APPENDIX A

RESPONDING INSTITUTIONS
RESPONDING INSTITUTIONS

1. The government-supported universities and colleges engaged in distance education programs in Malaysia are:

   Institut Teknologi MARA
   Universiti Islam Antarabangsa Malaysia
   Universiti Kebangsaan Malaysia
   Universiti Malaya
   Universiti Malaysia Sarawak
   Universiti Putra Malaysia
   Universiti Teknologi Malaysia

2. The newly established private universities is:

   Universiti Telekom Malaysia

3. Klang Valley’s private higher educational institutions and training institutions:

   Advance Tutorial Centre
   Akademi Saga
   Entrepreneurs Development Institutions
   Kolej Tafe Petaling Jaya
   Kolej Tunku Abdul Rahman
   Kolej Unitek Malaysia (formerly known as Emile Woolf College of Malaysia)
   SAL Group of College
   Sedaya College
   Summit International College (formerly known as MSC-SYME Business School)
   Systematic Computer Centre
   Systematic Management Resources Centre
APPENDIX B

COVER LETTER, FOLLOW-UP LETTER & QUESTIONNAIRE
Universiti Malaya

FACULTY OF COMPUTER SCIENCE AND INFORMATION TECHNOLOGY
Programme of Masters in Library and Information Science (MLIS)

January 1, 1998

Dr. Nasruddin Abd. Rahim,
Pengarah,
Pendidikan Jarak Jauh,
Universiti Malaya

Dear Dr. Nasruddin Abd. Rahim,

Malaysian Distance Education Library Services Survey Questionnaire

As partial fulfilment for the degree of Masters in Library and Information Science, I am conducting a study on “Library Services for Distance Education in Malaysia: Library Resources and Services Through Information Technology to Support Students and Faculty.” This study is designed to gather information about the current status of library services for distance education learners in Malaysia, and also to explore what are the initiatives of the faculty in using Information Technology to provide library support to external-campus programs.

Your institution has been selected to participate in this pilot study. I wish to ask for your assistance to fill the enclosed questionnaire. I would appreciate your returning the completed questionnaire prior to January 21, 1998. A self-addressed stamped return envelope is enclosed for your convenience.

Your participation is greatly appreciated. I thank you in advance for your assistance in making this survey a success. The findings of this study will be very helpful to universities’ Distance Education faculty planners, educators and other decision makers in developing alternatives to deal with problem areas and to initiate workable external-campus library services development strategies.

Thank you very much for your co-operation.

Sincerely yours,

Chew Pang Hee
Postgraduate student
Masters in Library and Information Science Programme

Attached: Questionnaire & Glossary

121
Universiti Malaya

FACULTY OF COMPUTER SCIENCE AND INFORMATION TECHNOLOGY
Programme of Masters in Library and Information Science (MLIS)

January 22, 1998

Dr. Nasruddin Abd. Rahim,
Pengarah,
Pendidikan Jarak Jauh,
Universiti Malaya

Dear Dr. Nasruddin Abd. Rahim,

Malaysian Distance Education Library Services Survey Questionnaire

I refer to the above questionnaire which was sent to you some weeks ago. I have not yet received the completed form from you. I realise that you may be confronted with a flood of mail and paperwork daily. However, I need to acquire as much information as possible from my intended population, so your completed questionnaire is essential to make the results of my study complete. I will be grateful if you could complete the questionnaire and return it by February 15, 1998.

I am enclosing another questionnaire and self-addressed stamped return envelope for your convenience. If you have recently returned your response, please disregard this letter.

Thank you very much for your assistance.

Sincerely yours,

Chew Pang Hee
Postgraduate Student
Masters of Library and Information Science
Universiti Malaya
FACULTY OF COMPUTER SCIENCE AND INFORMATION TECHNOLOGY
Program of Masters in Library and Information Science (MLIS)

Malaysia Distance Education Library Services Survey

INSTITUTION: ____________________________

BACKGROUND

I. When did your institution participate in the distance education program?
   19__________

II. How many students have enrolled in your institution’s distance education program since its inception?

   - Less than 1000
   - 1,000-3,000
   - 3,000-5,000
   - 5,000-7,000
   - 7,000-9,000
   - More than 9,000

PHILOSOPHICAL CONSIDERATIONS

1. How does your institution state/think about the importance and necessity of providing library and information services to distance learners in distance education programs?
   
   Note: Extended campus library services refers to services offered away from the main campus to support academic courses and programs of the institution responsible for the academic program.

   - Very necessary and important
   - Necessary and important
   - Important but not necessary
   - Not really necessary and unimportant
   - Very unnecessary and unimportant

2. Does your institution provide library and information services to your distance education program students?

   - Yes
   - Have an arrangement with a local tertiary institution
   - No (If no, please stop and return the questionnaire)
GUIDELINES AND STANDARDS

3. Does your institution adopt any statement of guidelines and standards on extended campus library services for your institution library support and services program (for example: The Association of College and Research Libraries (ACRL) Guidelines for Extended Campus Library Services, etc.)?

☐ Yes ☐ No

If yes, what are the guidelines and standards?

4. Do you think it is necessary to establish standards and guidelines for library services to distance learners in Malaysia for the libraries of an institution with affiliated and extension program (This cover philosophy, objectives, management, collection, finances, personnel, facilities, resources, services)?

☐ Yes
☐ No
☐ Not sure
☐ No opinion

LIBRARY SERVICES

5. What range of library services does your institution provide to students enrolled in a distance education program (Check all that apply).

☐ Reference assistance services (answer question 7 too)
☐ Document delivery
☐ Computer-based bibliographic and informational services
☐ Bibliographic instruction
☐ Consultation services
☐ Book loan
☐ Interlibrary loan, reciprocal borrowing and contractual borrowing services (answer question 8 too)
☐ Literature search
☐ Photocopying services
☐ User education or user instruction
☐ Referral services
☐ Assistance with non-print media and equipment
☐ Written library guide
☐ Reserve collection
☐ Remote access to electronic resources
☐ Online catalogue searching
☐ CD-ROM searching
☐ The provision of regional library support and study centres
6. How does your institution provide the services? The distance learners can request the services by (Check all that apply).

☐ Mail
☐ Fax
☐ Telephone
☐ E-mail
☐ Counter services (face-to-face)
☐ Other (please specify)

7. If Reference Services are available for your distance learners, does your institution provide any of the following services to them? (Check all that apply) (If your institution does not provide these services, go to the next question)

☐ Mail
☐ Fax
☐ Telephone
☐ E-mail
☐ Scheduled “one-on-one”
☐ World Wide Web
☐ Other (please specify)

8. If interlibrary loan is available for your distance learners, which of the ILL services are available? (Check all that apply) (If your institution does not provide this service, go to the next question)

☐ Remote charging
☐ Telephone charging
☐ E-mail requests
☐ World Wide Web requests
☐ Normal interlibrary loan procedures through other libraries
☐ At regional campuses in person
☐ Other (please specify)
MANAGEMENT ISSUES

9. Does your institution have a written mission statement, goals, objectives and policies that address the library services provided to distance learners?

☐ Yes
☐ No

10. Does your institution undertake formal or informal information needs assessment from your distance learners for distance education courses and programs and use this information to assess and plan library resources, services and facilities?

☐ Yes
☐ No

11. How would you describe the collaborative relationship between the librarian and distance educator in the curriculum development process and course planning for the effective planning and integration of library resources and services in distance education programs?

☐ Excellent
☐ Good
☐ Adequate
☐ Barely adequate
☐ Bad
☐ Very bad

12. Does your institution have resource sharing or reciprocal agreement with other distance education institutions in terms of library services (academic, public, special libraries)?

☐ Yes
☐ No

If yes, please specify

13. What do you think of the need for academic, public and special libraries to work together to support distance learners through networking, resource sharing, and development of automated library systems?

☐ Very needy
☐ Needy
☐ Moderately needed
☐ Not needed at all
☐ Uncertain
14. Do you promote library services to the extended campus community?

☐ Yes  
☐ No

PERSONNEL

15. Who is/are responsible for the extended campus library services as part of the job description? (Check all that apply)

☐ Special trained professional librarian  
☐ Librarian  
☐ Assistant librarians  
☐ Management staff  
☐ Part-time support staff  
☐ No people responsibilities for it  
☐ Other (please specify)

16. Does your institution arrange special training on distance librarianship to the people who deliver library services to distance learners?

☐ Yes  
☐ No

If yes, please specify

INFORMATION TECHNOLOGY ISSUES

17. Does your institution provide remote access to electronic resources for distance learners? (Check all that apply)

☐ Yes  
☐ No

If yes, what type?

☐ Library online public access catalogues (OPAC)  
☐ Remote accessible CD-ROM database local area network  
☐ Information available through the Internet  
☐ Electronic mail  
☐ Bulletin boards  
☐ Others (please specify)
18. How is the emphasis of your institution to train/help distance learners develop the necessary skills to effectively use the electronic information resources or technology-based resources available through new telecommunication technologies?

☐ Excellent
☐ Good
☐ Adequate
☐ Barely adequate
☐ Bad

19. Are new developments in information technology used to improve library services to distance learners enrolled in your distance education programs?

☐ Yes        ☐ No

If yes, please specify: __________________________________________

______________________________________________________________

FINANCIAL ISSUES and FUNDING

20. If your institution provides library and information services for your distance education programs, does it receive any funding for the development of the programs?

☐ Yes        ☐ No

If yes, what type?

☐ Special funding from state or federal government.
☐ Budget adjustment from the institution.
☐ Special funding from other sources (please specify):

______________________________________________________________

21. Does your institution have a protected fund or yearly budget plan for library and information services in distance education programs?

☐ Yes
☐ No

SELF-EVALUATION OF THE INSTITUTION’S PERFORMANCE

22. As a program co-ordinator for your institution, if you were asked to evaluate your institutions library support and services for your distance education program students, how would you rate your institution’s performances? Or, how would you
rate your institution’s provision for library support and services to meet the information needs of your distance learners?

- Excellent
- Good
- Adequate
- Barely adequate
- Bad

PROBLEMS

What is the problem that affects the provision of library support and services to distance learners in your distance education program?

- Lack of funding
- Lack of staff and time
- Limited by distance
- Library resources of the university are poorly equipped to provide the necessary services for the distance learners
- Lack of a statement guideline and policy on library services to distance learner
- Other (please specify)

OUR OPINION

Do you think the government should establish a national policy to develop a network of public libraries that will function as study centres for distance learners?

- Yes
- No
- Not sure
- No opinion

What is your opinion on the idea of a distance education institution implementing electronic library/virtual library services on the net for extended campus library services to distance learners?

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- No opinion

Thank you for your co-operation in completing this questionnaire
APPENDIX C

Guidelines and Standards for Malaysian Distance Education Library and Information Services – A Proposal
Guidelines and Standards for Malaysian Distance Education Library and Information Services – A Proposal

INTRODUCTION

In the 1990s, many Malaysian universities, colleges and private higher educational institutions offered Distance Education courses and programs for students located away from their institutional campuses. It came into existence due to the advancements in communication technologies and Distance Education delivery methods. However, Library and Information Services for Malaysian Distance Education programs have been inconsistent and lack recognition of the essential and significant role of this support services. A survey conducted in 1997/98 indicated that, a large number of the Distance Education institutions have not developed or adopted any guidelines to provide library and information services for their distance learners in Distance Education programs. However, a majority of these institutions (72%) stated that it was necessary to establish guidelines and standards for library services to distance learners in Malaysia for the libraries of an institution with an affiliated and extension program.

The purpose of the guidelines is to stress the importance of integrated planning to provide effective library and information services to support the Malaysian Distance Education program. In essence, the same quality standards should apply for library and information support services to both on-campus and Distance Education programs. This guideline is a mortified version of the ACRL Guidelines and Standards on Extended Campus Library Services and Guidelines for Library Support of Distance Learning in Canada. While the guidelines in this document are similar in structure to
both the above guidelines, they reflect issues and recommendations which are more appropriate to the Malaysian context.

Some sections of the guidelines will be more applicable to certain institutions than to others. Each institution is encouraged to review the guidelines in relation to its unique circumstances and to use this document to ensure that the issue of library and information services for Distance Education programs has not been neglected in the institutional planning process.

These drafted guidelines are designed to outline direction, support a process, stress overall co-ordination, and support the educational objectives of the Distance Education program. The target users for the "Guidelines" include library staff planning for and managing the library and information services who are required to deliver library services to distance learners, educators, administrators at the Distance Education institution, sponsors of academic programs and accrediting to licensure agencies.

DEFINITIONS

"Distance Education Library and Information Services" refers to library and information services offered away from the main campus library to support academic courses and programs of the institution responsible for the Distance Education program.

"Parent Institution" refers to the educational institution, usually a university or college, responsible for the offering of academic courses and programs off-campus.
“Distance learners” refers to the students enrolled in a Distance Education program.

PHILOSOPHY

This document assumes the following statements:

1. The parent institution is responsible for providing library and information services which address the information needs of their distance learners and ensure that distance learners have access to appropriate library resources.

2. The library and information services provided by the parent institution to the distance learners should be different with the services that are provided to the on-campus students.

3. The Distance Education Library and Information Services should have a written mission statement, goals, objectives and policies that support the provision of resources and services consistent with the broader institutional mission.

4. The main campus library should have a primary responsibility for identifying, developing, co-ordinating and providing library resources and services that address the information needs of the distance learners.

5. Distance learners may use unaffiliated local libraries for their academic needs, but if the libraries are unable or unwilling to provide the necessary support them, the main campus library, or where appropriate, the parent institution, should be prepared to offer or arrange that support so that the distance learner can acquire relevant resources or services. A form of written agreement with local libraries would be necessary in terms of resource sharing.
6. Effective library and information services for a Distance Education program requires advance planning by the main campus library in consultation with the faculty of Distance Education, program administrators and other appropriate campus personnel, and with librarians of unaffiliated libraries. In this aspect, the collaborative relationship between the librarians and educators is very much needed.

7. The Distance Education institution must include in its philosophy and mission statement a commitment to provide library and information services to its distance learners.

MANAGEMENT

It is the responsibility of library management to identify, plan, and oversee library services and resources in supporting its Distance Education programs. The library administration should:

1. Demonstrate leadership in developing relationships and methodologies to address the library and information needs of the Distance Education program such as developing formal or informal agreements with unaffiliated libraries to support the library and information needs of distance learners;

2. Designate a professional librarian to co-ordinate the development and delivery of library and information services for the Distance Education program. This librarian should be responsible for performing the following administrative functions;

- assessing the needs of its distance learners, instructors and other personnel involved in the Distance Education program for information sources, library resources, services and facilities;
- preparing a written profile of the distance learners' information needs;
• developing a written statement of short-term and long-term goals and objectives that address the needs.

• involving academic community representatives, including the Distance Education faculty and students, in the formation of the objectives and the regular evaluation of their achievements;

• assessing the existing library support, its availability and appropriateness;

• participating with administrators, instructors and teaching faculty in the curriculum development process and course planning to ensure appropriate library resources and services are available for the Distance Education program;

• developing methodologies, as appropriate, for providing library services to distance learners from the main campus, branch campuses, regional support and study centres, and unaffiliated libraries;

• investigating and promoting the use of new technologies and electronic communications systems to support the library and information services of the Distance Education program; and

• promoting library and information services to the distance learners and instructors in the Distance Education program to ensure that all distance students, faculty and instructors are well informed about how to obtain required information and materials.

Additional areas of management responsibility are covered in the sections on Finances, Personnel, Facilities, Resources and Services.
PERSONNEL

Personnel involved in the management and co-ordination of Distance Education Library and Information Services may include campus and library administration, the librarian managing the services, additional professional staff in the institution, and support staff from the various departments.

The library should provide professional and support personnel sufficient in number and quality to attain the goals and objectives of the Distance Education program, including:

1. A professional librarian assigned to plan, implement, co-ordinate and evaluate library resources and services addressing the information needs for the Distance Education program.
2. A support staff with the capacity and skills to respond effectively to the library and information needs of distance learners.
3. Classification, status, and salary scales for Distance Education library staff that are equivalent to those provided for other library employees.

FINANCES

The parent institutions should provide appropriate funding and continuing financial support to ensure that the need of library and information services of the Distance Education program. This financing should be:

1. Ideally from the library’s protected fund or yearly budget plan. However, if the library is unable to fully fund these services from its budget, it should either request additional financial support from the parent institution or negotiate a cost-sharing
arrangement with the campus agencies responsible for administering the various Distance Education courses and programs.

2. related to the formally-defined needs and the ever changing and increasing demands of the Distance Education program.

3. identified as a recurring item in the budgeting process of the parent institution’s expenditure reporting statements.

4. allocated on a schedule which matches the budgeting cycle of the library.

The development of the budget should take the following factors into consideration:

1. The size of the Distance Education program.

2. The degree to which distance learners are disadvantaged in terms of access to relevant resources at local libraries.

3. The willingness of local libraries to serve distance learners.

4. The type and quantity of library and information services from the main campus to adequately support courses in the Distance Education program.

5. The need for enhanced library support demonstrated by students, faculty and instructors involved in Distance Education.

**FACILITIES**

Libraries should provide facilities, equipment and communication links sufficient in size, number and scope to attain the objectives of Distance Education programs. Arrangements may vary and should be appropriate to the programs offered. Examples of suitable arrangements include the following:

1. A separate office area for staff.
2. A designated space for consultations, ready reference collections, reserve collections, remote access to electronic resources, online catalogue searching, electronic transmission of information, computerised database searching, CD-ROM searching and interlibrary loan services.

3. Access to appropriate computer and telecommunications facilities and networks.

4. Access to facilities through agreements made with a non-affiliated library.

5. A branch, electronic or virtual library.

RESOURCES

Access to library materials should be provided in sufficient number, scope, and formats in order to:

1. Support the curriculum of the Distance Education programs.

2. Support the information needs of distance learners in fulfilling course assignments, projects, and in enriching its academic programs.

3. Support teaching and research needs.

4. Provide reference and bibliographic information as required.

5. Accommodate other information needs of the Distance learners and faculty as appropriate.

SERVICES

The services offered to distance learners must meet the library and information needs of the Distance Education programs. Therefore, a wide range of services may
be necessary. All distance learners and educators in the Distance Education programs should enjoy the following services:

- Reference assistance services;
- Consultation services;
- Literature search;
- Referral services;
- Reserve collection;
- Document delivery;
- Book loan;
- Interlibrary loan, reciprocal borrowing and contractual borrowing services;
- Photocopying services;
- User education or user instruction;
- Bibliographic instruction;
- Computer-based bibliographic and information services;
- Assistance with non-print media and equipment;
- Written library guide;
- Remote access to electronic resources;
- Online catalogue searching;
- CD-ROM searching; and
- The provision of regional library support and study centres.

The distance learners and faculty should be able to request these services through face-to-face counter services, mail, fax, e-mail, telephone or freephone 1-800, and World Wide Web if possible.
APPENDIX D

A Librarian-Centred Model for the development and implementation of a support system for library and information services
A Librarian-Centred Model for the development and implementation of a support system for library and information services

The Distance Education institution or the main campus library will assign one trained professional librarian to "plan, implement, co-ordinate, and evaluate library resources and services addressing the information needs of the extended campus community" (ACRL, 1990). This person is regarded as the central element in the framework illustrated in Figure 15.

In the model, responsibility for the development and delivery of Distance Education Library and Information Services is delegated from either the university/institutional administration or the Distance Education division to the campus library. The main library in turn appoints a professional librarian to assume the responsibility for co-ordinating all aspects of the Distance Education support system and acting as a liaison with all the component offices and people. This model is based on a proactive role for the Distance Education librarian. The rationale for a proactive approach to library and information services is to encourage the use of library materials in Distance Education programs while at the same time controlling that use to ensure that demands are reasonable and realistic in relation to the availability of staff and materials. In the role of proactive co-ordinator of services, the Distance Education librarian should be responsible for the following tasks: analysing the planning context and the user system; conducting need assessments; translating needs into goals and objectives; establishing priorities; requesting funding; and establishing the library support system.
Figure 15: The Framework of Librarian-Centred Model

Figure 16: The Planning Process of A Librarian-Centred Model

The planning process (Figure 16) is based on needs assessment to Distance Education division, faculty, distance learners, other libraries and branch or centre. Once all the information from the “needs assessment” has been studied, the next planning process is to translate needs into goals and objectives for Distance Education library support. Following that the priorities of library and information services will have to be established. After the goals and objectives for Distance Education library and information support have been prioritised, the librarian will have to present a funding proposal, based on the first priority needs, to the appropriate administration. Once all the necessary steps have been accomplished, a support system model can be introduced based on needs, goals and objectives, priorities, and available funding. The support system comprises user services, library materials, physical facilities, delivery and communication mechanisms.

Not all the factors of this proposed model will be applicable to any particular institutions. However, this model may serve as a framework for comparison from which institutions and libraries can extract those elements that seem appropriate to their needs and local conditions.