digital files, and Web exhibits.

Funding Library Collections: the Critical Issue for the Next Decade

Why Is There a Problem?

As one Academic Senate committee put it, the Library has been doing "a remarkably good job with far too few resources." Historically, UC library collection budgets were established on formulas based on the number of campus doctorate programs and the size of enrollment. However, as UCSC graduate programs evolved and overall enrollment grew, the formulas were never “recranked.” Now, almost all increases are inflation-based. We depend on campus administrations to protect the Library's ability to expand its collections and services by assigning these increases appropriately and responsibly. We know we can do a remarkably better job with more resources.

Expanding Collections for Expanding Academic Programs
We expect that the state allocation based on increased student enrollments will allow us to continue to provide adequate collections and services. However, a deeper level of financial support is required to support new and increased graduate and undergraduate programs, cross-divisional offerings, and research and study centers, as projected in the Divisional long range plans.

The CPB report on 10-Year Plans "recommends a stronger role for the procedures that tie programmatic development to the ability of library resources to support them." The campus should require that subject bibliographers comment, via a formal Graduate Council process, on all new programs under serious consideration and indicate what level of funding would be required to support such programs. Collection augmentations in the form of one-time start up funds will continue to be necessary to meet subject-related needs of new faculty, particularly those teaching undergraduate courses.

The following programs, proposed during the ten-year planning process and grouped by interdisciplinary theme, are examples of how library resources must be enhanced as the campus academic program grows:

- **Health and the Environment**
  (Undergraduate programs in History of Technology, Human Health, Environmental Health, Health Sciences. Doctoral program in Science, Medicine, and Technology. Undergraduate and Graduate curriculum and internships in Pharmacology)

  Retrospective and historical material on health and technology would need to be acquired to a greater level than has previously been collected. This would require opening domestic approval plans for both single title and monographic series in the specific subject areas. New journal subscriptions, particularly in medicine and primarily in electronic form, would need to be initiated, but back files for older scientific periodicals in print should be placed as well. We would also expect to start subscriptions to databases (full text and indices) in medicine and pharmacology beyond what is made available through PubMed and its companion databases.

  A program in Pharmacology would obviously require exceptional resources. We would seek advice from other national programs and other professionals in collection development to determine the appropriate funding level. Additional staff with subject knowledge in health/medicine will be required.

- **Global Studies/Area Studies**
  (Undergraduate programs in International and Global Perspectives, Global Studies, International Economics, East Asian Studies. Doctoral programs in Comparative American Studies, Global Studies, Latin American and Latino Studies. It should be noted that beyond these strong programs, three divisions

have made a commitment to South Asian Studies and there is a projected campus South Asian Studies Center.)

The Library will need to invest in new and retrospective material in the geographic areas of Asia, South Pacific and Africa. South Asia in particular would need substantive expansion. Bibliographers and catalogers with additional language abilities and subject expertise would be required. If cataloging in specific regional areas could be outsourced, alternate resources might be substituted.

• **Social/Public Policy**
(Undergraduate programs in Social Justice and Community, Social Justice in the New Economy. Master programs in Social Justice & Politics, Social Policy & Public Advocacy, Public Humanities)

To cover economics, ethics, statistics, and politics, the Library would need to reinstate journals previously canceled and fill collection gaps in areas such as correctional systems. Specialized databases would need subscriptions, and access to data sets would have to be enabled.

• **Media**
(Terminal masters in Digital Arts & New Media, Film & Digital Media, Social Documentation. Doctoral programs in Film & Digital Media and Visual & Performance Studies)

All of these programs would require extensive resource allocations to acquire nonprint material (videos, films, etc.). Subscriptions to consortial databases (with sound and graphic presentation capabilities) will be important. There will need to be an increase in the acquisition of equipment that will enable students to use the videos and media in old and new formats. Increased staff with instructional technology skills would be required.

• **Engineering**
(Nine new doctoral programs, three MAS programs, ten new MS programs, and six new undergraduate programs)

The library will require substantial additional funding above what was given in 1997, when library support for the School of Engineering was initiated. Clearly an Engineering school with ambitions to become one of the top five schools in the country while mounting 28 new programs will require extensive resources. (Note that UCB's Engineering Library in 2000 budgeted $800,000 a year for serials alone.) Additional reference librarians and bibliographers, with appropriate support staff, will be required to cover programs of this magnitude.

Expanding Funding Sources

In the early '90s, the Library, realizing that state funding would never be sufficient to meet a growing campus's information needs, took the initiative to partner with University Relations to develop and implement a significantly expanded fundraising effort. The effort was undertaken with the full endorsement of University Relations, but almost exclusively with dedicated library funding, both for FTE (2 library development staff and secretarial and budgetary support) and for associated administrative expenses.

Because of the severe shortfalls in library funding experienced by all UC campuses in the early '90s, the initial priority for library fundraising has been to establish a permanent collection endowment to complement state funds and provide a buffer against the ebb and flow of state support. To date, the Library Development staff has secured over 50 individual "library subject endowments," with a total value of over $2 million, generating approximately $100,000 in annual income for library materials. The endowments range widely from core disciplines, such as Marine Science, to new and emerging areas of campus strength, such as Jewish Studies, to enrichment areas, such as contemporary fiction for student reading. Additionally, the Library, though its Friends group and active participation in the Telephone Outreach Program, brings in about $35,000 in annual spendable funds for library collections. The final component of the fundraising effort has been enhanced support for Special Collections, with an emphasis not only on funds for collection building but also on "preservation and access" funding to support major archival gifts and acquisitions.

In the next decade, the Library faces the challenge of continuing the successful LSE program, with the goal of increasing the collection endowment total to $5 million, and continuing to solicit support funds for new special collections. At the same time we will also be participating fully in the Comprehensive Campaign, with the aim of raising millions of dollars to enrich the state-funded McHenry expansion project. In order to raise funds of this magnitude, the library will need to expand its investment in Library Development significantly and also receive a share of central comprehensive campaign funds.

<u>The UCSC Library Collection and Attaining ARL Membership</u>

Joining the ranks of major research libraries and recognition for ARL membership will be challenging for the University Library, but will be achievable at the end of a ten-year program of expanded library acquisitions. The Association seeks members who share common goals, interests and needs, and who have collections of a certain scale. Five particular factors are statistically analyzed: number of volumes held, number of volumes added, number of current serials received, total expenditures, and number of professional plus non-professional staff. Significant contributions to the total North American "collection" of research resources are also considered. There are 112 members to date, including all UC general campuses with the exception of Santa Cruz. While statistics vary slightly, members currently hold a minimum collection of approximately two million volumes, serial subscriptions of 10,000 titles, and an acquisition rate of 40,000 volumes per year. This target is moving; the membership bar can be raised as existing

members increase their collections. Over a ten-year period we feel we must plan to meet four out of the five criteria, and to make serious progress towards the fifth.

At present, with a staff of 143 FTE, an acquisition rate of 35,000 volumes per year, 8,000 serial subscriptions, and total library expenditure of about $11,500,000, we do in fact, start to approach smaller ARL member numbers. Our largest deficiency is in the number of volumes held. Our main goal must be to increase our volume holdings towards the two-million mark. Given library shelving constraints until the new addition is constructed, along with staffing efforts required to handle expedited collection growth, we recommend a progressive approach. Starting in 2003-04, the campus should nearly double the number of volumes acquired, averaging 60,000 volumes purchased annually through 2013. An additional 2,000 serial titles would also be subscribed to during this period.

ARL membership criteria are reviewed quite frequently. It is possible that in the future, recognition of all resources available through systemwide consortial contracts, such as the ones currently provided via CDL's electronic serial licensing projects, may count as equivalent and quantifiable volume holdings. Similarly, UC might argue that UC-Regents-owned materials stored at UC Regional Facilities should count as "holdings" of the individual campuses. At such a time we may more easily meet ARL membership criteria.

The University Library Today Compared to Minimum Goals for Admission to ARL

	# Volumes Held	# Volumes Added	# Current Serials Received	Total Expenditures	# Professional and Non-Professional Staff
ARL "typical minimums"	2 million	40k per yr.	10k per yr.	~$14,000,000	~ 150
UCSC (as of 2001-02)	1.335 million	35k per yr.	8k per yr.	11,593,952	142 (excluding Media Svcs)

The University Library and Information Technology (IT)

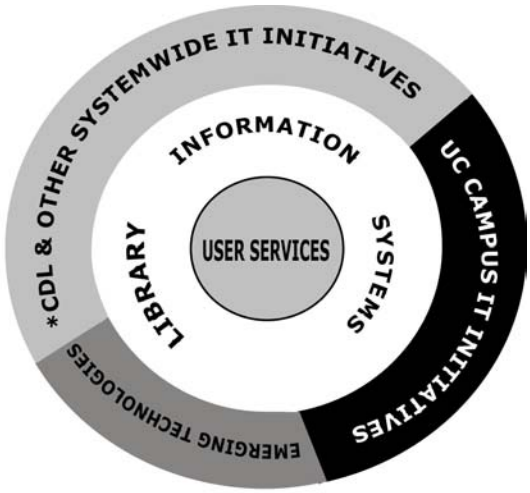
The Present

The library believes in a "high-tech/high touch" environment for users, where excellent library information systems are supported by knowledgeable staff to help users navigate them.

The library has performed well over the years providing competent and cost effective "baseline" IT services. An ongoing equipment replacement process is in place, and the library's web presence is organized, monitored, and updated according to a process that balances the latest needs of our users with what the budget allows. Given this, the library agrees with the assessment in the Executive Summary provided by the Campus IT

Consultant: “IT planning needs to develop structures, principles, policies, and funding models that allow early response to innovation”. This concept will guide the library as it systematically provides new electronic and technologically based services.

It is important to note the many “drivers” of UCSC’s library services that put pressure on the library technology infrastructure. They are illustrated below, showing our library users in the center of all library services. The outermost circle shows three main environmental forces continuously affecting the library’s decision-making process and user services continuously: participation at the Systemwide level in the California Digital Library; new UCSC campus technology advances to which the library must adapt; and emerging technologies that will affect user expectations for future library services.



The California Digital Library (CDL) and Other Systemwide Technology Directions
The library has much to gain by its involvement as a partner or “co-library” with the California Digital Library. Participation helps the library acquire electronic materials that it could not otherwise afford under current funding models. Major projects, such as funding a systemwide digital preservation repository, are obtainable through leveraging funds with sister UC campuses, thus reducing duplication of efforts and providing higher levels of service for UC as a whole. At the same time, UCSC’s CDL participation has demonstrated how nimble the library must be to adapt quickly to major information system enhancements or revisions. The rewards are great, but so are the costs, since much of the funding for databases and publisher contracts still must come from the UCSC library’s budget. Nevertheless, as the CDL develops, it will continue to provide exciting new and otherwise unaffordable opportunities.

UCSC Library Information Technology and the Campus
The library will look to the campus over the next ten years for both technology standards and centralized leadership in many areas, especially regarding infrastructure issues such as bandwidth and wireless capabilities.

The library will continue to be a key player in providing instructional support services to faculty by assisting them with their instructional preparation and delivery. Systems such as electronic reserves will become much more sophisticated, providing new IT capabilities such as video-streaming of major works of music, high resolution viewing of digital art objects and printing capabilities. There will be new services including:

- "e-scholarship" projects that assist faculty in publishing research on the Web
- stronger involvement in campus records management, helping preserve the campus's rich history
- real-time interactive services
- services supporting e-initiatives (full text searching, e-books, etc.).

The Silicon Valley Center will demand campus coordination in authentication issues and the ramping up of distance education efforts. Universal campus identification, and electronic identification technologies, will make it easier for our distance users to access the wealth of distant and local collections.

Library Users and Technology

The UCSC libraries will provide a welcoming and comfortable atmosphere for students to use the latest technology to access library materials. We disagree with any assertion that students will access all information from remote sites. The libraries will become more of a destination of choice, enabled by the McHenry Library addition and similar changes to the Science Library. Cybercafes and flexible seating areas will encourage students to come together to discuss their latest research findings or to study together. Undergraduates will meet in relaxed surroundings with reference librarians providing expert searching tips and techniques. We should also note an increasing user expectation that the library services provided will be the latest and best offered by high-end library technology systems, systems more advanced than the average community member owns.

Staffing for High-Level Performance and Emerging Technologies

As is obvious from all of the above, a substantial increase in staff devoted to technology will be needed to support the electronic library. Beyond this however, initiating, maintaining, and changing library systems will require the library to look at alternate organizational structures. Issues such as emergency services, disaster recovery, and new, unique programming requirements for accessing library resources will demand recruitment and retention of excellent technical staff who are available well beyond "normal" library hours. (Already we are finding it necessary to have technical staff reachable 24/7 by cell phone, in case system malfunctions make critical resources like electronic journals unavailable.) Strong overall vision and leadership in technology directions will become a necessity as technology experts work with library public service staff to map out the next generations of systems used to support library services. In addition to hardware experts who will continue to install and maintain overall systems, software experts will assist in providing the means that allow for the effective delivery of technology based library services.

Staff work will increase in the area of creating local products such as web portals for access to journals. UCSC library staff will avail themselves of latest equipment and

software in the process of transforming unique local resources into electronic formats that can be accessed remotely and will benefit the public. For example, library staff will be developing electronically available catalogs of local collections, digitizing archives, creating on-line finding aids, authoring Web sites and interactive study aids, preparing Web exhibits, providing sound and graphic files for electronic reserves, etc.

The library's strong tradition of collaborative staff involvement at all levels will continue to provide the means for coordinating the increasing array of systems needed to meet the information needs of students and faculty at UCSC.

Part II: Optimizing and Expanding Resources

Optimizing Existing Resources through Efficient Operations

As a relatively young institution, attaining maturity in the economically restrictive 1980s and early '90s, the University Library has tried to provide access to research materials in step with the campus's expanding programs. We have been agile in adapting new information technologies, as exemplified in the creation of our Web-based catalog CruzCat and the utilization of Prompt Cat, a system that enables cataloging records to be downloaded at an accelerated pace. We have innovatively adjusted CruzCat to accept records and updates from the University-wide shared cataloging program with no local editing, thus saving tens of thousands of staffing dollars annually. We have pioneered services such as Electronic Reserves and Slug Express. We have aggressively sought a role in collaborative ventures at the regional and state level, such as joining in resource sharing vendor contracts with the California Digital Library for serial aggregator and database subscriptions. We have expanded access to other collections through participation in the InterLibrary Loan "Request" and desktop delivery programs, for example. All of these collective arrangements have been cost-effective in providing our users with wider access to additional material in the absence of our ability to build a prestigious research collection.

As stewards of the library's collection funds, we have responsibly matched our limited budget to instructional needs and research interests through closely developed relationships between librarians and faculty. We have, for example, a closer relationship with our Academic Senate's Graduate Council than any other UC campus. When necessary, we've canceled print serial subscriptions, reduced duplication, and made more selective binding and preservation decisions.

During the past decade, we have actively sought outside donor, endowment, and Friends of the UCSC Library funding to expand our ability to acquire special material. We've creatively utilized all areas of library physical space, moved into off-site local storage (currently 2,000 asf is leased at University Business Park; an additional 5,000 asf has been requested), and engaged in a serious selection program to send large quantities of collection material to UC's Northern Regional Library Facility. We will send 25,000 volumes annually to storage until the new McHenry Library addition is completed; as of June 30, 2001, an amount equivalent to 200,000 volumes has been stored at NRLF.

As noted in our "Specific Medium-Term Public Service Goals" above, a top priority in planning the McHenry Library addition will be to combine service points everywhere possible. Our intention is to provide much longer hours of service to expanded numbers of users at no greater cost to the library.

Proposed Changes in the Library Budget

The table below provides an overview of budgetary resources and staffing needs required to meet the mission, vision, and goals of the University Library as described in the first

section of the report. Fiscal year 2008-2009 is significant to the Library as the McHenry Addition/Renovation will be completed and new space occupied. The details of when staffing and collections would be needed are described below in the section on Timing of Growth.

	Existing Base		FY 2008/09		FY 2010/11	
	Staff	Salaries	Staff	Salaries	Staff	Salaries
Library services for increased enrollment and new programs	130 FTE	$4,697,214	149 FTE	$5,600,987	162.75 FTE	$6,190,652
Expanded Summer Program	0	0	8 FTE	$427,120	11 FTE	$587,290
Silicon Valley Center	0	0	4 FTE	$213,560	4 FTE	$213,560
C&NS technical staff	5 FTE	$233,362	9 FTE	$539,802	9	$539,802
Administrative Support	18 FTE	$995,188	23.5 FTE	$1,290,838	23.5 FTE	$1,290,838
TOTAL STAFFING	153 FTE (1)	$5,925,764	193.5 FTE (2)	$8,072,307	210.25 FTE (3)	$8,822,142

(1) Includes 31 FTE (62,327 hours) of student assistant time
(2) Includes 32 FTE (64,206 hours) of student assistant time
(3) Includes 33 FTE (66,294 hours) of student assistant time

Supplies and Expenses	Existing Base	FY 2008/09	FY 2010/11
	$924,507	$1,169,229	$1,268,931
Collection Budget	$3,558,507	$4,982,448	$5,734,910

Space Requirements

Growth Space

Space required for expanded open stack collections, archives and special collections, services, and staff will be addressed over the next ten years by the major construction project of building the McHenry Addition, and retrofitting the current McHenry building. Both of these projects will create a 21st century academic library building capable of handling the projected growth in enrollment and expanding services. A major highlight of the accountability measures detailed at the end of this report includes space for paper collections, sufficient to hold 600,000 more volumes on campus. Initially, the McHenry Library expansion will provide 40,000 asf for library use. This space will be used to

provide for the services and collections that cannot be accommodated in the existing McHenry Library. 40,000 additional asf will initially provide space for faculty and classrooms, which will be converted to library space when needed in the future. Retrofitting the existing McHenry building will provide a safer home for the $100,000,000 worth of materials already here, and for the people who use them.

The Science & Engineering Library building will support the growth of the Natural Sciences Division and Baskin School of Engineering over the next decade. The Science & Engineering Library has always provided a space to allow for the browsing of materials, informal meetings of professors from different departments sharing common interests, and gatherings of students for study and research. As the collection, especially journal literature, moves from print to electronic, a natural progression would be to continue to provide that same space as an Information Commons equipped with high end technology to access materials. This will enable the researcher and student to access seamlessly the content of electronic materials while preserving the interdisciplinary nature of a common place to meet and conduct study and research. Initially, a low cost solution will be employed to increase seating and add technology. Wireless laptops will be added to the existing laptop lending program, and the Current Periodicals Room will be refitted for wireless technology as the paper journal collection is consolidated. After the library has finished serving as a staging area for staff and collections during the construction of the McHenry addition and retrofit, additional amenities will be added, including expansion of library instruction facilities, and the addition of wireless capabilities throughout the library. Ultimately, the addition of compact shelving on the lower level of the S&E Library will allow for moving older materials from the main level and increase the amount of space used for the Information Commons.

Staging the McHenry Library Expansion and Renovation Project

As the McHenry Addition nears construction, a plan will be developed for the successful operation of staff and services with the least interruption. The strategy must be to maintain services as much as possible as the multi-year project presents its unique challenges. The Science & Engineering Library will be a major staging area for staff and collections. The intent is to build the new addition, move staff into that part of McHenry, then retrofit the old section of the building. McHenry tenants will need to relocate, since sections of the building will be exposed to allow for the merging of the two structures, and new sheer walls are added to the outside of the building at other locations. The tenant relocation project should commence in the next three years, both for the tenants' own safety and to provide critical staging space for library employees to continue service during the several years of construction and retrofit. The Library Management Group will be responsible for designing the maintenance-of-services plan and the relocation of library personnel as necessary during the construction and retrofit.

Timing the Growth of the University Library

The tables below show when resources will become available to accomplish our goals and meet the evaluation criteria listed in Section I. The years listed refer to the fiscal year, for example 2001 refers to the 2001-2002 fiscal year. Year 2001 provides our current

status for all categories. The column titled "Collection Budget Growth" is a total budget encompassing all aspects of the collection budget.

The second table outlines the timing of hiring staff to support Academic Programs. (See Appendix for more specific breakdown.) A substantial number of staff will be needed after the McHenry Expansion project is completed. Others must be hired prior to and during construction. We expect substantial numbers of staff will need to be temporarily relocated into the Science & Engineering Library. Once construction is complete and McHenry Library staff and collections are removed from the Science & Engineering Library, a more efficient reconfiguration of space will begin in the Science & Engineering Library. This will include the addition of compact shelving on the lower level of the library and expansion of the Information Commons area.

Library Support of Academic Programs: Collections

Year	Number of Volumes	Number of Current Serials	Collection Budget Growth
2001	1,300,000	8,000	$3,100,000
2002	1,325,000	8,000	$3,588,507
2003	1,385,200	8,182	$5,288,455
2004	1,445,400	8,364	$5,553,045
2005	1,505,600	8,546	$5,835,061
2006	1,565,800	8,728	$6,135,899
2007	1,626,000	8,910	$6,457,080
2008	1,686,200	9,092	$6,800,262
2009	1,746,400	9,274	$7,167,248
2010	1,806,600	9,456	$7,560,003
2011	1,866,800	9,638	$7,980,671
2012	1,927,000	9,820	$8,431,586
2013	1,987,200	10,000	$8,908,064

Note: since it is unrealistic to expect expanded funding to arrive in 2002-03, and ten years of growth are needed to approach ARL standards, we have extended the chart through 2013.

Library Support of Academic Programs: Staffing

Year	McHenry Addition	Library Staff Growth	C&NS Technical Staff	Administrative Support	Extended Summer Session; Staff Growth	Silicon Valley Center; Staff Growth
2001		130	5	18	0	0
2002		131				
2003	Planning	134.5				
2004	Working Drawings	141.5			3	
2005	Begin Construction	147.5	9	20.5		
2006	Relocate McHenry Staff & Collections					
2007	Reconfigure Existing Space					
2008	Occupy New & Old Buildings; Reconfigure S& E Library	149		23.5	8	4
2009	Additional Reconfiguration of S& E Library	155.75				
2010		162.75	9	23.5	11	4

Note: Figures are cumulative, starting from the 2001 base. (See Appendix for specific staff descriptions.)

Part III: Evaluation and Accountability

The library employs a rigorous set of criteria for evaluating activity and growth. Our standards for evaluation are drawn from national professional associations such as the American Library Association (ALA) and the Association of Research Libraries (ARL). Within these standards we routinely collect statistical data in order to benchmark our collection growth, budget expenditures, public service activity, instructional programs, materials circulation, and staffing levels.

Within this environment of continuing accountability, the library will undertake the following programs and activities over the next decade. The campus should examine progress towards completion as its primary test of library accountability

1. **Plan and implement the successful transition to more efficient public service models in order to meet the needs of increased campus enrollment and distance learning.**

Accountability measures:

By the end of the planning period the library will:

a. Combine space and service points.
   1. Combine the General Reference and Government Publications/Law desks in McHenry Library.
   2. Combine the Special Collections, Shane Archives and Online Archives of California units' service and processing areas.
   3. Provide for more secured collections in McHenry Library.

b. Increase hours of service at public service points including Reference, Reserves, Circulation, and Special Collections.

c. Combine library functions across administrative sections.
   1. Implement a revised and efficient model for computing and network services support.
   2. Create shared staffing models wherever appropriate, e.g. licensing and copyright advising, library public relations, programming and Web design.

d. Expand virtual and electronic self-help services.
   1. Initiate on-line, interactive reference service as software technologies develop.
   2. Set up user self check-out system.
   3. Design a Web-based library card registry.
   4. Streamline interlibrary loan delivery services in line with UC-wide standards.
   5. Create a more efficient model for electronic printing delivery.
   6. Provide electronic access for unique local holdings.

2. Plan and implement the McHenry Library expansion and renovation project. At the end of the project, the University Library's physical facilities will accommodate and protect existing collections and archives, provide room for ten

years of growth, and provide space that is conducive to study, research, and the exploration of new technologies.

Accountability measures:

a. Before the McHenry expansion

University Library staff will ensure that planning documents for the McHenry Addition are completed in a professional and timely manner.

b. During the project

The University Library will provide consistent library services during the building and renovation of our facilities. To maintain services and minimize disruptions, the Library Management Group will be responsible for designing the maintenance of service plan, and for organizing the placement/relocation of personnel during the construction and retrofit.

c. Ten year goal for the opening of a 21st century research library

University Library staff will help design and open an expanded and renovated McHenry Library to meet ongoing instructional, research, and community needs of the UCSC Campus. The project will result in at least one award for design excellence.

3. Implement strategies to successfully support the needs of new academic programs through cooperative collection building with the faculty.

Accountability measures:

a. Start-up funds will continue to allow for the acquisition of a base-line collection of materials for new faculty.

b. After review by the Graduate Council and other appropriate groups, the campus will regularly allocate funds for the library support of new academic programs.

c. The Senate Committee on the Library will advise the campus administration at regular intervals on the ability of the library to support campus growth.

4. By 2012-13, the UCSC University Library will successfully apply for membership in the Association of Research Libraries.

Accountability measures:

The library will

a. Engage faculty and the campus administration in successful strategy sessions for increasing UCOP allocations for UCSC library acquisitions.

b. Increase library subject endowments to the level of $5 million (in 2001 dollars).

c. Work within the University of California toward redefinition of "library holdings" in ways that enhance our membership application.

Appendix-Additional FTE Added to Library Through 2010*

Year	Type of FTE	Total New FTE
2002	Copy Services/Remote User Services Support (Library Assistant) (Access)	1
2003	Collection Planning Bibliographer (Area Studies, Librarian) Archivist (Librarian) Map Room Library Assistant (Science & Engineering Library) .50 Electronic Reserves Library Assistant (Access Services)	3.50
2004	Collection Planning Mgt. Assistant (Library Assistant) Archival Cataloger (Library Assistant) .50 Slides Public Services Assistant (Summer support)(Library Assistant) .50 Slides Special Collections Assistant (Summer support)(Library Assistant) Reserves Library Assistant (Science & Engineering Library) Computer Resource Specialist (Science & Engineering Library) (evening and weekend) Map Room Library Assistant (Science & Engineering Library) Billing/Circulation Desk Support (Library Assistant) (Access) Computer Resource Specialist (Access Services) Technical Services Catalog Assistant (Library Assistant) (2)	10
2005	Preservation Assistant (Library Assistant) .50 Stacks Maintenance Assistant Library Assistant (Science & Engineering Library) Programmer Analyst (Science & Engineering Library) Computer Resource Specialist (Access Services) Computer Resource Specialist Workstation Support (Computer and Network Services) Computer Resource Specialist Software Specialist (Computer and Network Services) Programmer Analyst Server Administration (Computer and Network Services) __ Asst. I Recruitment Specialist (Library Administration) Licensing and Copyright Librarian (Collection Planning) Associate University Librarian (Deputy Director) (Administration) Public Relations/Outreach Specialist (Development/Administration) Technical Services Catalog Assistant (Library Assistant) (2)	12.5
2006	No additional FTE added due to Construction/Retrofit	
2007	No additional FTE added due to Construction/Retrofit	
2008	Collection Planning Bibliographer (Education, Librarian) Computing Resource Specialist (Reference) (CRS) Document Delivery Assistant (Library Assistant) (Science & Engineering Library) Access Library Assistant Document Delivery User Education/Marketing (Library Assistant) (Access Services) _ Assistant I Receiving and Mail service (Library Operations) Budget Analyst Library Development (Library Administration) Collection Planning Mgt. Assistant (Library Assistant) Electronic/Digitization Processor (Library Assistant) Reference Librarians (2) (Humanities & Social Sciences) Computing Resource Specialist (Reference) (CRS) .50 __ Asst. II General Financial Services Support __ Asst. II Recruitment /Training Specialist (Library Administration)	13.5
2009	Reserves Library Assistant (Science & Engineering Library) Circulation Library Assistant (Science & Engineering Library) weekend hours .75 Administrative Assistant (marketing) (Science & Engineering Library) Access Library Assistant Night Staff Circulation	6.75

	Access Library Assistant Night Staff Stacks Access Library Assistant Night Staff Security Access Library Assistant Night Staff/Protected Floor Reserves	
2010	Information Specialist/Virtual Reference Service Coordinator (Library Assistant) Reference/Gov. Publications Stacks/Processing Asst. (Library Assistant) Computing Resource Specialist (Reference) (CRS) Film & Music Center Assistant (Reference) (Library Assistant) _ Assistant I Receiving and Mail service (Library Operations) Reference/Collection Planning Engineering Librarian (Science & Engineering Library) Computer Resource Specialist-Tech. Support (Access) ILL Document Delivery Assistant (Library Assistant) (Access) Reserves Library Assistant (Access) Map Room Library Assistant (Science & Engineering Library)	10
	Total Additional FTE During Life of the Plan	57.25

As indicated in the Library Executive Summary, an additional 20 FTE would be added to expand services post renovation and expansion of the McHenry Library. Timing and description of FTE will depend on which programs are ultimately included in the building project and, the rate of library expansion into space initially designated for capacity purposes. These FTE may require funding sources beyond those requested in the 10 year plan.

* FTE noted is career full time equivalent.

The University Library
University of California, Santa Cruz

MEDIA SERVICES
Ten Year Plan 2001-2011

Submitted by

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December 3, 2001

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A. Overall Section Plan

Vision and Mission

Media Services leads in the development and implementation of new methodologies, technologies, and applications for teaching, learning, research, and service, setting the standard by which other institutions measure their quality.

The campus community recognizes Media Services as an organization of high expertise and productivity, the major resource on campus for applications of media technology. UCSC faculty and staff work in partnership with Media Services staff on projects, grants, external funding, and start-up purchases.

Media Services offers a continuum of services from the inception of an idea, through its development, to its presentation or implementation.

Media Services leads the campus community in applications of media technology and nonprint media resources. It provides expertise and assistance in support of teaching, research, and service as well as other activities and events at UCSC.

Media Services staff is dedicated to customer service and satisfaction through ongoing development of professional skills, introduction of innovative technologies, outreach to the campus community, and cooperation and collaboration with other campus units.

Goals

- Provide comprehensive, expert consultation for cutting-edge instructional and research applications of emerging technologies;
- Create a portal to communicate resources and services provided to the University community by Media Services;
- Produce a wide variety of high-quality multimedia programming for instructional use;
- Provide expert consultation, development, design, installation, and technical support of classrooms and other instructional facilities;
- Guide instructors through the process of Instructional Development and Instructional Design to create materials ranging from a single class project to a complete course;
- Lead campus initiatives in distributed education, distance education and open learning;
- Provide equipment and staffing for media projects;
- Foster, facilitate and promote innovation in teaching and learning;
- Support research mission with quality technical support and production.

Trend Analysis

Computer and video technologies have rapidly become a standard feature of university operations. Internet technology is now an integral component of higher education. The growth

of the Internet has accelerated dramatically with the introduction of powerful, graphical user interfaces such as Netscape and Internet Explorer. Internet technology is currently capable of including live audio and continuous streaming video. Rapidly emerging Internet applications include web casting, archiving and video on demand in networked and wireless environments. As the Internet changes technologically, the potential for delivering distributed learning using this technology is expanding at an incredible rate. This is the great technological and educational frontier.

Emerging communication technology throughout the decade will continue to grow rapidly. Currently, a wide variety of new electronic technology is being introduced. New systems using telecommunications, wireless networks, interactive/on-demand video, DVD-ROM, Internet publishing, 3D imaging, high-definition video and computer simulation will be more readily available and widespread throughout the educational community. Portal technology, allowing custom configurations of personalized web site access, will become widespread. Dramatic increases in the amount of new information in print, electronic and video formats will increase student access to data. A major trend is the merging of technologies in hybrid configurations, combining microcomputer technology and video technology, which blend the current features of computer assisted instruction with features of television production in video formats. This convergence technology will allow educational offerings to be delivered via the Internet and cable television.

At the same time, the physical configuration of the hardware will shrink to smaller and more portable sizes. Notebook and hand held computer/video systems will become very powerful in terms of visual and data capacities. Telephone, wireless, and satellite technology linking large-scale electronic databases, local area networks and wide area networks will make information more portable and accessible to students throughout the next century. Transportability, connectivity, and flexibility will be key design concepts for any distributed learning configuration.

The Case for Instructional Development

Students come to the classroom with varying levels of knowledge and different styles of learning. To address these issues, instructors and staff must face the challenge of individual student assessment, the development and utilization of instructional support materials and valid evaluation tools. New technology will allow for a new approach to content learning and delivery that will incorporate individual learning styles and expanding areas of knowledge.

Research from the “learning styles inventory movement” by David A. Kolb and others has generated a tremendous amount of information regarding individual student learning styles. Not only are individual learning modalities being assessed but organizational structures and technological applications are being developed to support learning in the student's preferred mode. New technological systems will be much more responsive to the variety of individual learning styles. The ability to present educational offerings using Internet technologies and television will more effectively respond to the visual, auditory and kinesthetic learner. Most important in the many changes that will impact university education is the realization that all students do not learn in the same way.

B. Details of Programs/Activities

As an academic support operation heavily dependent on fast-changing technology, the Media Services operation in 2006 and 2011 will be shaped by campus growth, evolution of learning and teaching methods, changes in academic programs and innovation in media, teaching and telecommunications technologies.

Media Services will continue strong support of instructional activities by providing high quality, easy to use media systems in all generally assigned classrooms on the UCSC campus. Faculty will be assisted with Instructional Development processes, innovative facilities design, and a ready pool of quality presentation equipment for use by the campus community.

Media Services will further support the campus's commitment to the research mission through quality technical support and production for conferences, symposia and other special events. Media Services will continue to explore new technologies and evaluate applicability toward furthering UCSC's research mission and the campus's exceptional commitment to undergraduate education.

Where we are now

Media Services currently serves the campus with instructional support through design, installation and maintenance of media systems in most generally assigned classrooms. Media Services also serves the campus with consulting expertise in media technologies and design, providing advice to other campus units on applications of audiovisual technologies.

Media Services provides technical support and coordination for conferences, symposia and other special events, and provides design, operation and support for videoconferencing and Distributed Learning facilities.

Media Services assists faculty with Instructional Development, the use of presentation technology, and assessment of new technologies.

In addition to providing a large collection of presentation equipment for campus use, Media Services also designs and installs media systems for other campus departments, repairs electronics devices for other campus units, and operates the campus cable television system.

Media Services provides these critical services to the campus with a staff of 20 and an annual budget of $1.1 million.

Where we are going

Media Services intends to continue providing the services outlined above throughout the planning period. Services will be enhanced to the campus as demand and resources allow.

As computers and other media technology become even more common in the society at large, the instructional uses of media will also grow. Reliance on these technologies increases the importance for UCSC media systems to be modern, reliable, powerful, and easy to use. To this end, Media Services intends to improve available media technologies in several significant ways.

Planned enhancements include:

- Bringing all general assignment classrooms to a minimum media standard which would provide video/data projection.

- Improving ease of use of installed media systems by increasing the degree to which systems are standardized.

- Putting all general assignment classrooms on a regular cycle for equipment replacement to improve performance and reliability.

- Adding devices to 25 classrooms to make them distance education capable.

Maintaining Current Support Levels during 25% Campus Growth

In order to maintain current levels of service as the campus grows 25 percent, Media Services will need to add 5 staff to the current 20 (2 Computer Resource Specialists, 1 Classroom Support Specialist and 2 Electronics Technicians). Space requirements, now at 5116 asf, will grow by 1300 asf to a total of 6416 asf. The Media Services staffing budget, now at $1.1 million annually, will grow by $275,000 to $1.375 million (in 2001 dollars). This growth is shown in the following chart:

Effects of Growth in Student Population:

	2000-2001	2005-2006*	2010-2011*
Staff	20	+3	+5
Space	5116 asf	+780 asf	+1300
Annual Budget	$1.1 million	+ $165,000	+ $275,000

* change from 2000-2001

Summer Session Growth

The addition of a summer quarter will add to Media Services' workload by some amount, but how much is not clear. To the extent that the new quarter displaces classes that would have been scheduled as part of the current summer session, the impact may be small. However, should summer quarter grow as envisioned to the full 40 percent of three-quarter enrollment, Media Services would need an additional 2 FTE for technicians and support staff, represented by an additional $40,000 to $80,000 per year, in order to maintain our current level of services. This is shown in the following chart:

Effects of Enhanced Summer Session:

	2000-2001	2005-2006*	2010-2011*
Staff	20	+2	+2
Space	5116 asf	+600 asf	+600 asf
Annual Budget	$1.1 million	+ $80,000	+ $80,000

* change from 2000-2001

Historically, summer has been the time when classroom media systems are installed or upgraded, periodic preventive maintenance takes place, and employees take vacations, plan for the next year and catch up on other tasks hard to accomplish during the busy academic year. With the advent of year-round operation, all of these activities will still need to be done, but the academic support workload will increase by as much as one third.

Surge Space & Access to Classrooms for Maintenance

Year-round operation will also restrict already tight access to classrooms for maintenance and installation activities, possibly requiring solutions that don't currently exist, such as the creation of designated classroom surge space to temporarily receive classes while rooms are taken off-line for media system replacement.

Adding Distance Education Capabilities to Classrooms

Media Service intends to outfit 25 existing classrooms with additional equipment that would enable distance education courses and videoconferencing to take place in those rooms. Minimum costs to add this capability would be about $5,000 per room.

Silicon Valley Center

As the future plans for UCSC's use of the Silicon Valley Center evolve, Media Services expects to play a leading role in the process by providing engineering, consultation, design and planning for presentation and distributed learning facilities as well as in its operations support and maintenance. Details regarding Media Services staffing, space requirements and activities will depend heavily on the methods of instruction and the types of presentation facilities implemented at the center.

Instructional Development Center

The McHenry expansion plan includes the creation of an Instructional Development Center. Instructional Development is the process of assessment, design, development, implementation and evaluation of instructional presentations, modules, and entire courses. This site will offer instructor and student access to hardware, software and development resources. It will be available to the university community as a "learning hub". Students will access it to strengthen areas of weakness and reinforce learning. Instructors will use it to create instructional materials that appeal to different learning modalities as well as identifying support materials to help students in need. Additionally, aside from in-depth consultation, students and instructors will not necessarily have to set foot into the center. All needed materials and assistance will be available online, thus removing the limitations of time and place.

The development of assessment and evaluation tools will be critical for effective learning. Assessment can take many forms to identify student learning styles and knowledge gaps. Evaluation is essential to verifying whether instruction and/or teaching materials are achieving the instructional objectives. Instructors and Instructional Developers must be committed to identifying and utilizing valid tools and, if necessary, developing their own.

With all this new technology, instructors are going to need assistance in the form of individual sessions with an instructional developer, software workshops and hands on experience in a multimedia classroom. Each content area should focus on the technologies that best serve its students: a virtual ocean for Marine Biology, a videoconference with Mexico for Spanish, an online globalization atlas for Sociology.

Instructors will select from a variety of options to support instruction: web sites, virtual reality, streaming/archived video, CD-ROMs, lectures, group projects. In summary, instructional development will be structured to assist instructors in creating valid assessment/evaluation tools, diagnosing student learning styles and prescribing appropriate learning activities, designing instructional materials, creating a challenging and/or multi-sensory learning experience and utilizing available teaching materials.

The Instructional Development Center will require new staffing. Media Services will hire an additional instructional developer and a computer resource specialist to meet these needs. An additional $20,000 in student labor and supplies will be needed annually. These are shown in the following chart:

Effects of Instructional Development Center in McHenry Library Addition:

	2000-2001	2005-2006*	2010-2011*
Staff	20	+1	+2
Space	5116 asf	No change	+4565 asf**
Annual Budget	$1.1 million	+ $40,000	+ $100,000

* change from 2000-2001

**includes self-help lab, equipment booths, videoconferencing room, 2 media instruction rooms, staff offices and server room in McHenry Library addition

Efficiencies of Service

Continuing review and evaluation of ongoing processes will refine interactions with faculty clients. Activities such as debriefings after major events, surveys of client needs and work prioritization strategies will enable Media Services to best meet the evolving needs of its customers.

By networking our classroom media systems together, we can greatly enhance classroom support, system security and maintenance activities while reducing the need for staff visits to the classrooms.

C. Budget Sources

Table 1: Proposed Changes to Annual Budget

Media Service Activity	Existing Base	Year 1	2005/06	2010/11
Classroom Services				
Cost Components				
Salaries				
Staff	282,690	288,459	345,432	459,392
Students	26,392	26,392	31,011	35,629
Non-salary costs				
S & E	67,875	67,875	79,753	91,631
Other				
Total:	376,957	382,726	456,196	586,652
Instructional Development & Distributed Learning				
Cost Components				
Salaries				
Staff	124,883	127,432	153,646	202,856
Students	3,970	3,970	4,664	5,359
Non-salary costs				
S & E	32,254	32,254	37,898	43,543
Other				
Total:	161,107	163,656	196,208	251,758
Technical Support Unit				
Cost Components				
Salaries				
Staff	257,717	262,977	332,412	430,832
Students	8,064	8,064	9,475	10,886
Non-salary costs				
S & E	55,392	55,392	65,086	74,779
Other				
Total:	321,173	326,433	406,973	516,497
***Total (all units):**	$859,238	$872,815	$1,059,377	$1,354,929

* Total does not include section-wide/Bus. Operations budget and/or expenditure levels, which are not expected to change
Not including equip. replacement & data projection upgrades; both included in Table 2 (proposed campus funding)
Not including distance learning upgrades to classrooms; included in Table 2 (proposed campus funding)

Table 2: Proposed (Annualized) Funding Sources

Media Services Activity	2005/06	2010/11
Classroom Services		
State/UCOP	456,196	586,652
Campus (1)	315,600	315,600
Total:	771,796	902,252
Instructional Development & Distributed Learning		
State/UCOP	196,208	251,758
Campus (2), (3)	17,500	17,500
Total:	213,708	269,258
Technical Support Unit		
State/UCOP	406,973	516,497
Campus		
Total:	406,973	516,497
Total (all units):	$1,392,477	$1,688,007

Footnotes

1. Based on proposed $240K allocation for classroom equipment replacement and data projection being added to small classrooms (54 classrooms @ $14K each over 10 years)
2. Distance learning upgrades (25 classrooms @ $5K/room over 10 years)
3. New equipment needed to support increasing level of instructional development, videoconferencing and webcasts (estimated cost @ $5,000/year).

D. Space Requirements

Based on anticipated campus growth, enhanced summer session, the Silicon Valley Center and other proposals outlined in this plan, Media Services will have the following space requirements:

Media Services Space Requirements:

	2000-2001	2005-2006	2010-2011
Space	5116 asf	6800 asf	12165 asf**

** Includes Instructional Development Center in McHenry Library Addition, including classroom space.

E. Technology Requirements

To a great extent, developments in media technologies determine much of Media Services' future direction. Change in media technologies is coming at an ever-faster pace. Some faculty embrace new technologies while others demand traditional chalk and overhead projectors. Meeting these different needs presents significant challenges.

Anticipating, embracing and promoting use of new technologies will continue to be a growing role for Media Services. Faculty are increasingly familiar with Internet and video technology and the use of new technologies is rapidly expanding. Media Services will promote the use of new technologies to insure student access and success.

These changes will affect instructional delivery, as well. Distributed Learning activities will benefit from improvements in data compression and telecommunications infrastructure, with a reasonable expectation that capabilities will grow while costs come down. Media Services will promote Distributed Learning through expanded Distance Education and videoconferencing facilities, new media technologies such as webcasting, and support of faculty in developing use of Internet technologies in the classroom.

Other presentation technologies will change in ways that are difficult to predict, based on past patterns. Past trends indicate that technical capabilities for a given cost tend to grow over time, but as capabilities expand, user expectations and needs also grow. These trends are expected to continue, as the overall demand for use of Instructional Technology in the University setting grows.

To meet demand in the classrooms, Media Services will furnish all remaining unequipped and minimally equipped classrooms on campus with complete media systems providing data display and an array of other media playback capabilities.

Long-Range Planning for Media System Upgrades

Media Services has developed an equipment replacement schedule based on equipment useful life expectancies which will serve as a guide for planning upgrades over an 8-10 year period. The estimated annual cost for an 8-year replacement cycle for all classroom systems is $240,000 (2001 dollars) for the current complement of classrooms and systems. Additional classrooms yet to be constructed will add to that figure in the future, but will not be due for replacement within this 10-year planning window. Effects of this program are shown in the following chart:

Effects of Regular Planned Equipment Replacement Cycle:

	2000-2001	2005-2006*	2010-2011*
Staff	20	no change	no change
Space	5116 asf	no change	no change
Annual Budget	$1.1 million	+ $240,000	+ $240,000

* change from 2000-2001

Computing Display in Small Classrooms

Through user surveys, Media Services has found a growing need to project computer display in small classrooms (those with fewer than 30 seats). This demand will grow in future years. Currently only one of our small classrooms has installed capability for data projection.

Media Services plans to install data projectors in 54 of our small classrooms over the next ten years. Cost to do this will be about $14,000 per room, for a total of $756,000 (2001 dollars) over the ten-year planning period. Forty-three of these rooms currently have aging televisions and VCRs, and would be upgraded to have data projectors and other equipment. The remaining 11 rooms currently have no media equipment, and would receive complete data projection systems.

On-going support/maintenance costs for these additional systems would be roughly $35,000 per year. Also, additional 2 electronic technicians will be required by year 2010 to maintain these additional 54 systems. Effects of this program are shown in the following chart:

Effects of Enhanced Data Projection Program:

	2000-2001	2005-2006*	2010-2011*
Staff	20	+1	+2
Space	5116 asf	+300 asf	+600 asf
Annual Budget	$1.1 million	+ $146,000	+ $181,000

* change from 2000-2001

H. Estimated Benefits and/or Impacts on Other Campus

In just over a decade, Media Services has taken the lead in providing the following vital activities to the campus:

- Videoconferencing
- Distance Education
- Cable television
- Special events coordination and support
- Classroom media systems
- Non-academic media installations for other campus departments
- Equipment loans
- Video production and editing
- Instructional design support
- Engineering services and consultation
- Equipment repairs for other campus departments

Media Services will continue to offer cutting-edge technologies and services to the UCSC community.

I. Evaluation and Accountability

Media Services continually evaluates its services and customer feedback through surveys, event debriefings, committee participation and one-on-one discussions with faculty in the classrooms. This data is used to continually refine Media Services processes to best meet the needs of faculty, student, staff and administrative customers.

Beyond this continuous improvement process, the following measures of accountability are proposed:

- Media Services will replace all classroom media systems on a regular, periodic replacement cycle.
- Media Services will install upgraded media systems capable of displaying computer images in all small general assignment classrooms on campus within the 10-year planning period.
- Media Services will provide full support for expanded summer session and the Silicon Valley Center facilities as outlined above.
- Media Services will establish an Instructional Development Center in the McHenry expansion.

Summary

Media Services will lead the campus in applications of new technologies to the learning and research environments well into the new millennium. To accomplish these goals, Media Services' total staffing and resource needs would grow in the following ways:

Total Media Services Staffing and Resources:

	2000-2001	2005-2006	2010-2011
Staff	20	27	31
Space	5116 asf	6800 asf	12165 asf**
Annual Budget	$1.1 million	$1.77 million	$1.98 million

** Includes Instructional Development Center in McHenry Library Addition