DOCUMENT RESUME

ED 349 973 IR 054 130

AUTHOR	Meerdink, Richard; And Others
TITLE	Project ACCESS: A Curriculum-Based Collection Evaluation and Selection System Library Model for Community Colleges.
INSTITUTION	Milwaukee Area Technical Coll., Wis.
PUB DATE	Jan 89
NOTE	135p.; Original is printed on colored stock which may affect photocopy quality.
PUB TYPE	Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Budgets; *College Curriculum; College Faculty; College Libraries; Library Automation; Library Collection Development; *Library Collections; Library Cooperation; Library Role; *Library Services; Models; Program Proposals; Questionnaires; *Resource Centers; Technical Education; Two Year Colleges; User Needs (Information)
IDENTIFIERS	*Milwaukee Area Technical College WI; *Project ACCESS WI; Teacher Surveys

ABSTRACT

This proposal for funding for Project ACCESS (A Curriculum-based Collection Evaluation and Selection System) Library Model for community colleges begins with a project description that discusses curriculum-based collection and services and computer-based operations and management at the Milwaukee (Wisconsin) Area Technical College (MATC) libraries. The next section addresses the need and rationale for a curriculum-based library, including results of a faculty survey, advantages of CD-ROM technology, state mandates for library cooperation, and results of a research review; and the third section presents a statement of objectives. The plan of operations for the 3-year proposal is then described for each objective, and credentials of key and support personnel are summarized. Project evaluation, budget and cost effectiveness, dissemination of project reports, and adequacy of MATC resources are also addressed. Supplemental materials include the proposed budget; a list of MATC programs; a booklet on the MATC Faculty Resource Center that includes a list of curriculum-related materials; minutes of committee meetings; a questionnaire designed to assess priorities for the Faculty Resource Center together with survey results; a report on site visits to other libraries; a report and recommendations leading to the formation of the existing Faculty Resource Center; and personnel resumes. (MES)

PROJECT ACCESS

Milwaukee Area Technical College
700 W. State Street
Milwaukee, Wisconsin 53233

January, 1989

OMB Approval No. 0348-0006

FEDERAL ASSISTANCE

2. APPLICANT'S APPLICATION IDENTIFIER	a. NUMBER	3. STATE APPLICATION IDENTIFIER NOTE: TO BE ASSIGNED BY STATE	a. NUMBER
	b. DATE Year month day 19 89-1-13		b. DATE ASSIGNED Year month day 19

1. TYPE OF SUBMISSION (Mark appropriate box)
- ☐ NOTICE OF INTENT (OPTIONAL)
- ☐ PREAPPLICATION
- ☒ APPLICATION

Leave Blank

SECTION I—APPLICANT/RECIPIENT DATA

4. LEGAL APPLICANT/RECIPIENT
- a. Applicant Name: MILWAUKEE AREA TECHNICAL COLLEGE
- b. Organization Unit: Instructional Development and District Library
- c. Street/P.O. Box: 700 West State Street
- d. City: Milwaukee
- e. County: Milwaukee
- f. State: Wisconsin
- g. ZIP Code: 53233
- h. Contact Person (Name & Telephone No.): Richard Meerdink (414) 278-6946

5. EMPLOYER IDENTIFICATION NUMBER (EIN): 1396003459A2

6. PROGRAM (From CFDA)
- a. NUMBER: 84.197
- MULTIPLE ☐
- b. TITLE: College Library Technology & Cooperation Grants Program

7. TITLE OF APPLICANT'S PROJECT (Use section IV of this form to provide a summary description of the project.)
- — A. NETWORKING GRANT
- — B. COMBINATION GRANT
- — C. SERVICES TO INSTITUTIONS GRANT
- X D. RESEARCH AND DEMONSTRATION GRANT

8. TYPE OF APPLICANT/RECIPIENT
A—State; B—Interstate; C—Substate Organization; D—County; E—City; F—School District; G—Special Purpose District; H—Community Action Agency; I—Higher Educational Institution; J—Indian Tribe; K—Other (Specify):
Enter appropriate letter: I

9. AREA OF PROJECT IMPACT (Names of cities, counties, states, etc.): City of Milwaukee, Counties of Milwaukee, Ozaukee, Washington, Waukesha

10. ESTIMATED NUMBER OF PERSONS BENEFITING: N/A

11. TYPE OF ASSISTANCE
A—Basic Grant; B—Supplemental Grant; C—Loan; D—Insurance; E—Other
Enter appropriate letter(s): A

12. PROPOSED FUNDING

a. FEDERAL	$ 96,016 .00
b. APPLICANT	73,976 .00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. Total	$ 169,992 .00

13. CONGRESSIONAL DISTRICTS OF:
- a. APPLICANT: 4,5,9
- b. PROJECT: 4,5,9

14. TYPE OF APPLICATION
A—New; B—Renewal; C—Revision; D—Continuation; E—Augmentation
Enter appropriate letter: A

15. PROJECT START DATE Year month day: 19 89-10-1

16. PROJECT DURATION: 36 Months

17. TYPE OF CHANGE (For 14c or 14e)
A—Increase Dollars; B—Decrease Dollars; C—Increase Duration; D—Decrease Duration; E—Cancellation; F—Other (Specify): N/A
Enter appropriate letter(s):

18. DATE DUE TO FEDERAL AGENCY: Year month day 19 89 01 13

19. FEDERAL AGENCY TO RECEIVE REQUEST
- a. ORGANIZATIONAL UNIT (IF APPROPRIATE): Application Control Center
- b. ADMINISTRATIVE CONTACT (IF KNOWN):
- c. ADDRESS: 400 Maryland Avenue, S.W. Washington, D.C. 20202-4725

20. EXISTING FEDERAL GRANT IDENTIFICATION NUMBER: N/A

21. REMARKS ADDED: ☐ Yes ☒ No

SECTION III—CERTIFICATION

22. THE APPLICANT CERTIFIES THAT: To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.
- a. YES. THIS NOTICE OF INTENT/PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE _____
- b. NO. PROGRAM IS NOT COVERED BY E.O. 12372 ☐ OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW ☐

23. CERTIFYING REPRESENTATIVE
- a. TYPED NAME AND TITLE: Dr. Philip Langerman, Executive Dean
- b. SIGNATURE: Philip Langerman

SECTION IV—FEDERAL AGENCY ACTION

24. APPLICATION RECEIVED Year month day 19

25. FEDERAL APPLICATION IDENTIFICATION NUMBER

26. FEDERAL GRANT IDENTIFICATION

27. ACTION TAKEN
- ☐ a. AWARDED
- ☐ b. REJECTED
- ☐ c. RETURNED FOR AMENDMENT
- ☐ d. RETURNED FOR E.O. 12372 SUBMISSION BY APPLICANT TO STATE
- ☐ e. DEFERRED
- ☐ f. WITHDRAWN

28. FUNDING

a. FEDERAL	$ .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ .00

29. ACTION DATE Year month day 19

30. STARTING DATE Year month date 19

31. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)

32. ENDING DATE Year month date 19

33. REMARKS ADDED: ☐ Yes ☐ No

3

PART II - BUDGET INFORMATION
FY 89

____A. NETWORKING GRANT ____B. SERVICES TO INSTITUTIONS GRANT

____B. COMBINATION GRANT __X__D. RESEARCH AND DEMONSTRATION GRANT

Section A - Budget By Categories

	FEDERAL	APPLICANT
1. Salary and Wages	$ 56,156	43,932
2. Fringe Benefits 29.71%	16,684	13,052
3. Travel	2,176	0
4. Equipment	4,000	4,400
5. Supplies	1,500	0
6. Contractual Services	1,500	0
7. Other (itemize)	14,000	0
8. Total Direct costs(lines 1 to 7 totaled	96,016	61,384
9. Total Indirect Costs	0	12,592
10. Total Project Costs (lines 8-9)	96,016	73,976

Section B - Estimate of Expenditures

1. Year One	$ 96,016	73,976
2. Year Two	94,035	79,095
3. Year Three	80,812	89,332
	53%	47 %

Section C - Itemized Budget - see Instructions for Part II - Budget

Section D - Matching Contribution

An assurance that the matching requirement will be satisfied is required under section 779.10 of the program regulations. Please certify that:

If selected as a grantee, the applicant will expend, for the same purpose as the grant an amount not less than one-third the grant during the period for which the grant is sought; and make that expenditure from funds received under Title II og the Higher Education Act.

Signed Philip Langerman Date January 13, 1989

Title Executive Dean

MILWAUKEE AREA TECHNICAL COLLEGE
PROJECT ACCESS

OBLIBP01
1/13/89

POSITION	YEAR 1 FEDERAL AMOUNT	YEAR 1 MATC AMOUNT	YEAR 1 TOTAL	YEAR 2 FEDERAL AMOUNT	YEAR 2 MATC AMOUNT	YEAR 2 TOTAL	YEAR 3 FEDERAL AMOUNT	YEAR 3 MATC AMOUNT	YEAR 3 TOTAL	TOTAL FEDERAL AMOUNT	TOTAL MATC AMOUNT	3 YEAR TOTAL
PROJECT DIRECTOR 30%		$16,363	$16,363		$17,181	$17,181		$18,040	$18,040	$0	$51,584	$51,584
LIB. COMPUTER INFO SPEC. - 100%	$30,509		$30,509	$32,034		$32,034	$33,636		$33,636	$96,179	$0	$96,179
FACULTY BIBLIOGRAPHER - 20%	$9,233		$9,233	$9,695		$9,695	$10,180		$10,180	$29,108	$0	$29,108
ASST. LIBRARIAN - 25%		$11,186	$11,186		$11,745	$11,745		$12,332	$12,332	$0	$35,263	$35,263
DIRECTOR INSTR. DEV. -10%		$6,494	$6,494		$6,819	$6,819		$7,160	$7,160	$0	$20,473	$20,473
CAMPUS LIBRARIAN - 20%		$4,435	$4,435		$4,824	$4,824		$5,248	$5,248	$0	$14,507	$14,507
CAMPUS BIBLIOGRAPHER - 20%	$9,233		$9,233	$9,695		$9,695			$0	$18,928	$0	$18,928
COMPUTER SYSTEMS EXPERT 10%		$5,454	$5,454		$5,727	$5,727		$6,013	$6,013	$0	$17,194	$17,194
CLERK I - 50%	$7,181		$7,181	$8,352		$8,352	$9,085		$9,085	$24,618	$0	$24,618
			$0			$0			$0	$0	$0	$0
			$0			$0			$0	$0	$0	$0
			$0			$0			$0	$0	$0	$0
			$0			$0			$0	$0	$0	$0
TOTAL SALARIES	$56,156	$43,932	$100,088	$59,776	$46,296	$106,072	$52,901	$48,793	$101,694	$168,833	$139,021	$307,854
FRINGE BENEFITS @ 29.71%	$16,684	$13,052	$29,736	$17,759	$13,755	$31,514	$15,717	$14,496	$30,213	$50,160	$41,303	$91,463
TRAVEL	$2,176		$2,176	$2,750		$2,750	$1,894	$1,000	$2,894	$6,820	$1,000	$7,820
EQUIPMENT	$4,000	$4,400	$8,400	$1,000	$2,220	$3,220	$1,000	$4,440	$5,440	$6,000	$11,060	$17,060
SUPPLIES	$1,500		$1,500	$2,000		$2,000	$2,000	$1,000	$3,000	$5,500	$1,000	$6,500
CONTRACTUAL SERVICES	$1,500		$1,500	$750		$750	$300		$300	$2,550	$0	$2,550
OTHER	$14,000		$14,000	$10,000	$4,000	$14,000	$7,000	$7,000	$14,000	$31,000	$11,000	$42,000
TOTAL DIRECT COSTS	$96,016	$61,384	$157,400	$94,035	$66,271	$160,306	$80,812	$76,729	$157,541	$270,863	$204,384	$475,247
INDIRECT COSTS @ 8%		$12,592	$12,592		$12,824	$12,824		$12,603	$12,603	$0	$38,019	$38,019
TOTAL DIRECT AN INDIRECT COSTS	$96,016	$73,976	$169,992	$94,035	$79,095	$173,130	$80,812	$89,332	$170,144	$270,863	$242,403	$513,266

PART III NARRATIVE

PROJECT ACCESS

APPLICANT: Milwaukee Area Technical College
700 West State Street
Milwaukee, WI 53233

TITLE OF PROJECT: PROJECT ACCESS: A Curriculum-Based Collection Evaluation and Selection System Library Model for Community Colleges

PROJECT DIRECTOR: Mr. Richard Meerdink
District Librarian
Milwaukee Area Technical College
700 West State Street
Milwaukee, WI 53233
(414) 278-6946

FUNDING LEVEL REQUESTED: $270,863, over 3 years
$ 96,016, Year 1

BEGINNING AND ENDING DATES: October 1, 1989-September 30, 1992

ABSTRACT: Milwaukee Area Technical College proposes to pilot a process for joint development (faculty and library staff) of a curriculum-based collection, evaluation, and selection system, an ACCESS library model.

Concurrent with the proposed effort, Milwaukee Area Technical College proposes to acquire and promote use of large bibliographic databases using technology such as CD-ROM and Dial Up Access for retrospective searches and to support interlibrary searches and loans; and to provide faculty accessibility and to develop faculty access strategies to a national on-line database and other resources to support faculty research and development of curriculum materials.

Traditionally, the library provides print and nonprint materials for circulation, ready reference, or for reserve use. The emerging computer technology will soon convert film and tape media to digital media and in the future there will be no distinction.

MATC, in 1986, merged A/V cataloging and distribution for classroom support with the library operation, which is the beginning of an integrated approach. The next step is to develop the relationship to curriculum. A review of the literature indicates that such a plan has not been developed nor implemented nationally. Faculty survey results cite a strong need.

Requested is $270,863 for this three-year project. Milwaukee Area Technical College is matching that with $243,863 (47%). Nationwide dissemination of Project ACCESS is proposed.

PROJECT ACCESS: A CURRICULUM-BASED COLLECTION EVALUATION AND SELECTION SYSTEM LIBRARY MODEL FOR COMMUNITY COLLEGES

PART III - NARRATIVE

GENERAL CRITERIA

I. PROJECT DESCRIPTION

A. PROJECT DESCRIPTION

With this project, Milwaukee Area Technical College proposes a Research and Demonstration grant as promoted under the College Library Technology and Cooperation Grants program (CFDA No.: 84.197).

The purpose of this project is to pilot a process for joint development (faculty and library staff) of a curriculum-based collection, evaluation, and selection system, an ACCESS library model.

Concurrent with the proposed effort, Milwaukee Area Technical College proposes to acquire and promote use of large bibliographic databases using technology such as CD-ROM and Dial Up Access for retrospective searches and to support interlibrary searches and loans; and to provide faculty accessibility and to develop faculty access strategies to a national on-line data base and other resources to support faculty research and development of curriculum materials.

Traditionally, the library provides print and nonprint materials for circulation, ready reference, or for reserve use. The emerging computer technology will soon convert film and tape media to digital media and in the future there will be no distinction. Computerized searches for materials with use of high resolution TV and desk top

publishing will eventually permit selective review of text materials from which hard copy can be generated as needed.

MATC, in 1986, merged A/V cataloging and distribution for classroom support with the library operation, which is the beginning of an integrated approach. The next step is to develop the relationship to curriculum.

Curriculum-Based Collection and Services

Traditionally, the library provides access to general reference materials and specific curriculum related materials, as recommended by departments and faculty. The library also services reserve materials for student use within the library operation. MATC is moving to provide services for A/V and computer materials for use in the library, check out for home use, for classroom use, and for consignment to remote laboratories and classrooms as it has for print materials.

The current availability of powerful low cost computer systems makes it possible to include a current bibliography of all materials related to all MATC occupational programs, all courses, and all registered students. The use of laser scanned bar codes on materials and student/staff ID cards allows the library to report utilization of materials by courses and programs. This information system becomes valuable for review of materials used by students, used in classrooms, and for deletion of unused materials. The system can also assist in the search of new print and non-print materials for use in classroom presentation, for reference, and for textbook selection. Cooperation with external agencies extends the availability of resources. Milwaukee area public libraries, the

museums, and area college libraries are examples of added resources. Accreditation groups likewise need reports on specific occupational program library holdings and utilization. This project will be developing a process to correlate materials in the MATC library collections, which are classified by the Dewey Decimal Classification System, with specific courses within occupational programs to enable us to objectively assess the quantity, quality, and use of those materials vis-a-vis the courses.

Computer-Based Operations and Management

Today, libraries the size of MATC's four-campus collection has become computer managed for $100,000 plus the microcomputer terminals. It is the computerized library management system which, in turn, enables us to consider implementation of a process to establish a curriculum-based library collection.

The MATC Library, which consists of 54,843 titles in 62,092 volumes at four campuses, has recently acquired a UNIX-based minicomputer system to better serve students, faculty, and administration by providing them with an on-line catalog to the library's holdings. This system is designed to be integrated and will handle the circulation, serials control, and acquisitions functions of the library as well. A most important function of this system is its ability to generate statistical information.

Previously, the computing power needed would require a one-half to one million dollar system plus a specialized computer staff. Today the systems are relatively easy to use and do not require computer specialists to operate. The systems, after all data is entered, should require no additional clerical and staff support yet

would provide additional information to improve services. MATC should be able to expand services and work stations with no increase in staff. The development of the ACCESS Library Model will require a new position to develop input-output collection decision instruments. The minicomputer system is now available to all campuses. The minicomputer four-campus operation is similar to needs of many community colleges and is planned to be developed as the ACCESS Library Model for adoption across the nation.

As recommended in the literature (Battin, P., EDUCOM Bulletin, Summer 1984, pp. 12-17) we propose to provide our faculty and students with a centralized service which will insure that access to all available information sources is coordinated and provided on an institution-wide basis to enhance efficiency and eliminate the costs of redundancy.

MATC serves approximately 70,000 students annually in a four county, four-campus district. We will utilize our current system of library facilities located at each of our four campuses:

1. MATC Campuses and Libraries

   a. The Milwaukee Campus is located in downtown Milwaukee and has the largest and most diverse and comprehensive program offerings and student body and a newly developed Faculty Resource Center adjacent to the Library.

      On December 6, 1988, MATC officially dedicated the new "Faculty Resource Center" which provides the facility equipment and staff support to faculty for significant professional growth, research and curriculum development. This "Faculty Resource Center" (See Appendix A) evolved from recommendations of a Faculty Library Services advisory committee now actively proposing the research of this project.

   b. The North Campus is located 20 miles north in Mequon, Wisconsin where it serves a rural and affluent suburban community.

c. The South Campus is located 11 miles south in Oak Creek, Wisconsin and serves an industrial/technical community.

d. The West Campus is located 10 miles west of downtown Milwaukee and serves an urban community in a state of industrial revitalization and retraining.

While the collection at each campus is limited to the particular educational occupational offerings at the respective campus, the network we propose would supplement access to materials through bibliographic databases and other on- and off-line technologies. (See Appendix B for a program matrix by campus).

2. MATC Current Library Services

Technical Services:

a. Acquisition (Books, Periodicals, A/V and Computer Materials)
Utilization records are reported to each occupational program manager for instructional department review of all material use and review of new available materials; a summary report of recommended deletion and addition of materials is developed then implemented.

b. Processing and Placement of Materials
The materials are purchased, entered into computer, bar coded, and delivered to location.

Public Services:

a. Search of materials is provided in card catalog and computer bibliography of materials. Assistance on use of system, finding material in facility and other MATC facilities or cooperative agencies is provided.

b. Check out of materials is accomplished by scanning material with bar code reader and ID card. Special limits are entered by keyboard, such as individual reserve use, classroom and course use, and for extended consignment.

3. MATC Curriculum System

The MATC curriculum system is computer based with each program entering course options; each course with credit definition, competencies required, prerequisites, textbooks, supplies, AV and computer software, and course syllabus guidelines, including suggested bibliography which can relate to library collection.

The project staff will need a specialist with computer competencies, curriculum background, and a library background to develop the ACCESS model which is being guided by faculty, regional, and statewide committees.

B. NEED AND PLANNING

The Faculty Library Services Advisory Committee has been studying the issue of how to increase the efficiency and effectiveness of the libraries since Fall of 1987 and has been instrumental in establishing a need and rationale for a curriculum-based library. In May, 1988, over 600 full-time faculty at MATC were surveyed to determine resource priorities for the new Faculty Resource Center (FRC), 320 responses were received. The September 16, 1988, Library Committee Meeting Minutes document the results of that survey. An average response of 3.75 (on a 5-point scale) was reported for "Research Support Needs," which included locating of reference information (3.76), general on-line services (Compu-Serve), educational on-line services (3.70), occupation specific on-line search services, CD-ROM materials (4.05). While survey results indicated all categories to be important, the most important need indicated was the program/service offerings (3.88) and classroom support services (3.80). (See survey, results, and minutes in Appendix C.)

Lending particular support to this approach was an article in The Journal of Academic Librarianship, 1987, entitled the "Use of Course Analysis in Compiling a Collection Development Policy Statement for a University Library." In light of space limitations, the committee was particularly impressed by the advantages of CD-ROM technology in

providing access to additional resources. As reported in a recent issue of ERIC Digest entitled "CD-ROM for Educators," committee members recommended that because the data are stored in digital form, information recorded on CD-ROM disks is readily accessible by microcomputers and may be transferred to other storage media such as floppy disks or paper.

The high density storage capacity makes CD-ROM an appropriate delivery medium for large collections of information or databases, such as encyclopedia sets, periodical indexes, large dictionary sets, on-line catalogs, telephone directories, parts lists, and other reference tools.

CD-ROM has many applications due to its capacity for storing volumes of information in a small space, and for providing local access to this information as many times as required. Examples of interest to our faculty and students include encyclopedias and multivolume dictionaries, bibliographic databases, library catalogs, and other reference tools.

Large bibliographic databases, such as ERIC (Educational Resources Information Center), Medline, Psychological Abstracts, NTIS (National Technical Information Service), Compendex, Disclosure, Dissertation Abstracts, and the family of Wilson indexes (Reader's Guide, Applied Science and Technology Index, Library Literature, etc.) among others, are now available from a variety of CD-ROM producers including Dialog, OCLC, Silver Platter, H.W. Wilson, and University Microfilms International.

New developments in access software will link multiple drives to allow complete databases covering many years on multiple disks to be

searched from one computer. Other systems allow dial-up access to the complete database on-line for retrospective searches and for access to the most recent updates. DialOnDisc products and Wilsondisc are examples of these systems.

Library catalogs on CD-ROM are being provided through Brodart's Le Pac System and the Library Corporation's BiblioFile system, with new products entering the market almost daily.

This also falls within the state of Wisconsin's current statutory mandate and requirement for library cooperation (sec.43.001) which states:

(1) The legislature recognizes:

(a) The importance of free access to knowledge, information and diversity of ideals by all residents of this state;
(b) The critical role played by public, school, special and academic libraries in providing that access;
(c) The major educational, cultural and economic asset that is represented in the collective knowledge and information resources of the state's libraries;
(d) The importance of public libraries to the democratic process; and
(e) That the most effective use of library resources in this state can occur only through interlibrary cooperation among all types of libraries.

(2) The legislature declares that it is the policy of this state to provide laws for the development and improvement of public libraries, school libraries, and interlibrary cooperation among all types of libraries.

The Faculty Library Advisory Committee also found that the need for increased resource sharing between and among libraries was one of the recommendations of the 1987 Report of the Council on Library and Network Development to the State Superintendent of Public Instruction on Automating Wisconsin Libraries.

Among their recommendations were the following:

1. Select automated systems that accept Machine Readable Cataloging (MARC) records,

2. Continue to encourage implementation of electronic bulletin board systems.

Other library agencies in the community are also promoting participation in local on-line computerized databases such as TAP, PERC, and CIRC, promoted by the Milwaukee County Federated Library System in February, 1988.

Library and computer staff have attended seminars such as the one conducted by EDUCOM in 1987, whose theme was "Managing Converging Academic Technologies: Computer Centers, Libraries, and Classrooms," which provided us with ideas for alternative courses of action.

An ERIC search was conducted by Dr. Audrey Stockey, subcommittee chair of the Faculty Library Services Advisory Committee and faculty at our North campus, to determine what had been done in the realm of a curriculum cataloging system and faculty research support concept such as we propose. In interviewing 26 studies, no evidence was found to indicate that a curriculum-based library collection such as we propose exists or is being developed elsewhere. The same is true for the Faculty Resource Center concept which has been initiated at our College and which we propose to develop more fully with this grant. In December, 1988, the North Central Accrediting team (comprised of 12 administrators and faculty from community colleges across the country) visited our College and commented on the unique capabilities of the Faculty Resource Center facility, and were unaware of any other such innovative support unit. They encouraged

us to develop it more fully to provide access to research databases for enhancing the curriculum.

From these reports and studies, the committee concluded that an opportunity to develop and demonstrate a new technology and apply and relate to the curriculum existed.

The MATC Library System has been working closely with the New Technologies Information Service (NTIS) of the Council of Wisconsin Libraries to ascertain which applications and services best suit our library's needs. Richard Meerdink, Librarian at MATC, (and Director of this project) serves on the advisory board of the New Technologies Information Service.

Mr. Ed Van Gemert is the coordinator of NTIS and has provided consultant services and technical assistance to MATC for the past two years during an effort involving the upgrading of our cataloging system. As we add these new technologies (CD-ROM) we will continue to draw upon his expertise.

Janet Jeffcott, librarian at our sister institution, Madison Area Technical College in Madison, Wisconsin has also provided us with assistance and would continue to do so as this project is implemented.

C. STATEMENT OF OBJECTIVES

1. To develop a curriculum-based, on-line library cataloging system accessible in a multicampus community college setting.

   Develop a system which will relate book and non-book items in the library's on-line catalog to specific curriculum and courses, course syllabi, and competencies. (Year 1 - pilot; Year 2 - test with two new programs; Year 3 - implement with ten new programs)

   Design a computer-generated use report to facilitate future acquisition decisions.

2. Develop public service access to large bibliographic databases using technology such as CD-ROM, and Dial-Up Access for retrospective searches.

3. To provide faculty accessibility to research data through networks of databases and research libraries of major universities.

   The Faculty Resource Center is to support teacher research and development of curriculum materials, presentation materials, and handout materials for classroom use.

4. To develop a process model to (a) assure articulation among library staff and faculty, occupational advisory committees, accrediting agencies, and students; and (b) develop criteria against which to measure the currency and adequacy of the collections.

5. To develop materials to train faculty, advisory committee members, and students in the use of the new library/information/access technology.

II. PLAN OF OPERATIONS

Objective 1: To develop a curriculum-based, on-line library cataloging system accessible in a multicampus community college setting. This system will relate book and nonbook items in the library's on-line catalog to specific curriculum, courses, course syllabi, and competencies.

Library personnel would create and implement a coding system which would link each of those items in the collection to a particular program. Criteria would be established for retaining and deleting materials from the library's collection. Library staff and faculty would work closely together during this initial period to determine whether the collection was current and adequate to service new and more current materials if it was so indicated. During the first year of the program, library personnel would work in concert with the faculty of a specific pilot program (e.g., Medical Laboratory Technology) to identify all materials in the library's collection which were related to that curriculum. The curriculum content is as diverse as the library's classification scheme and a reporting system to translate data needs to be developed.

During the second year of the project, two additional programs undergoing reaccreditation would be involved in assessing and coding library holdings as pertained to their curriculum. During the second year, reports on use of coded materials would be generated so that library and faculty could assess use patterns and consider which materials should be retained in or deleted from the collection. The advisory committee and accrediting agencies would also have input on individual items as well as the process itself.

During the third year, we would incorporate catalog linkages with ten additional associate degree programs. During the third year we would also begin to generate and disseminate data on the findings regarding initial implementation of the project and analyses of data generated from it. This information would be disseminated in professional newsletters and workshops.

1. Selection of Program/s: Forty-three (43) of the 120 programs of study taught at Milwaukee Area Technical College undergo reaccreditation. MATC offers 65 associate degree programs. A list of some of those programs is found on the next page. It includes dates of last accreditation and next reaffirmation. It is this list of programs from which we will select our pilot curriculum-based, on-line cataloging system.

   The Medical Laboratory Technology program scheduled for reaffirmation in December 1989 will be the first associate degree program used in the proposed automated curriculum cataloging evaluation and selection system (ACCESS). An overview of the Medical Laboratory Technology program and its two-year sequence of courses and summer clinical is attached.

Medical Laboratory Technology

Dept. No. 513

The medical laboratory technician performs qualitative and quantitative tests related to laboratory procedures in the areas of bacteriology, hematology, immunohematology, clinical chemistry, parasitology, serology, and urinalysis under direct supervision of a medical technologist or of a pathologist or other physician.

Some of the duties include: collecting blood specimens; grouping and typing blood; preparing and staining slides for diagnostic inspection; microscopic examination of urine, blood, and other body fluids; and quantitative analysis of body fluids.

Manual dexterity is required because of the performance of delicate procedures.

Job Opportunities. — Employment may be found in hospital medical laboratories, public and private clinics, physicians' offices, health agencies, or industrial and pharmaceutical laboratories. Some laboratories are small and require a variety of performance competencies. The larger laboratories usually have the technician working in more specialized areas.

Registry. — Successful completion of the program of study provides eligibility for the registry examination for Medical Laboratory Technicians.

Entrance Requirements. — In addition to the entrance requirements which are described beginning on page 17 under the heading "Admission Policy," applicants for the Medical Laboratory Technology program must have had one year of algebra, one year of chemistry, and one year of biology; and must be in good health as evidenced by a medical/dental examination and proper immunizations. Student admission to this program is based on high school achievement, previous college work, if any, and results of the College Entrance Examination. The record of the student should indicate the ability to do college-level academic work of C grade or better, especially in science subjects. This means that a student must have above-average ability.

Associate Degree Program
Medical Laboratory Technology (10-513-1)

		Credits 1st Sem.	2nd Sem.
FIRST YEAR			
801-151	Communication Skills 1	3	
806-103	Anatomy and Physiology	5	
809-110	The American Economy	3	
809-151	Psychology of Human Relations	3	
	Elective	3	
801-152	Communication Skills 2		3
804-155	Mathematics for the Biological Sciences		3
806-109	Microbiology		4
809-153	American Institutions		3
	Elective		3
		17	16

SECOND YEAR
(First and Second Semester — Courses will vary in time slots)

513-103	Basic Clinical Laboratory Procedures	4
513-115	Clinical Microbiology	7
513-116	Hematology/Coagulation	7
513-120	Clinical Chemistry	7
513-124	Clinical Immunohematology	7
513-130	Clinical Experiences (4 weeks)	*
		32

Departments/Programs

SUMMER

513-130	Clinical Experiences (6 weeks) (Total Clinical Experiences, 10 weeks)	7

*Course continues in summer session.

Suggested Electives:

513-150	Current Concepts in Immunology	3
513-160	Basic Laboratory Techniques for the Health Care Worker	3
513-165	Introduction to Phlebotomy	3

Course Descriptions begin on page 119.

MILWAUKEE AREA TECHNICAL COLLEGE

PROGRAMS ACCREDITED BY EXTERNAL AGENCIES

PROGRAM	ACCREDITING AGENCY	DATE OF LAST ACCREDITATION	DATE OF NEXT REAFFIRMATION
Restaurant/Hotel Cookery	American Culinary Federation Educational Institute	July 1987	June 1992
Dietetic Technician/ Nutritional Care	American Dietetic Association	August 1987	August 1993
Visually Impaired Program	National Accreditation Council	1987	1992
Aviation Mechanics	Federal Aviation Administration	1987-88	1988-89 Informal Review
Police Recruit Training	Wisconsin Law Enforcement Stds. Board	March 1988	March 1989
Radiography	Committee on Allied Health Education and Accreditation of AMA	1982	1988
Respiratory Therapy	Committee on Allied Health Education and Accreditation of AMA	1983	1988
Dental Assistant	Commission on Accreditation of Dental & Dental Auxiliary Prog., Council on Dental Ed., American Dental Assn.	Interim Review 1984 September 1980	1988
Dental Hygiene	Commission on Accreditation of Dental & Dental Auxiliary Prog., Council on Dental Ed., American Dental Assn.	Interim Review 1984 September 1980	1988
Dental Laboratory Technology	Commission on Accreditation of Dental & Dental Auxiliary Prog., Council on Dental Ed., American Dental Assn.	Interim Review 1984 September 1980	1988
Occupational Therapy Assistant	American Occupational Therapy Association	October 1983	1988
Medical Laboratory Technician	Committee on Allied Health Education and Accreditation of AMA	December 1984	December 1989
Physical Therapist Assistant	American Physical Therapy Association	1984	1989
Medical Assistant	Committee on Allied Health Education and Accreditation of AMA	March 1984	1989
Dietary Manager	Dietary Manager Association	September 1984	September 1990
Practical Nursing	Wisconsin State Board of Nursing National League for Nursing	Fall 1979 February 1984	1992
Associate Degree Nursing	Wisconsin State Board of Nursing National League for Nursing	Fall 1979 February 1984	1992
Operating Room Assistant	Committee on Allied Health Education and Accreditation of AMA	October 1986 Pending Award Letter	1992
Funeral Service	American Board of Funeral Service Education	October 1986	1993
Adult High School	North Central Association of Colleges and Schools - Commission on Schools	1986	1993

2. In concert with faculty, technology and library experts. We will develop criteria against which to measure the collections.
3. Staffing for Objective 1 will include Vic Langer, MATC's Director of Instructional Development (10%), who will guide the overall strategy and implementation. Reporting to the College's Executive Dean for Academic Affairs, Vic Langer can coordinate resources for academic computing, library services, and faculty.

Other key staff will include a Faculty Bibliographer from the Medical Laboratory Technology program (20%) a Library Computer Information Specialist (50%), and a Computer Systems Design Expert (John Erbes) 10%.

The faculty bibliographer will identify current collections titles for Medical Laboratory Technology courses and needed acquisitions. This individual will also develop a master list of key words relating to the Medical Laboratory Technology program's curriculum, courses, and competencies using course syllabi. The faculty bibliographer will solicit input from faculty of individual courses within the Medical Laboratory Technology program, students, advisory committee members, and accrediting agencies.

Under the leadership of the new project position, Library Computer Information Specialist and the Computer Systems Design Expert (John Erbes), the Faculty Bibliographer will assist in the development of input forms and formats compatible with the curriculum, courses, titles, and media used, as well as the College's Student Management Information System.

Using data generated from the curriculum, course syllabi, and competencies of the Medical Laboratory Technology program, a pilot

curriculum-based, on-line library cataloging and access model will be developed in a way that is translatable to the Library of Congress cataloging system now in use. It is envisioned that this new system, in addition to having access through curriculum-based key words, will have also built in a method of analyzing usage possibly with techniques of artificial intelligence.

All users of the entire collection would be linked to the new curriculum cataloging system. The identification cards used for library use would generate data useful for making acquisition decisions in the future.

3. Features of a Computer-Generated Use Report

Not available now is information which would enable us to ascertain the frequency or nature of demand for book and non-book items desired either from open stocks, reserve, or interlibrary access unless we engage in considerable manual tabulation. Even then, the sources of inquiry by type (student, faculty, staff, etc.) would not be known and the program of study could only be imagined.

The proposed curriculum cataloging system would incorporate the use of a bar code on the library user's ID card that would not give the user's name, but would state his/her status (student, faculty, etc.) and program of study or instruction. Beyond that broad classification, the document requested would generate the course/s of study, titles, and other such information such as whether the loan was checked out or had casual use; was from open stocks or on reserve; was teacher-directed or self-initiated; whether interlibrary access was used, and the result. The computer library information

specialist working with Library Technology experts and Richard Meerdink, MATC's Chief Librarian, would design, test, and implement this reporting system.

Objective 2: Develop public service access to large bibliographic data bases using technology such as CD-ROM, and dialog access for retrospective searches.

Initial steps of this project will include accessing existing and emerging large bibliographic databases on CD-ROM to see which will be of most use to our students and faculty. Among such databases to be considered would be electronic encyclopedias, indexes such as Reader's Guide and Applied Science and Technology and Technology Index as well as the projects of other CD-ROM produces such as Dialog, OCLC, Silver Platter, H.W. Wilson, and University Microfilms.

These CD-ROM databases would be housed and maintained at our Milwaukee Campus. As part of this pilot project, we would establish a link first between our North Campus and the Milwaukee Campus. The North Campus pilot would be under the coordination of Dr. Audrey Stockey (faculty) and Helen Cosgrove (librarian). This linkage would provide research access for faculty and staff at the North Campus and would be the service around which a faculty resource center such as exists at the Milwaukee Campus and would evolve at the North Campus. In the second and third year of this project, we would extend and establish such services at our North Campus and thus promote resource sharing among the campuses.

During the first year, library personnel, in consultation with the Faculty Library Services Advisory Committee, would choose from available technology, those CD-ROM services which would best meet the needs of the institution's faculty. These services would then be purchased and monitored for use.

During the second year, we would evaluate services acquired during the first year and expand and adapt those services to the other campuses.

1. Selection of key national databases will be led by the Assistant Librarian (Mary Landeck) with the faculty. She will prepare descriptions of options for faculty review: CD-ROM, Networks, etc.

   Ms. Landeck will survey faculty for a sampling of needs to determine which national databases would be most appropriate. She will utilize the Faculty Library Resource Center Advisory Committee which consists of representatives from all instructional divisions and campuses, plus specialists from media services, academic computing, and the curriculum development office.

   Mary Landeck will then research which databases would best meet the faculty/curriculum needs. She will prepare options from testing search to selection. She will classify information sources as occupational specific, pedagogic resource, etc., for prioritizing the value before acquisition. She will identify which national on-line databases are appropriate, which local college networks are needed, and which 10 off-line databases are desirable using CD-ROM.

2. Install and search databases using the pilot occupational curriculum by course to determine a list of titles for potential acquisitions. Each title will be evaluated by the respective faculty, with the Assistant Librarian, to determine its potential for use and for acquisition by the College.

3. The Chief Librarian and the Assistant Librarian will establish local articulation agreements with specialized libraries such as the Wisconsin Medical College Library and the Milwaukee School of Engineering Library.

Objective 3: To provide faculty accessibility to research data through networks of databases and research libraries of major universities.

Faculty resource and research accessibility will be increased not only through the outcomes of objectives 1 and 2, but also through extending the Faculty Resource Center concept to the North Campus in Year 1 and the South and West Campuses in Years 2 and 3. The Faculty Resource Center is an adjunct to the regular college library, and provides space and resources for professional curriculum research. The Faculty Resource Center is designed and equipped to support teacher research and development of curriculum materials, presentation materials, and handout materials for classroom use. Electronic Bulletin Board and FAX machines will be installed for Project ACCESS communication and dissemination.

Objective 4: To develop a process model to (a) assure articulation among library staff and faculty, occupational advisory committees, accrediting agencies, and students; and (b) develop criteria against which to measure the currency and adequacy of the collections.

Led and initiated by the Chief Librarian, the faculty library advisory committee will construct and conduct periodic surveys of the entire faculty to determine which on- and off-line services are most needed so that the availability and use of particular services will be optimized. The project director, public service librarian, faculty bibliographers, regional campus librarian, and computer information specialist would work closely with the committee.

The Library Computer Information Specialist would be responsible for developing a framework which would incorporate linkages between the library collection and program course offerings identified by the public service librarian and the faculty bibliographer.

After the pilot program, Medical Laboratory Technology, and related library materials are interfaced, additional programs and library

materials will be entered based on the calendar of programs to be accredited. The public service librarian and the library computer information specialist will be responsible for training faculty bibliographers for additional programs as the project proceeds.

In the year after linkages between a program curriculum and the library collection have been established, the computer information specialist should generate use reports for that program. Based on those reports, the public service librarian and the faculty bibliographer should establish a profile of library materials' adequacy and use as related to that curriculum. Based on an analysis of that profile, both elements will be able to assess strengths and take appropriate actions to rectify weaknesses.

The regional campus librarian will be responsible for recording data as to the users and use made of the on- and off-line services. Since curriculum offerings at each campus are both duplicative and unique, the regional campus facility bibliographer and campus librarian will conduct a survey of faculty at the particular regional campus to ascertain which such services best serve the needs of its curriculum, students, and faculty.

During the second year of the project, the number of faculty involved in the program would be increased as we add additional linkages between library materials and two additional curriculum programs undergoing reaccreditation. During the second year, we would begin to generate reports and analyze the data which would give us information relative to programs - students - faculty - library materials and use. Janet Jeffcott would serve as an outside advisor and consultant to assist us in assessing our progress and direction.

Objective 5: To develop materials to train faculty, advisory committee members, and students in the use of the new library/information/access technology.

1. Identify competencies needed to effectively use new library services.

   College librarians, in concept with project faculty, will document competencies used as a base for training of faculty, advisory committee members and students.

2. Develop training curriculum.

   The Assistant Librarian and the Library Computer Information Specialist will draft training materials designed for various student groups - faculty, advisory committee members, and college students. The curriculum developed for students is envisioned to be compatible for integration with any occupational or academic program.

   a. Introduce students and all faculty to project ACCESS.

   b. Select priority programs to test the ACCESS Model.

   c. Train new faculty bibliographers.

   d. Test the ACCESS Model.

   e. Conduct training of new users and prospective users.

A Project ACCESS Plan of Action/Timeline can be found on the next page.

III. PERSONNEL

A. KEY PERSONNEL (Resumes can be found in Appendix D)

Richard Meerdink (30%), Project Director

Librarian, will serve as project director and the implementation of the project will comprise 30% of his assignment. He will actively manage the project staff, budget, and evaluation process. He has a B.S. and M.A.L.S. from the University of Wisconsin-Madison, and has been librarian at the Milwaukee Area Technical College district since 1971. He is responsible for library collections and service at all four campuses of the district. He is an active member in state and national professional librarians organizations. Locally, Mr. Meerdink was instrumental in establishing LCOMM, the Library Council of Metropolitan Milwaukee, a consortium of over one hundred public,

PLAN OF ACTION

ACTION	YEAR 1
Funding Announcement	Approx. 7/1/89
Faculty Library Service Committee	Meets Monthly
MATC Support Staff Begins	10/1/89
MATC Project Staff Begins (Recruitment 7/1/89)	10/1/89
Medical Laboratory Program (PILOT) Staff Orientation	10/1/89
OBJ 1: Identify Current Library Titles by Course (Faculty)	10/1/89
Course Outline Instructional Units & Competency as Basis for Keyword Search	11/1/89
Correlate Each Instructional Course With Classified Library Materials.	11/1/89
Develop Course Bibliography	11/1/89
Develop Input Data For Course	11/1/89
Develop User Measures (Title, Frequency, Student, Program)	11/15/89
Analyze Frequency Charts by Title/Course (Total Semesters)	12/20/89
OBJ 2: Select Key Database -- 5 CD ROM Fall & Spring Plus 1 Dial Up & 2 ACCESS University/Public Libraries	11/1/89 - 2/1/90
Install: Train Faculty on Search Techniques and Begin Public ACCESS	12/1/89 - 2/1/90
OBJ 3: Set-Up Faculty Resource Center to Service Database & Develop Curriculum Materials. Recommendations from Advisory Committee. Search by Instructional Unit Dewey Decimal Key Words.	2/1/90
Evaluate Titles as Potential for Addition	5/1/90
OBJ 4: Develop Process Model	
Flow Charts-Input-Output	11/1/89
Criteria for Selection or Deletion	2/1/90
Review With Faculty, Staff & Advisory Committee	3/1/90
Pilot Data Assessed Against Criteria	5/1/90
Revision of Model	6/6/90

ACTION	YEAR 1
OBJ 5: Develop Training Curriculum for Faculty, Advisory Committee and Students	8/1/90
Identify Competencies Needed to Effectively Use Library	7/1/90
Identify Courses; Students are Introduced to Library ACCESS	7/1/90
Select Priority Programs to Test Model	5/1/90
New Faculty bibliographers in Training. Reviews All Courses, Current Collection & Conducts Search	6/1/90 - 10/1/90
Process Model Tested; Student and Advisory Committee Training	9/15/90
FIRST YEAR REPORT	10/1/90

ACTION	YEARS 2 & 3
Measures of Use, Criteria for Decision, Correlations Between Syllabus Assignments, Bibliography and Use Plus Other Variables Analyzed.	1/1/91
Solicit Wisconsin Test Sites	10/1/90
Install Electronic Bulletin Board and FAX for PROJECT ACCESS Communication and Dissemination	10/1/90
Expand ACCESS to North Campus Faculty Resource Center	10/1/90
Conduct Training of New Users and Prospective Users	11/1/90
New Test Sites Start	1/15/91
Refine Process Model, Measures, Criteria, Instruments and Training	Summer '91
Third Year Implementation Programs Selected	5/1/91
Conduct Training for New Sites	6/15/91
SECOND YEAR REPORT - Disseminate Results	10/1/91
Final Year Implementation -- 10 Programs	9/1/91
Data Analysis, Refinement of Process Model, Training and Dissemination	7/1/92
FINAL REPORT & PROGRAM FULLY IMPLEMENTED. All Programs According to Established Criteria and timetable in Post Project Period.	10/1/92

academic, and special libraries in the Milwaukee area whose purpose is to promote access and sharing of local resources through member libraries. He also provided the leadership which converted the library's card catalogs into machine-readable format and made an on-line catalog a reality.

Library Computer Information Specialist (100%), Project Coordinator

This individual (to be hired) will have previous library experience in an academic setting, will be familiar with microcomputer applications and databases using the district's standards of d-Base, Lotus, and Word Perfect. He/she will also need familiarity and experience with computer networking and electronic bulletin boards. Working closely with the Assistant Librarian and the Faculty Bibliographer, he/she will need leadership and communication skills. He/she will be responsible for articulating the project and implementing the action plan on a day-to-day basis.

Patricia F. Garrity (20%), Faculty Bibliographer

Instructor of medical laboratory technology at Milwaukee Area Technical College, will be the faculty member involved in the pilot program. Ms. Garrity, an instructor at the College is a registered medical technologist with the American Society of Clinical Pathology and as a specialist in hematology with the American Society of Clinical Pathology. She has a B.S. in Medical Technology from Marquette University and an M.S. in Education from the University of Wisconsin-Milwaukee. As faculty bibliographer in this project, she will work closely with the Library Computer Information Specialist, the Public Service Librarian, and the project director to identify and establish curriculum-based linkages between library holdings and courses in the Medical Laboratory Technology curriculum at the College. Twenty (20%) of her assignment will be to this project.

Mary Landeck (25%), Assistant Librarian

Ms. Landeck served as public service librarian at the Milwaukee Campus library for twenty years in which capacity she is responsible for reference and circulation in the library. A graduate of Milwaukee Downer College with a B.A. degree, she also earned an M.S.L.S. degree from the University of Wisconsin-Madison. Ms. Landeck will be responsible for coordinating and synthesizing the tasks of the faculty bibliographer and the Computer Information Specialist. Twenty-five (25%) of her assigned time will be allocated to the implementation of this project.

B. SUPPORT PERSONNEL

Victor Langer (10%), Director, Instructional Development

Mr. Langer manages MATC's library, academic computing, curriculum, Instructional Media, Class Scheduling, and Faculty Certification. Mr. Langer has served as Project Director to develop national model of computer aid design center and Computer-Integrated

Manufacturing Development Center. The extensive experience in project management, computing, curriculum development, and Instructional Media will provide direction and leadership in project ACCESS.

John Erbes (10%), Computer Systems Expert

Manager, Academic Computing has had development of computer graphics systems and installation of mainframe, mini and micro systems across four college campuses. The library computer system and Faculty Resource Center computing support system installation was achieved during the past year. Mr. Erbes background in computer graphics and extensive experience will provide the technical depth needed to develop the ACCESS computing model. Mr. Erbes has a B.S. degree in Engineering (Electrical/Computer Science) and an M.A. degree in Engineering (Computer Science), both from the University of Wisconsin-Milwaukee. Mr. Erbes is responsible for the management of districtwide planning, specification, acquisition, installation, and support of instructional software and hardware. He worked closely with Mr. Langer in establishing the Computer Assisted Design Center and the Computer-Integrated Manufacturing Center at the College.

Audrey Stockey (10%), North Campus Faculty

A faculty member at the North Campus, a member of the faculty library advisory committee and chairperson of one of its subcommittees, has been a full-time instructor at MATC since 1977. She has a B.A. degree from the University of Wisconsin-Milwaukee, an M.A. degree from Cardinal Stritch College, and a Ph.D. degree from the University of Wisconsin-Milwaukee. Dr. Stockey would serve as a consultant at the North Campus to work with the North Campus Librarian to monitor and promote use of electronic linkages with the Milwaukee Campus and other local library facilities. Twenty (20%) of her class load will be assigned to this project.

Helen Cosgrove (20%), North Campus Librarian

Librarian at the North Campus. She has a B.A. degree from Barat College and an M.A.L.S. degree from Rosary College. She has been at the North Campus as full-time librarian since 1983. She is responsible for acquisitions and public services at the North Campus and for coordinating technical service activities with those centralized services at the Milwaukee Campus. Ms. Cosgrove will work with Dr. Stockey at the North Campus and with Ms. Landeck at the Milwaukee Campus to establish, promote, monitor, and evaluate the use of electronic linkages at the North Campus. Twenty (20%) of her assignment would be devoted to those project-related activities.

Clerk Typist (50%)

This individual, working on a part-time basis will provide all project typing, support, and communication services.

Janet Jeffcott, Consultant

Administrator of library telecommunications, teleconferencing, and video instruction at the Madison Area Technical College. She has a B.A. degree and an M.A. degree from the University of Wisconsin-Madison. At our sister institution in Madison, she has been responsible for the development of CD-ROM based reference service and has done extensive work in instituting systems for information retrieval using databases such as DIALOG, BRS, COMPUSERVE, OAG, MODAS, and ISAAC. As a consultant to the project, she will be able to offer us objective advice from the vantage point of a similar institution.

IV. EVALUATION

The project evaluation begins in the design phase with statement of objectives, goals, and a timetable for completion. As the instruments for input-output begin to be developed, the faculty committee, advisory committee, and accreditation teams will have the opportunity to review the specifications and to develop pilot test parameters. The pilot project will provide an opportunity to review various data reports, develop criteria on significance of user data on selection of new titles, or removal of unused titles, and revise data gathering and analysis strategies. The second year new programs are added which includes new advisory committees and new accrediting team which provides a new perspective on the review and revision of the input-output strategies. In the third year, additional groups will be involved in guiding and refining the process. In addition, a student survey and a faculty survey will be administered at the end of each year providing further input on the process. The new titles added to the system, as a result of the process, will be monitored to match use against the initial evaluation criteria established for selections. Finally, as the process model is disseminated to other community colleges (Wisconsin second year and national third year) the end users will be required to participate in the evaluation process.

V. BUDGET AND COST EFFECTIVENESS

For the proposed 3-year project, we request $270,863 in federal funds and match that with $243,863 (47%) for a total project cost of $513,266. Budget rationale for Year One's projected expenditures follows:

Salaries: MATC uses a standard salary classification system. All faculty and clerical positions are also represented by unions, Locals 212 and 587 respectively. Their salaries are at negotiated rates. The Fringe Benefits are likewise negotiated, currently a 29.71% of salaries (Pension 0.1180; FICA 0.0751; Health 0.0890; Life 0.0045; Long Term Disability 0.0075; Dental 0.0075).

Travel: In-district staff travel is estimated to be 1,400 miles @ .22/mi ($308). Conference travel in Year 1 is budgeted for one person to attend the American Library Association Conference ($400 Air; $450 Lodging; $150 Meals; $125 Fees) for $1,125; and two people to attend the Wisconsin Library Association (250 mi x .22/$55); Lodging $66 ea; Meals $31/day x 2 days x 2 people; fees $40 x 2) for $391. Consultant travel by Janet Jeffcott; ten round trips from Madison, Wisconsin to Milwaukee are budgeted (160 miles x .22/mi x 10) $352. Total travel requested in Year 1 is $2,176.

Equipment: Over the 3-year life of the project, MATC is requesting $6,000 for 6 CD-ROM readers and printers, 3 for the Milwaukee Campus and one each for the North, South, and West Campuses. Four are requested in Year 1 ($4,000). MATC will contribute a total of 10 minicomputers over 3 years, 4 in Year 1 are estimated to be $1,100 each or $4,400.

Supplies: Office supplies - $500; Printing and duplicating for Year 1; $1,000. More is budgeted for Year 3 for dissemination purposes.

Contractual Services: One consultant for ten days at $150/day is budgeted. Her involvement is expected to be most intense in Year 1 to assure a sound project design, and declining over the life of the project.

Other: Annual fees for library resources on CD-ROM are estimated to be $14,000. Ten CD-ROM library indexes or services will be selected as part of the proposed project. Some are less than $400. Many are over $1,400/year.

VI. DISSEMINATION

MATC workshops will be conducted for new program areas in the second year and expanded the third year including other community colleges. The workshops will be evaluated by participants immediately upon completion and again each year as a follow-up. The evaluation information will be analyzed to assess areas in need of improvements. The results of the project, including other user experience, will be published in the annual project report, filed with ERIC and in published periodicals. The papers will be presented at state and national conventions for American Library Association, American Vocational Association, and American Association of Community and Junior Colleges and other organizations as possible within financial limits. An Electronic Bulletin Board and a FAX machine are in place to permit access by community college libraries nationwide to information such as project instruments, data reports, etc. The user can work via micro or phone lines and also leave messages or receive answers to questions.

VII. ADEQUACY OF RESOURCES

MATC opened a new Student Center in January, 1988, to expand student services space thus creating new space for additional library facilities

at the Downtown Campus. Therefore, the physical space for the library doubled in the Fall of 1988. The expanded space has been guided by the Library Faculty Services Advisory Committee. MATC increased student seating; provided more reference space; installed a Unisys minicomputer system with 24 microcomputers to automate the library; networked the campuses; and initiated the Faculty Resource Center as a place to research and develop curriculum, handout materials, and presentation materials. The College has seven additional computer centers to be networked to the library collection and several department resource collections. MATC is committed to quality instruction, has faculty and staff resources with support of this grant allows MATC to advance the ACCESS model demonstrating new technology to community colleges.

MATC library has installed a Unisys minicomputer system networked with 24 microcomputers between four campuses and with Student Information System and the Financial System.

Executive commitment for this grant comes not only from MATC is Chief Executive Officer, Dr. Rus F. Slicker, who wholeheartedly spearheaded the recent library expansion, but also from Mr. Norman Gill, a member of he Milwaukee Area Technical College District Board. Mr. Gill, until January, 1989 has been a member and President of the Milwaukee County Federated Library System which includes all Milwaukee and suburban libraries.

MATC is contributing an additional 10 minicomputers to this research and demonstration effort (valued at $1,100 ea.). Overall, MATC is committed to $242,403 in matching funds, which represents 47% of the project's total costs.

Such philosophical and fiscal commitment assures the thoroughness, quality, and use of the endeavors proposed.

SPECIFIC PROGRAM CRITERIA
RESEARCH AND DEMONSTRATION GRANT

I. INNOVATIVE APPROACH UTILIZING TECHNOLOGY.

MATC is a pioneer user of minicomputers which are networked with 24 microcomputers available on four campuses. The system is operating under Unix and interfaces with the Student Information System and micro-computer curriculum database. The curriculum database consists of 120 programs and over 4,000 courses. The Faculty Resource Center is established to provide professional research support to develop curriculum and teaching materials. The innovation of Project ACCESS is the development of an effective linkage to instruction between the library resource system and the competencies of an occupational program curriculum. The outcome is to focus searches of national networks and universities to specific course competencies matching against student and faculty users. Duplication of high cost, seldom used university materials is neither desirable nor cost effective. Yet, if continuous searches and interlibrary loans produce a pattern, the MATC library can be expanded. The references cited in the last two sections clearly supports the regional and national need. (See also pages 2 - 9, 13, 14, 18 of this grant proposal for a full discussion of how this proposal is innovative).

II. PROJECT DEVELOPED IN CONSULTATION WITH NATIONAL EXPERTS

Our discussion with national experts can be found on pages 9 and 10 of this proposal and in Appendix C, minutes date April 22, 1988.

III. RESEARCH DEMONSTRATION IS DESIRABLE

The results of an ERIC research and the North Central Accreditory Association team visitors are discussed on pages 6 to 10. The study

conducted by the Faculty Library Services Advisory Committee is discussed on pages 6 to 9 and included in Appendix C minutes of September, 1988. The New Technologies Information Services (NTIS) is discussed on page 10. MATC has been working closely with NTIS and the Council of Wisconsin Libraries.

IV. PROJECT MEETS NATIONAL OR REGIONAL NEED

Community colleges across the nation are typically not research-based institutions. The library resources needed to support the 120 different career programs such as at MATC are cost prohibitive. A curriculum-based collection is most useful at the community college level and has been recommended in the literature (p.4) but has never been done. The linkage to national databases and university networks is essential. As an example, the Medical College, School of Pharmacy, and the Engineering College at the University of Wisconsin are electronically accessible, but have not been integrated in typical community college information systems.

V. DISSEMINATION

Page 24 outlines an aggressive plan to disseminate materials developed for Project ACCESS. In addition to our College's electronic bulletin board and a model teleconferencing center which may host or participate in a national conference, MATC is unique in that it holds the licence for two public television broadcasting stations, WMVS/WMVT-TV and can satellite uplink for easy transmission of videoconferences nationwide.

ASSURANCES

The Applicant hereby assures and certifies that it will comply with the regulations, policies, guidelines and requirements, as they relate to the application, acceptance and use of Federal funds for this federally-assisted project. Also the Applicant assures and certifies:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.

2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.

3. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

4. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.

5. It will comply with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance.

6. It will comply with the Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.

7. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally-assisted programs.

8. It will comply with the provisions of the Hatch Act which limit the political activity of employees.

9. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.

10. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

11. It will give the sponsoring agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.

12. It will comply with all requirements imposed by the Federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.

13. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the Federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.

14. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, P.L. 93-234, 87 Stat. 975, approved December 31, 1976. Section 102(a) requires, on or after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "Federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant or any other form of direct or indirect Federal assistance.

15. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 U.S.C. 470), Executive Order 11593, and the Archeological and Historic Preservation Act of 1966 (16 U.S.C. 469a-1 *et seq.*) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the Federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse effects upon such properties.

GPO 810-091

Certification Regarding
Debarment, Suspension, and Other Responsibility Matters
Primary Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211). Copies of the regulations may be obtained by contacting the U.S. Department of Education, Grants and Contracts Service, 400 Maryland Avenue, S.W. (Room 3633 GSA Regional Office Building No. 3), Washington, D.C. 20202, telephone (202) 732-2505.

(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS ON REVERSE)

(1) The prospective primary participant certifies to the best of its knowledge and belief, that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph(1)(b) of this certification; and

(d) Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State or local) terminated for cause or default.

(2) Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Dr. Philip Langerman, Executive Dean

Name And Title Of Authorized Representative

Philip Langerman

Signature

1-13-89

Date

A P P E N D I X A

FACULTY RESOURCE CENTER

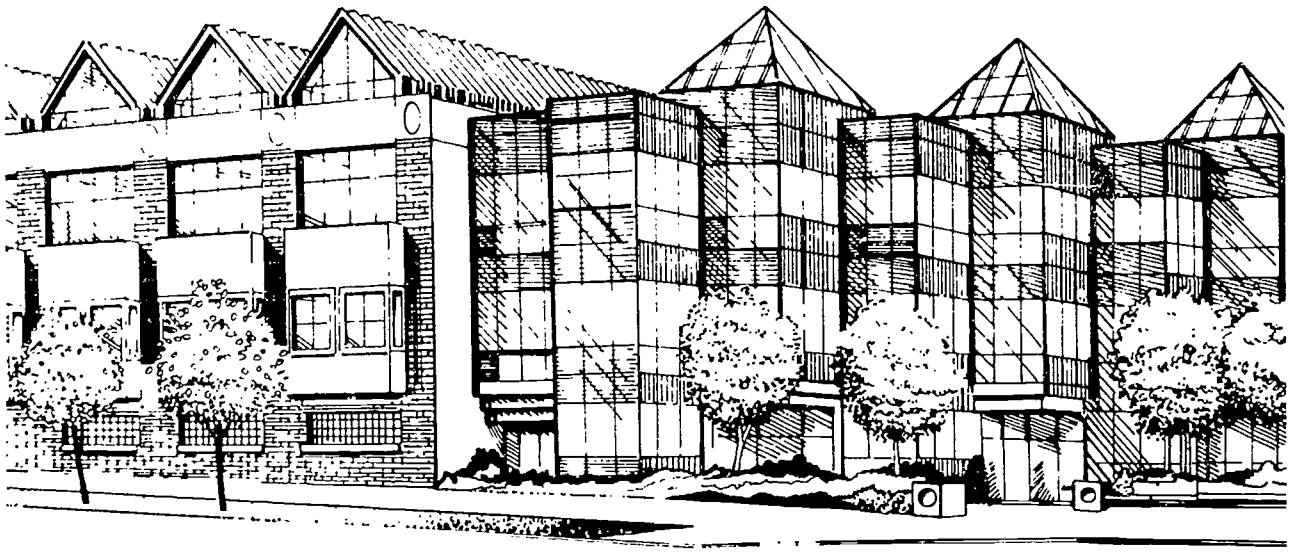
- Description
- Professional Growth Survey
- Faculty Audiovisual/Computer Loan Request
- Curriculum-Related Materials

Faculty Resource Center

Room 275

Dedicated to Quality Instruction

Open House December 6, 1988



matc
Milwaukee Area Technical College

700 W. State Street
Milwaukee, WI 53233

NEW STUDENT SERVICES BUILDING

FACULTY RESOURCE CENTER OFFERS SUPPORT

Welcome to the Faculty Resource Center! We hope to provide you with the support and equipment needed to develop creative instructional materials.

The Faculty Resource Center (FRC) provides access to the latest technologies for you to prepare classroom handout materials and presentation materials. The FRC supports teachers developing a test data base, scanning tests, and doing data analysis. Investigation of curriculum and alternative delivery resources may be done on site and with electronic access to university and local resources. The seven computer workstations, for the most part, are very specialized and require faculty to already be proficient in their use or to attend training sessions. Also, the computer workstations are intended to provide support usually not available on the home computer or in computer labs. For normal production jobs, such as word processing, we will be encouraging faculty to use computers in other labs, in offices, or at home and bring in projects for special input, output, or processing. Workshops as well as courses are offered through the Office of Staff Development. A series of one-hour demonstrations of the new technology is scheduled during the semester. Ask about the schedule.

The Faculty Resource Center is not only a new facility but also a new concept in MATC instructional support. We encourage you to use the center and let us know how we can better support it and you.

HOURS: *When Evening School Is in Session:*
Monday - Thursday -- 7:30 a.m. to 7:00 p.m.
Friday ---------- 7:30 a.m. to 4:00 p.m.
Between Semesters:
Monday - Friday ----- 7:30 a.m. to 4:00 p.m.

STAFF: *Joanne Johnson - Receptionist*
(ext. 6259)

Vivian Attipetty - Curriculum Development Specialist
(ext. 1807)

Lonnie Brake - Audiovisual Supervisor
(ext. 6531)

Jacqueline Janik - CAI Supervisor
(ext. 6849)

Bernice Konruff - Administrative Assistant
(ext. 6240)

OTHER COMPUTER CENTERS AVAILABLE TO FACULTY:

MILWAUKEE:	*T305 - Judy Siegrist (ext. 6563)*
	C303 - Dave Spitz (ext. 4521), Margaret Damrow (ext. 6481)
NORTH CAMPUS:	*234 - Joan Hoffman (ext. 234)*
SOUTH CAMPUS:	*A206 - Dorothy Riel (ext. 206)*
WEST CAMPUS:	*235 - Carol Ruiz-Ebert (ext. 243)*

Faculty Resource Center

A. VHS VIDEO TAPE PLAYER STATION

For review of educational conference videotapes, for tutorials, or for preview of classroom tapes obtained commercially or produced locally.

B. SLIDE PROJECTOR WITH BUILT-IN SCREEN

For review of slides obtained commercially or produced locally.

C. COPY MACHINE (MEDIUM VOLUME WITH COLLATOR)

This machine is available for up to fifty (50) copies per week on an emergency basis, when you are unable to have the work done by the bindery (duplication center). Over fifty copies are available on a charge-back basis, again only for emergencies.

D. COMPUTER SOFTWARE and EQUIPMENT DOCUMENTATION CABINET

Contains specialized computer software for developing computer-based educational materials, software for checkout, and documentation for all software and equipment in the FRC. Most of the materials are for use in the center, although some can be checked out for overnight or weekend use.

E. PORTABLE COMPUTER CHECKOUT and AUDIOVISUAL EQUIPMENT CABINET

The portable computer is used for overnight or weekend checkout by qualified faculty for developing instructional materials. Staff assistance is available to review and guide development projects.

Zenith Laptop computer with 20MB disk, 720KB 3.5" diskette drive, 640K memory.

WordPerfect 4.2 for word processing. Lotus 1-2-3 and SuperCalc 4 for spreadsheet applications. dBase III+, Paradox, R-Base for database applications. VHS camcorder with 6-1 zoom, autofocus, autoexposure, low-light. 35mm Autoexposure camera with 50mm lens.

F. BOOKS and PERIODICALS

Current books and periodicals of interest to faculty.

G. FACSIMILE TRANSMISSION

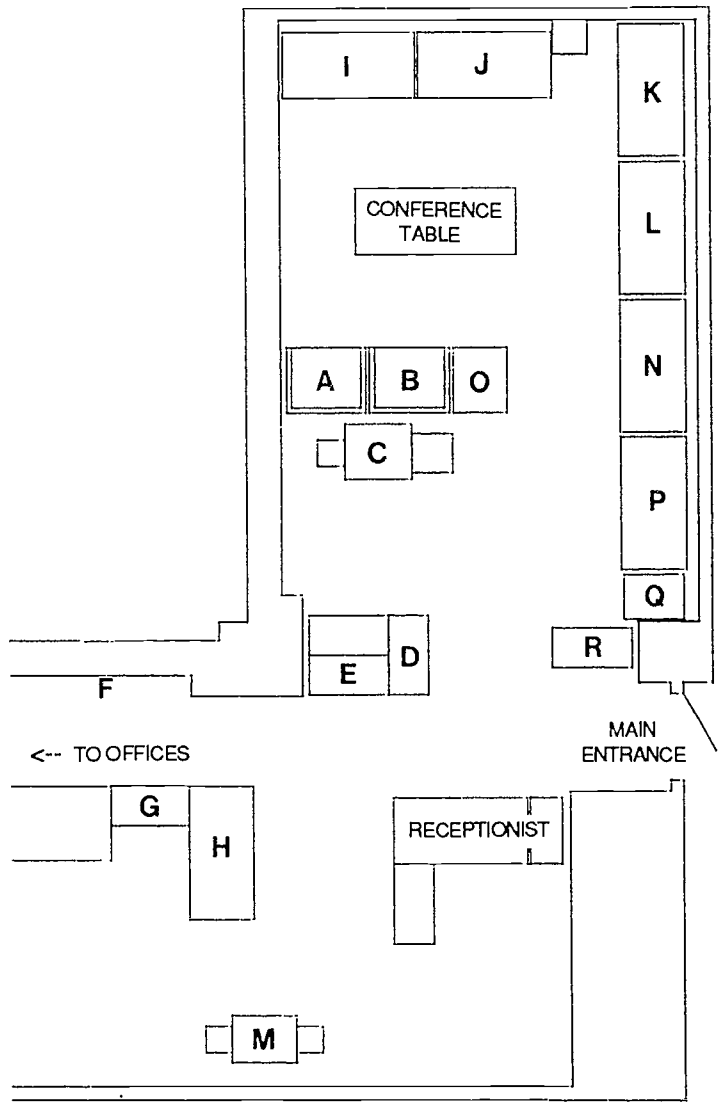
The FAX machine provides for the graphic transmission of documents via phone to a receiving FAX machine, or for receiving a FAX transmission. (Fall, 1989, each campus is to be connected.)

H. DOCUMENT (TEXT) SCANNER

Used for scanning of existing documents, book excerpts, course outlines, test and curriculum materials, etc., into either an ASCII text format file or WordPerfect 4.2 or 5.0 format files. Once the documents are scanned, they can be edited with WordPerfect.

Zenith PC with 20MB disk, 360KB 5.25" diskette drive. Monochrome monitor. Kurzweil model 30 optical character recognition scanner. Connected to HP LaserJet II printer.

WordPerfect 4.2 and 5.0 for editing of scanned documents. Kurzweil OCR scanning software.



FACULTY RESOURCE CENTER
PROFESSIONAL GROWTH SURVEY

DIRECTIONS: *Please select the demonstration topics and course titles for sessions you are interested in attending. Forward to the Faculty Resource Center Committee via Joanne Johnson, in the FRC.*

Demonstration Interest Survey: *See attached demonstration descriptions which are planned for next semester. Then check the demonstrations you are interested in attending. Each demonstration is one hour long and may be accumulated for credit (40 hours per credit).*

DEMONSTRATIONS

_____ *Overview of Apple IIGS Software*
_____ *Macintosh for the New User*
_____ *Macintosh for the Experienced User*
_____ *Word Processing and Desktop Publishing on the Macintosh*
_____ *MATC Electronic Bulletin Board System and Facsimile Transmission*
_____ *File Transfer and Conversion*
_____ *Presentation Graphics*
_____ *Desktop Publishing Using Pagemaker for the IBM*
_____ *Desktop Publishing Using WordPerfect 5.0*
_____ *Statistical Applications*
_____ *Document Scanning and Editing*
_____ *Cut and Paste Teaching Materials*
_____ *Classroom Computer Projection*
_____ *Library Information System*
_____ *Camcorder Videotaped Lessons*
_____ *35mm Slide Preparation*
_____ *PC Curriculum Files and Course Outlines*
_____ *Other* _____
_____ *Other* _____

Courses/Workshops Interest Survey: *Please check the courses/workshops you would take if offered for credit by the Office of Staff Development. MATC CEBO computer workshops offered may be attended by MATC faculty with supervisor's approval.*

SPRING SEM. '89	*FALL SEM. '89*	*COURSES/WORKSHOPS*
_____	_____	*WordPerfect - Beginning*
_____	_____	*WordPerfect - Advanced*
_____	_____	*Desktop Publishing*
_____	_____	*Business Graphics*
_____	_____	*Creating Test Data Banks*
_____	_____	*Data Analysis*
_____	_____	*Graphics Illustration*
_____	_____	*Presentation Graphics*
_____	_____	*Spreadsheet Concerns*
_____	_____	*Data Base*
_____	_____	*Interactive Video*
_____	_____	*Authoring*
_____	_____	*Hyper Media*
_____	_____	*CAI Authoring*
_____	_____	*File Conversion*
_____	_____	*Other* _____

NAME _____ ***DEPT.*** _____

(Return to FRC)

Faculty Resource Center Demonstrations

Overview of Apple IIGS Software - *Overview of Paintworks Plus, Multiscribe, GS Works, and AST Vision software for Apple II users.*

Macintosh for the New User - *Overview of the operation and capabilities of the Macintosh for new users without prior computer experience.*

Macintosh for the Experienced User - *Overview of the capabilities of MATC's Macintosh systems for users that have access to a Macintosh outside of MATC. Including: laser printer output, overhead transparency generation, WordPerfect on the Mac, Mac SE differences, Mac <-> DOS file conversion.*

Word Processing For the New User - *Overview of the operation and capabilities of the WordPerfect 4.2 word processing software for new users without prior computer experience.*

MATC Electronic Bulletin Board System and Facsimile Transmission - *Operating the MATC EBBS system. Using a FAX machine for transmission of documents via phone.*

File Transfer and Conversion - *Transferring files between Apple II, Macintosh, and IBM. Converting IBM DOS files back and forth between WordPerfect, Samna, WordStar, MultiMate, MS Word, etc. For experienced users with need for file transfer and conversion.*

Presentation Graphics - *Overview of the capabilities and applications of Storyboard, business graphics software, Videoshow, and others to prepare slides and video presentations for persons exploring applications.*

Desktop Publishing Using Pagemaker on the IBM - *Overview of the capabilities and applications of Pagemaker. For users with prior word processing experience.*

Desktop Publishing using WordPerfect 5.0 - *Overview of the DTP capabilities of WordPerfect 5.0 for experienced users of WordPerfect 4.2. Includes scanning and merging graphics, and working with the cut and paste library.*

Statistical Applications - *Overview of the capabilities and applications of the SPSS/PC and ABStat programs. Test item analysis, scanning, and test banks will be examined.*

Document Scanning and Editing - *Overview of the use of the Kurzweil optical character recognition scanner for scanning typed documents, book excerpts, etc. into the computer, and editing the scanned documents in WordPerfect.*

Cut and Paste Teaching Materials - *This copy machine is for preparing handouts and overhead transparencies.*

Classroom Computer Projection - *Using an LCD overhead display panel on an overhead projector and color projectors for large audience computer material presentation.*

Library Information System - *Use of the MATC computerized library information system for bibliographic searching, cross referencing selected books to your program, placing books on reserve and on hold, accessing the MATC library system and other Milwaukee area library systems from a computer via modem.*

Camcorder Video Taped Lessons - *How to operate a video Camcorder, and plan, shoot, and present video taped fieldtrips or demonstrations.*

35mm Slide Preparation - *How to operate a 35mm camera, plan a presentation. Overview of the capabilities of computer generated graphics for slide programs.*

PC Curriculum Files and Course Outlines - *Review of course data in new course outline format, and demonstration of text scanning an old course outline into a file, editing and creating a new course outline and syllabus.*

FACULTY AUDIOVISUAL/COMPUTER LOANER REQUEST

DIRECTIONS: Please complete this request for use of equipment and/or software, for development of instructional materials. The loaner must be used exclusively for development with copyright laws observed. This request, and an internal requisition for materials used, require approval of the supervisor. Materials developed with college resources may require review by the Office of Instructional Development and the instructional division.

☐ OVERNIGHT USE ☐ WEEKEND USE ☐ OTHER _____

DATE REQUESTED: _____ RETURN DATE: _____

REQUESTED EQUIPMENT: ☐ Laptop Computer ☐ Camcorder

☐ 35mm Camera ☐ Other _____

REQUESTED SOFTWARE: _____

EQUIPMENT VERSION: _____

INSTRUCTOR'S NAME: _____ CAMPUS: _____

DEPARTMENT: _____ ROOM #/EXTENSION: _____

DESCRIBE PROJECT: _____

_____

_____

As a member of the staff of Milwaukee Area Technical College, I am aware that I am bound by the Federal Copyright Laws. Copying of copyrighted print/computer/audiovisual materials is prohibited, unless a letter from the publisher granting permission to copy is on file in the Faculty Resource Center, Milwaukee Campus. The individual assumes full responsibility for illegal copying and can be prosecuted according to the law. MATC assumes no support for such activity. I will abide by these laws in reference to this request. I will make the materials developed available for review by the Office of Instructional Development and my supervisor.

INSTRUCTOR'S SIGNATURE: _____ DATE: _____

SUPERVISOR'S APPROVAL: _____ DATE: _____

INSTRUCTIONAL DEV. APPROVAL: _____ DATE: _____

Form #88-55 (November 1988)

FACULTY RESOURCE CENTER
CURRICULUM-RELATED MATERIALS

Behavioral Objectives in Education, Audio-cassette series, Educational Technology Publications, Englewood Cliffs, NJ.

Competency Based Education, Instructional Services Division, Professional Development Department, Milwaukee Area Technical College.

Course Developer: A Guide to Training Course Development, Professional Development Series, South-Western Publishing Co.

Engineering Technology Programs and Courses, Advanced-Technology Core Curriculum Guide, Daniel M. Hull and Carolyn A. Prescott, The Center for Occupational Research and Development (CORD), 1985.

Exemplary Academic Programs at the Community College, National Council of Instructional Administrators, 1988.

Focus on the Seventies, Gene Lehrmann, 1984.

A Guide to Curriculum Planning: Purpose and Procedures, Eunice Bethke, John T. Benson, Arnold M. Chandler, Wisconsin Department of Public Instruction, 1985.

Guidelines for Program Planning at Western Wisconsin Technical Institute, Western Wisconsin Technical Institute, 1980.

High-Technology Careers, A Guide for Counselors, Daniel M. Hull, Carolyn A. Prescott, The Center for Occupational Research and Development, 1984.

How to Hold Students, Vernon Taylor, Key Productions, 1983.

Information Systems Manual, for State of Wisconsin Board of Vocational, Technical and Adult Education, Bureau of Planning and policy Analysis, Division of Administration and Planning, 1981.

Instructional Strategies for Using Microcomputers in Vocational Education, Vocational Studies Center, University of Wisconsin-Madison, 1987.

Laser/Electro-Optics Technology, Curriculum Planning Guide, Daniel M. Hull, Carolyn A. Prescott, The Center for Occupational Research and Development, 1985.

Learning How to Teach: Self-Paced Inservice Modules for Part-Time Vocational Instructors, David Goetsch, AVA, 1983.

The Measuring Stick: A Guide to Self-Improvement in Teaching, Vernon and Juanita Taylor, Key Productions, 1981.

M-MECAP Competencies for Courses in Articulation Agreements With High Schools, 1986 - 1988.

National Directory of School-College Partnerships: Current Models and Practices, Wilber, Lambert, and Young, 1987.

Occupational Program Development Process Handbook, Michigan State Board of Education, 1985.

Teaching Adults: A Guide to Instructors, Barry L. Reece, AVA, 1985.

Teaching Strategies and Techniques for Adjunct Faculty, Donald Grieve, Info-Tec, Inc. 1986.

Teaching Tips for Part-Time Teachers, Vernon Taylor, Key Productions, 1974.

Unified Technical Concepts, Instructor's Guide, Center for Occupational Research and Development, 1985.

Video-Based Instructional Materials Available to Wisconsin VTAE Districts, Wisconsin Foundation for Vocational Technical and Adult Education, Inc., 1987.

Vocational Education Curriculum Specialist (VECS)
Teaching/learning modules. Introductory modules and several core modules.

Vocational Teacher Competency Profile, Performance-based/learning guide and modules. Introductory manual and core modules.

Wisconsin Business and Industry Blue Book, 1987-88.

The Wisconsin Venture: A Developmental History of VTAE, Clarence Greiber, Center for Studies in Vocational and Technical Education, UW-Madison, 1975.

Classroom Assessment Techniques, A Handbook for Faculty, K. Patricia Cross and Thomas A. Angelo, Prepared by NCRIPTAL for the National Center for Research to Improve Postsecondary Teaching and Learning.

CATALOGS

1988 Center for Occupational Research and Development (CORD) Catalog of Technical Training Resources.

Vocational Technical Education Consortium of States (VTECS).

Curriculum Publications Clearinghouse (CPC).

Mid-America Vocational Curriculum Consortium (MAVCC) Catalog of Competency-Based Vocational Instructional Materials.

National Center for Research in Vocational Education CBAE Materials Catalog, and Products Catalog

Minnesota Curriculum Services Center (MCSC) Catalog of Vocational Instructional Materials.

Instructional Materials for Colleges Catalog - South-Western College Division.

****

We also have a number of catalogs from other Colleges and Technical Colleges housed in the center.

CONTENT SPECIFIC

Career Merit Achievement Plan (Career MAP) (1983) for the following programs:

- Computer Electronics Technology
- Computer Servicing Technology
- Avionics Technology
- Residential Wiring
- Residential and Commercial Electric Wiring
- Telephony Technology
- Electronic Computer Products Service
- Hybrid Microelectronics
- Biomedical Equipment Technology
- Basic Air Conditioning, Refrigeration and Heating Mechanic
- Air Conditioning, Refrigeration and Heating Mechanic
- Air Conditioning, Refrigeration and Heating Technology
- Electromechanical Technology
- Communications Electronics Technology
- Laser Electro-Optic Technology
- Robotics and Hard Automation Technology
- Office Machine Maintenance
- Commercial Business Machine Maintenance
- Instrumentation Technology
- Instrument Repair

CONTENT SPECIFIC

V-TECS - Vocational-Technical Education Consortium of States Catalogs of tasks, performance objectives, performance guides, tools and equipment for the following programs:

- Advertising Artist, 1979
- Agricultural Equipment Parts Salesperson, 1978
- Alterationist (2 volumes), 1976
- Auto Body Repairman, 1976
- Automobile Mechanics, 1976
- Auto Parts Clerk, 1976
- Banking Clerk Related Occupations, 1976
- Bookkeeping/Accounting/Payroll Clerk, 1978
- Carpenter, 1976
- Cashier-Checking, 1975
- Child-Care Worker, 1976
- Combination Welding, 1976
- Data Processing Operations (2 volumes), 1976
- Emergency Medical Technician, 1977
- Floriculture Worker, 1976
- Retail Flower Shop Salesperson and Floral Designer, 1978
- Food Management, Production and Service Operations, 1976
- Gardening-Groundskeeping, 1976
- Home Furnishing Worker, 1976
- Hospital Ward Clerk, 1977
- Hotel-Motel Management Related Occupations, 1978
- Industrial Sewing, 1978
- Legal Secretary and Court Reporter, 1976
- Licensed Practical Nurse (2 volumes), 1976
- Machine Shop, 1976
- Masonry, 1978
- Nursing Production, 1976
- Nursing Assistant (2 volumes), 1976
- Patrolman, 1978
- Paying and Receiving Bank Teller, 1976
- Plumbing, 1976
- Printing Occupations, 1978
- Programmers, 1976
- Radio-Television, 1975
- Secretarial, Stenographic, Typing and Related Occupations, 1976
- Security Guard, 1978
- Sheet Metal Worker, 1978
- Small Engine Repair, 1977
- Tractor Mechanic, 1976
- Turfgrass Maintenance Worker, 1975
- Waste/Wastewater Treatment Plant Operator, 1978

I. APPLE II GS COMPUTER STATION

For applications that are Apple II compatible and require typeset quality appearance for overhead transparencies, signs, etc. For the Apple user, different sized fonts are available for large type handouts. Conversion of files from Apple II to IBM DOS format is available on the Zenith 286 "AT" computer station.

Apple II GS computer with 20MB disk, two 3.5" diskette drives, two 5.25" diskette drives, 768KB memory, RGB color monitor. Connected to LaserWriter Plus printer. AST Vision-Plus board to allow the Apple to capture images from VCR or video camera.

GS Works (AppleWorks for the II GS). WordPerfect and Multiscribe for word processing. SmoothTalker for speech mode tutorials. PaintWorks Plus for drawing. Desktop Publishing software. Storyboard software.

J. MACINTOSH PLUS COMPUTER STATION

For applications that require typeset quality appearance for overhead transparency presentation, signs, etc. Conversion of Macintosh files to IBM DOS format is available on the Zenith 286 "AT" computer station.

Macintosh Plus with 20MB disk, 800KB 3.5" diskette drive, 1MB memory. Connected to LaserWriter Plus and ImageWriter II printers.

WordPerfect Macintosh for word processing and overhead transparencies. MacWrite, MacPaint, MacDraw.

K. MACINTOSH SE COMPUTER STATION

For applications that require typeset quality appearance for overhead transparency presentation, signs, etc. Conversion of Macintosh files to IBM DOS format is available on the Zenith 286 "AT" computer station.

Macintosh SE with 20MB disk, 800KB 3.5" diskette drive, 1MB memory. Connected to LaserWriter Plus printer. CD ROM external drive.

WordPerfect Macintosh for word processing and overhead transparencies. MacWrite, MacPaint, MacDraw, HyperCard, Videoshow.

L. ZENITH 286 "AT" COMPUTER STATION

For general applications and graphic image creation and editing.

Zenith 286 "AT" computer with 40MB disk and 1.2MB 5.25" diskette drive, 1.5MB memory. VGA 640 by 480 16-color monitor (CGA and EGA compatible). Connected to color printer. Connected to HP LaserJet II printer. Modem for connecting to Library Information System and MATC Electronic Bulletin Board (BBS). Macintosh compatible 3.5" diskette drive. TrackStar board for converting Apple II files to IBM DOS format.

WordPerfect 5.0 for word processing and desktop publishing. Style and grammar checking software for writing analysis. R-DOC/X for converting wordprocessing files from one vendor to another. Storyboard Plus for creating computerized "slide" presentations.

M. COPY MACHINE (TRANSPARENCIES)

This machine is available for "cut & paste" projects, and to prepare transparencies. It serves as a backup to the other copy machine for making less than twenty (20) copies.

N. DESKTOP PUBLISHING STATION

For desktop publishing applications such as flier and newsletter creation, and instructional manual development.

Zenith 286 "AT" computer with 70MB disk, 1.2MB 5.25" diskette drive. LaserView 1600 by 1200 high resolution monochrome monitor. Hewlett Packard ScanJet graphic image scanner. Connected to HP LaserJet II printer.

WordPerfect 5.0 for word processing and desktop publishing. Aldus PageMaker for desktop publishing applications. HP ScanJet software for graphic image scanning. PC Paintbrush Plus for graphic image creation and editing.

O. SCAN-TRON

Scan-Tron forms can be obtained from the bookstore or your dean's office. A test scanner will be integrated with the Advanced Application computer station.

P. ADVANCED APPLICATION COMPUTER STATION

This station is the most powerful microcomputer available at MATC, used for applications that require extensive mathematical computational capabilities. This station will also be connected to a Scan-Tron type device for test item analysis.

Zenith 80386 computer with 40MB drive, 1.2MB 5.25" diskette drive, 1MB memory, math co-processor. VGA 640 by 480 16-color monitor. CD ROM disk drive. Modem for connection to Library Information System and MATC BBS. Connected to HP LaserJet II.

SPSS/PC and ABStat for statistical applications. Lotus 1-2-3, SuperCalc 5 for spreadsheet applications. dBase III+, Paradox, R-Base for data base applications.

Q. THERMO-FAX MACHINE

This copy machine is used for preparing transparencies and spirit masters. It is being phased out in favor of laser printers and the copy machines.

R. CURRICULUM DEVELOPMENT RESOURCES CABINET

The FRC houses a collection of materials that can be used as resources for the development or modification of programs, and for the development of course materials. These resources include:

- Catalogs from which we can order competency-based materials from VTECs and other consortiums.
- Curriculum planning guides which include tasks, performance objectives, performance guides, tools, and equipment for a number of occupational areas.
- Course development guides.

Staff assistance is available in the development of course materials, in the development or modification of programs, and in the development of individualized learning materials for students in a competency-based format.

FACULTY RESOURCE CENTER SERVICES GUIDELINES

SCHEDULING FRC WORKSTATIONS:

1. *As the facility is limited, it is recommended that specific equipment be reserved to ensure availability for your use. Reservations should be made twenty-four (24) hours in advance, with a two (2) week maximum advance notice. A reservation log is available in Room 275. Nonscheduled computer time is available on a first-come, first-served basis.*
2. ***PLEASE CHECK THE RESERVATION LOG EACH TIME YOU USE THE CENTER, BEFORE YOU BEGIN USING ANY COMPUTER STATION.***
3. *If you do not show up for your reservation within fifteen (15) minutes of the scheduled time, the station will be opened for use by others. We will try to accommodate you as soon as another unit is available.*
4. *To cancel a reservation, stop by the FRC or call.*
5. *If a station you have reserved is unavailable due to repair, we will try to assign you a similar station and/or telephone you before your reserved time.*
6. ***NO STUDENTS OR STUDENT WORKERS** are permitted to use the facility. They may use any of the computer centers.*
7. *Use of computer output equipment (such as laser printers, impact printers, and plotters) is limited to making a master copy. All additional copies must be made with a copy machine or through the bindery. Users requiring a greater than average quantity of supplies will be asked to furnish their own supplies. (Ref.-- Administrative Regulation and Procedure #EE0106 - COMPUTER CENTERS FOR INSTRUCTION.)*

***TECHNICAL ASSISTANCE:** Curriculum and Instructional Media staff are available for consultation. Normally, technical persons are not on duty to solve hardware/software problems. Training may be arranged in scheduled sessions or an appointment for assistance may be arranged if assistance is not available at the moment. The MATC Electronic Bulletin Board is another resource to call for assistance. Professional media production staff services are provided on a budgeted or special funded project basis.*

***TRAINING:** Faculty are encouraged to participate in MATC offered Continuing Education and Business Outreach workshops and courses related to computing and media. Usually, the fees are charged back to the division by an internal requisition, if training is directly required on the job. Initial orientation sessions on using computers are offered periodically in the computer centers. The Office of Staff Development offers courses and workshops which are announced each semester. Special training needs should be suggested to the FRC.*

***COMPUTER AND AUDIOVISUAL HARDWARE USE FOR OUTSIDE THE FRC:** A laptop computer, Camcorder, or 35mm camera may be checked out for one day, overnight, or weekend use, to qualified users. Requests must be for a specific development project approved by the dean, on form #88-55 Faculty Audiovisual/Computer Loaner Request. **NOTE:** Classroom hardware is available from the Library on the Milwaukee Campus or Media Centers on the regional campuses.*

***COMPUTER SOFTWARE FOR OUTSIDE USE:** Software may be checked out from computer centers or when checking out the laptop computer. Specialized educational software, not available in the computer centers, may be checked out for overnight or weekend use, with supervisor's approval, on form #88-55 Faculty Audiovisual/Computer Loaner Request.*

***REFERENCE AND AUDIOVISUAL MATERIALS FOR OUTSIDE USE:** Specialized tutorials, educational materials, magazines, books, software documentation, etc., may also be checked out for overnight or weekend use. A checkout card must be completed. General reference materials may be used in existing library, computer center, and media center resource areas as normally available.*

***CHARGEBACK MATERIAL COSTS:** Transparency film, 35mm film, VHS tapes, and paper (over 50 copies) are charged back to the departments. Paper and transparency film used on site are provided via internal requisition without supervisor signature. Extensive material use situations and VHS or 35mm film require supervisor approvals.*

WHAT NEW SERVICE DO YOU WISH?

The goal is to provide quality handouts, quality presentations and quality instruction. The FRC is a center available for faculty professional growth and improvement of instruction. The FRC committee is listening to your concerns and open to improvements. Please contact the following people with your suggestions:

Audrey Stockey - Chairperson
Lonnie Brake
Joanne Johnson
Dario Rozas
Bob Yearling
Vivian Attipetty
Jackie Janik
Janet Matthews
Bill Thomas

A P P E N D I X B

ASSOCIATE DEGREE PROGRAMS OF STUDY

(Program Matrix by Campus)

ASSOCIATE DEGREE PROGRAMS OF STUDY

All associate degree programs are two years in length. Some require one or two summer sessions.

95

GENERAL ADMISSION REQUIREMENTS

The Milwaukee Area Technical College requires the applicant to have a high school diploma or a GED for acceptance into any MATC associate degree program.

Assessment (testing) is required of all entering students. Your program counselor/advisor will discuss the results with you at an orientation meeting.

Applicants who do not meet requirements may seek to satisfy them through other available and appropriate avenues. These include: satisfactory completion of recommended post-high-school courses, action by the appropriate departmental Admissions Committee, satisfactory completion of an appropriate MATC Crossover program or of recommended adult education courses, or special action of the Instructional Dean or his/her delegate. Admission requirements are subject to change without notice.

Program	Program Code	Campus Offering Program (unless otherwise indicated, Day School Only^c)				Starting Date		Special Requirements (must be completed or in progress at time of application)													Apply on or After	
		Milwaukee (Downtown) A	North (Mequon) B	South (Oak Creek) C	West (West Allis) D	January E	September I	Admission Test M	Typing — 35 w p.m O	High School Graduation or GED P	Algebra U	Geometry V	Biology W	Chemistry X	Biology or Chemistry Y	Chemistry or Physics Z	Advanced Placement in Typing/Shorthand Available a	28 College Semester-Credits of "C" or Better c	1 Year of H.S. Drafting d	Medical Records Required AFTER Acceptance MR	First Workweek in October (For Next September Entry) k	First Workweek in March (For Next January Entry) m
Accounting	10-101-1	A#	B	C	D	E‡	I	M		P											k	m
Administrative Assistant — Information Processing	10-106-7	A	B	C*	D	E‡	I	M	O	P							a				k	m
Administrative Assistant — Secretarial	10-106-2	A#	B	C	D*	E‡	I	M		P							a				k	m
Air Conditioning and Refrigeration Technology	10-531-1			C#			I	M		P	U										k	
Architectural Technology	10-614-1	A#					I	M		P	U	V									k	
Automated Manufacturing Technology (Electromechanical)	10-620-1	A	B*				I	M		P	U	V									k	m
Automotive Servicing Technology ■	10-602-3		B				I	M		P	U										k	
Banking and Financial Services	10-102-6	A#			D*		I	M		P											k	
Business Data Processing	10-107-1	A#	B	C*		E§	I	M		P	U†										k	m
Computer Information Systems	10-107-3				D		I	M		P	U										k	
Business Mid-Management	10-102-3	A#	B	C	D	E‡	I	M		P											k	m
Chemical Technology	10-603-1	A					I	M		P	U			X							k	
Child Care and Development	10-307-1	A#					I	M		P										MR	k	
Civil Engineering Technology — Public Works Technician	10-607-8	A#					I	M		P	U										k	
Structural Technician	10-607-5	A#					I	M		P	U										k	
Commercial Art	10-201-1	A				E	I	M		P											k	m
Computerized Machining Technician	10-628-1	A					I	M		P	U	V									k	
Dental Hygiene	10-508-1	A					I	M		P			W	X						MR	k	
Dental Laboratory Technology	10-507-1	A					I	M		P	U			X							k	
Dietetic Technician	10-303-1	A					I	M		P			W†	X†						MR	k	
Electrical Technology— Biomedical Electronics	10-605-6	A					I	M		P	U	V								MR	k	
Communications	10-605-2	A					I	M		P	U	V									k	
Computer Science	10-605-3	A#					I	M		P	U	V									k	
Electronic Design and Packaging	10-609-1		B				I	M		P	U	V							d		k	
Electronic Systems Technician	10-605-7				D		I	M		P	U	V									k	
Industrial Electronics	10-605-1	A#		C		E●	I‡	M		P	U	V									k	m
Environmental and Pollution Control Technology	10-506-1		B				I	M		P	U				Y						k	
Environmental Services Management	10-309-1				D	E	I	M		P											k	m
Fashion Merchandising	10-104-4	A				E	I	M		P											k	m
Fire Science	10-503-1	A					I	M		P	U£										k	
Fluid Power Technology	10-612-1	A★				E	I	M		P	U										k	m
Funeral Service	10-526-1				D		I											c			k	
General Education/College Parallel	20-800-1	A#	B#	C#	D#	E	I	M		P											k	m
Hotel/Motel Management	10-109-1				D		I	M		P											k	
Human Service Associate	10-520-3	A				E	I	M		P											k	m
Industrial Engineering Technician	10-623-1	A#					I	M		P	U										k	
Interior Design	10-304-1		B				I	M		P											k	
International Trade Associate* ††	10-111-4				D		I	M		P											k	
Landscape Management	10-001-3		B				I	M		P											k	
Legal Assistant^	10-110-1	A#					I	M		P											k	
Legal Secretary	10-106-3	A	B	C*			I	M		P							a				k	
Manufacturing Engineering Technician	10-623-3	A★				E	I	M		P	U										k	m
Marketing Communications	10-111-1	A					I	M		P											k	
Marketing Management	10-104-3	A#	B	C*	D*	E‡	I	M		P											k	m
Materials Management	10-194-2	A★	B★				I	M		P											k	
Mechanical Design Technician	10-606-1	A#					I	M		P	U										k	
Medical Laboratory Technology°	10-513-1	A					I	M		P	U		W	X						MR	k	
Medical Secretary	10-106-4	A			D*		I	M		P							a				k	
Metallurgical Technology	10-613-1	A#					I	M		P	U										k	
Nursing — LPN-RN Progression**	10-510-0	A				E				P	U			X								m
Registered Nursing	10-510-1	A				E	I	M		P	U		W	X						MR	k	m
Occupational Music	10-805-1	A					I	M		P											k	
Occupational Therapy Assistant	10-514-1	A				E	I	M		P			W							MR	k	m
Photography	10-203-1	A				E	I	M		P											k	m
Physical Therapist Assistant	10-524-1	A				E	I	M		P	U		W							MR	k	m
Plastics Technician	10-619-1	A★				E	I	M		P	U										k	m
Police Science	10-504-1	A		C*		E	I	M		P											k	m
Printing and Publishing — Operations	10-204-2	A					I	M		P											k	
Radiography	10-526-1	A					I	M		P	U		W			Z				MR	k	
Real Estate	10-194-1	A★					I	M		P											k	
Respiratory Therapy	10-515-1	A					I	M		P	U		W			Z				MR	k	
Restaurant and Hotel Cookery	10-511-1	A					I	M		P										MR	k	
Retail Management	10-104-7	A				E	I	M		P											k	m
Supervisors Management	10-196-1	A★	B★	C★	D★		I			P											k	
Telecasting	10-701-1	A					I	M		P	U										k	
Transportation and Distribution	10-104-9	A★					I	M		P											k	
Visual Communication/Video Technician	10-206-3	A					I	M		P											k	
Welding Technology	10-621-1	A#					I	M		P	U										k	
Crossover General	11-800-1	A	B	C	D	E	I	M		P											k	m
Pre-Business	10-100-0	A#	B#	C#	D#	E	I	M		P											k	m
Pre-Graphics	10-200-0	A#	B#	C#	D#	E	I	M		P											k	m
Pre-Health	10-500-0	A#	B#	C#	D#	E	I	M		P											k	m
Pre-Home Economics	10-300-0	A#	B#	C#	D#	E	I	M		P											k	m
Pre-Service	10-550-0	A#	B#	C#	D#	E	I	M		P											k	m
Pre-Technical	10-600-0	A#	B#	C#	D#	E	I	M		P											k	m
Pre-Telecasting	10-700-0	A#	B#	C#	D#	E	I	M		P											k	m

* First year only ** Must have current LPN license ‡ Milwaukee Campus only § Milwaukee Campus and North Campus only • South Campus only †† Pending approval by State Board of VTAE
† With a grade of "C" or better ★ Evening only Some courses, particularly General Education (Academic) courses, are available days # Day and Evening ■ See a counselor/special requirements
^ Some courses are available evenings in January £ Or working firefighter

Although some full programs are not offered at all campuses, many individual courses are available days and/or evenings at all campuses. Check the individual day and evening class schedules for individual course offerings.

67

9/88

VOCATIONAL DIPLOMA PROGRAMS OF STUDY

GENERAL ADMISSION REQUIREMENTS

The Milwaukee Area Technical College requires assessment (testing) of all entering students. Your program counselor/advisor will discuss the results with you at an orientation meeting.

Applicants who do not meet requirements may seek to satisfy them through other available and appropriate avenues. These include: satisfactory completion of recommended courses, action by the appropriate departmental Admissions Committee, or special action of the Instructional Dean or his/her delegate. Admission requirements are subject to change without notice.

Program	Program Code	Campus Offering Program				Starting Date (Day School Only)						Special Requirements to Get Into Program								Length of Program (If Attending Full Time)							Apply on or After		
		Milwaukee (Downtown) A	North (Mequon) B	South (Oak Creek) C	West (West Allis) D	January E	March F	April G	September I	October J	November K	Admission Test M	Typing — 35 w.p.m. O	High School Graduation or GED P	Algebra U	Biology W	Medical Records Required AFTER Acceptance MR	HS Grad. If Under 18; Over 18 Must Have Completed 10th Grade d	Two-Year Program e	One-Year Program f	One-Semester Program g	10-Week Program x	20-Week Program h	8-Week Program z	6-Week Program i	Applications Accepted Any Day j	First Workweek in October k	First Workweek in March m
Air Conditioning, Refrigeration, and Heating	30-401-1			C		E			I			M									g						k	m
Alterationist	31-301-3	A			D				I			M								f							k	
Appliance Servicing	31-445-1	A							I			M								f							k	
Automated Business Support Specialist	30-106-1		B		D				I			M								f							k	
Automobile Body Servicing	31-404-1			C		E			I			M								f							k	m
Automobile Servicing	31-404-3	A		C		E	F		J	J		M								f							j		
Aviation Mechanics — Airframe Aviation Mechanic	31-402-2			C		January, 1990; July, 1991 ■						M			U					f							k	m
Powerplant Aviation Mechanic	31-402-3			C		January, 1990, July, 1991 ■						M			U					f							k	m
Barber/Cosmetology	31-502-1	A				E			I			M		P			MR	d		f							k	m
Bricklaying and Masonry	31-408-1				D	E	F		I	J		M								f							j		
Cabinetmaking and Millwork	31-409-1	A		C		E			I			M								f							k	m
Carpentry	31-410-1	A		C		E			I			M								f							k	m
Child Care Services	31-307-1	A							I			M		P			MR			f							k		
Clerk-Typist	31-106-1	A				E			I			M								f							k	m
Combustion Engines Servicing	31-412-3			C		E	F		I	J		M								f							j		
Computer Numerical Control – Machine Operator/Programmer †† ■	31-444-1	A							I			M								f							k		
Data Entry	30-107-2			C		E			I			M	O	P							g				z		k	m
Dental Assistant	31-508-1	A							I			M		P		W				f							k		
Electricity	31-413-1	A				E			I			M								f							k	m
Electronics Servicing	32-414-1	A				E			I			M								f†							k	m
Fabricare Specialist●	31-301-5				D				I			M								f							k		
Food Preparation Assistant	31-303-3			C		E	F		I	J		M					MR			f							l		
Health Unit Clerk	30-510-2	A				E			I			M		P			MR				g						k	m	
Home Health Assistant/Companion ■	30-542-2	A				E		G	I		K	M					MR					x					j		
Horology (Watchmaking)	32-471-1	A							I			M							e								k		
Horticulture	31-001-1		B			E			I			M								f							k	m	
Hydraulics-Pneumatics	31-419-1	A				E			I			M								f							k	m	
Industrial Plastics	31-463-2	A							I			M								f							k		
Industrial Sewing Operator Training	30-301-4	A				E			I			M									g						k	m	
Infant/Toddler Care Services	30-307-4			C		E			I			M		P			MR				g						k	m	
Interior Design Assistant** ■	31-304-2				D	E*			I			M		P						f							k		
Jewelry Service and Sales	31-441-1	A							I			M								f							k		
Machine Tool Operations — Automatic Screw Machine Operation	31-420-2	A				E	F		I	J		M								f							j		
Conventional/Basic CNC Operation	31-420-1	A		C		E	F		I	J		M								f							j		
Mechanical Drafting (Computer)	31-421-2				D	E			I			M								f							k	m	
Medical Assistant	31-509-1	A							I			M	O§	P		W	MR			f							k		
Metal Casting	31-415-1	A				E			I			M								f							k	m	
Nursing Assistant	30-510-1	A				E		G	I		K	M					MR										j		
Ornamental Horticulture	32-001-1		B			E			I			M							e								k	m	
Pharmacy Technician	31-536-1	A				E			I			M		P			MR			f							k	m	
Practical Nursing	31-510-1	A				E			I			M		P		W	MR			f							k	m	
Printing	31-204-1	A							I			M								f							k		
Renal Dialysis Technician● ■	31-510-3	A							I			M					MR			f							k		
Retail Bakery Production	31-303-6	A							I			M					MR			f							k		
Shoe Servicing	31-433-1	A				E			I			M								f							k	m	
Small Business Training	30-102-1	A★	B★	C★	D★				I★			M									g						k		
Small Engine and Chassis Mechanic	31-461-1				D	E	F		I	J		M								f							j		
Surgical Technician	31-512-1	A				E			I			M		P		W	MR			f							k	m	
Tailor	32-301-1	A			D				I			M							e								k		
Tool and Die Making	32-439-1	A	B			E			I			M							e								k	m	
Travel Industry (Agent) Training°	30-109-2			C		E			I			M		P						f							k	m	
Upholstery	31-440-1	A			D	E			I			M								f							k	m	
Welding	31-442-1	A			D	E	F		I	J		M								f							l		
Word Processing Specialist	31-103-5	A		C		E‡			I			M	O							f							k	m	

* Individual courses within this program may be started in January. † Plus optional third semester, offered at Milwaukee Campus only. ** Advanced standing for Interior Design associate degree program.
‡ Milwaukee Campus only. ★ Evening School only. †† Two options available, Milling and Turning. § Must have had 1 yr. of typing.
● Pending final approval by State Board of VTAE. ■ See a counselor/special requirements. ° Many courses available at other campuses.

A P P E N D I X C

- Minutes of Faculty Library Resource Subcommittee
  November 28, 1988

- Library Committee Meeting Minutes
  September 16, 1988

- Faculty Resource Center Survey
  May 1988

- Library Committee Meeting Minutes
  April 22, 1988

- Faculty Library Resource Committee, Year-End Report
  May 19, 1986

TO: Vivian Attipetty, Ken Brady, Lonnie Brake, Jackie Janik, Joanne Johnson, Al Krahn, Janet Matthews, Donna Pohl, Dario Rozas, Gerhardt Steinke, Bill Thomas, Bob Yearling

FROM: Audrey Stockey, Chairperson
Faculty Resource Subcommittee

RE: Current Objectives - 1988-89 School Year

DATE: November 28, 1988

Last week Carlos Perez-Pena and I met with Lou Hefle and it was suggested that our Subcommittees consider establishing goals within our two charges: Audio-visual practices and procedures and Communications between the Library and faculty and students.

Following is a listing of suggestions for our group:

1. Audio-Visual Study - Practices and Procedures
   (See attached A-V Materials handout)

   a. Data Collection on present system

   b. Study the change from 16mm to VHS -
      problems? Who does it? When should it be done?
      Are frequent uses of the 16mm contacted before
      transfer to VHS? When?

   c. Study the availability of equipment -
      Day, Evening, Weekend College
      Full- Part-Time, Day/Evening/Weekend
      Consignment of Equipment
      Possibility of equipment storage in key areas

   d. Cataloging of available movies, filmstrips, etc.
      (Vic Langer will be computerizing this information.) -
      What is the internal cataloging process?
      How can we obtain national data bases of visual
      materials?

   e. Recommendation/process for surveying faculty? -
      Is there a better procedure besides a survey?

2. FR Periodicals - Faculty Use Only (includes things like engineering manuals, high-level journals--New England Medical Journal--etc.)

   a. One Journal/Manual per Department in each Instructional Division?

   b. One Journal/Manual per Instructional Division?

c. Display suggestions: (See p. 235 from attached Highsmith Library & Audiovisual Equipment and Supplies for Ad-A-Rak Interlocking Wall Racks).

d. OR (See p. 235 for Wall-mount Literature Racks).

e. What time length should be established for keeping these manuals/journals in the Faculty Resource Center?

f. Who should get them after this time period? Should they go back to the Departments? Should the library retain them?

3. On-Line Data Bases -

a. Which ones should be used: ERIC? Other?
Who should determine which ones?
Results and recommendations from
Faculty Survey - Al Rozas

b. How should the charges for these services be handled?

4. Addition of Software for Instructional Use -

a. How should recommendations be made? How often should these recommendations be made?

b. Possible resource: National Collegiate Software Clearing House; Software for the Humanities and Social Sciences (See attached listing of materials that have been designed by teachers for use by teachers.)
(See attached description of WISC-Ware.)
Other resources? How can we be sure all instructional areas will be represented?

4. Book Fair - Possible for May, 1989 or Fall, 1989 -
In-Service Day

a. All ground work for this project has been completed by Lou Hefle.

b. Current addresses of publishers being used by MATC has been duplicated and added to the file.

c. This project would include inviting publishers of books/materials currently being used by MATC instructors to display new instructional materials, possibly in the sixth-floor cafeteria so the MATC faculty could review them.

d. Other resources to be included?

Would you please review the above information and the attached materials before our next meeting date? At that time, I would like to have some subcommittees established to handle these projects and a timeframe for completion of them.

If you have any questions, please call.

Thanks,

Audrey

cc: Lou Hefle
Vic Langer
Carlos Perez-Pena

Library Committee

Meeting Minutes

September 16, 1988

Present: Lou Hefle (Chairman), Jackie Janik, Mary Landeck, Richard Meerdink, Martha Starck, Bob Yearling, Dario Rozas, Carlos Perez-Pena, John Erbes, Vic Langer, Joanne Johnson, Janet Matthews, Audrey Stockey, A. Michele Miller, and Kathy Glazer (Student Senate President).

Absent: Al Krahn, Robert Luta, Bill Thomas, and Richard Muirhead.

Items Distributed:

1. Faculty Resource Center Survey Results - 2nd Set
2. Faculty Resource Center Guidelines
3. A memo to the committee from Carlos Perez-Pena regarding an anticipated survey of the library service.

Library Objectives Subcommittee Report:

Carlos Perez-Pena discussed an anticipated survey of the library service to be done during this school year. he felt it should be short (10 - 20 questions, 1 page). The committee felt it should survey both full and part-time faculty and should be distributed to insure a good return. We should clarify the difference between this and the previous Faculty Resource Center Survey, the survey should be coded by department, and we should look at other similar surveys for ideas. Vic Langer asked whether the committee should identify the critical library issues or survey the faculty on what the issues are. We also need to survey what space requirements are needed and whether we should follow established standards on space. It was also discussed whether we should survey faculty needs, student needs, or both.

Lou Hefle then asked the Library Objectives subcommittee to also look at:

1. Communication to faculty
2. Communication to students
3. Library Skills
4. Specialized orientations or workshops for different subject areas

Faculty Resource Center Subcommittee:

1. Dario Rozas distributed the Faculty Resource Center Survey Results which groups the questions and items by categories and shows the mean of the mean responses. Lou Hefle requested a ranking of priorities, some recommendations from the subcommittee, and a suggested time frame.

2. Joanne Johnson reported that there is a small copy machine in the FRC and it is used by 30 - 40 people per day. A larger machine is on order. The center needs some policies on copy machine use such as a time limit or limit on number of copies.

3. Janet Matthews asked about the plans for having a faculty development position in the FRC. Vic Langer said that space was allowed in the FRC but is temporarily being used by student advising. He was not sure what the current status of the faculty development position is.

4. Vic Langer gave an update on the FRC. The center is open with Joanne Johnson as receptionist. Lonnie Brake, Jackie Janik, Vivian Attipetty, and Bernice Konruff are moved in or will be shortly. Present equipment includes a Scantron and a thermal copier for transparencies. A medium duty production copy machine is on order. They are also discussing having the bindery open a "walk-in" service several hours per day for high volume copying.

5. John Erbes reported on equipment in the FRC.
   Presently, they have:
   - A 386 computer for statistics
   - CD-ROM hooked up
   - McGraw-Hill Encyclopedia of Science and Technology on CD-ROM

   On order:
   - 286 machines, one for desk top publishing
   - Apple IIGS
   - MacIntosh Plus
   - Graphics image scanner
   - OCR Scanner
   - Laser Printers

   Will Order:
   - Color printer

6. An open house for the FRC and training on the equipment was discussed. Agreement was reached on having a general open house in November with demonstrations and an opportunity to sign up for further mini-courses. Dario Rozas asked about in-service credit for the courses and Vic Langer indicated that this could be provided. He said they will need to locate instructors who are

skilled on various software and hardware to do demonstrations and mini-courses.

7. Audrey Stockey suggested having a list of the FRC equipment and its capabilities and asked about access to the FRC for regional campus faculty. Vic Langer indicated that any faculty in the district could use the FRC. Some of its capabilities are already available in the regional campus computer centers and they are working to extend more of these capabilities to the regional campuses.

8. Vic Langer asked the FRC Subcommittee for recommendations on training, additional hardware, support, and serving the outlying campuses, by next meeting for Fall budget preparation.

9. Lou Hefle also asked the FRC subcommittee to work on:

   a. Continued survey analysis

   b. Audiovisual area. Since Mary Jane Montaba and Wendy Manor have resigned from the Library Committee due to other professional obligations, the Audiovisual Subcommittee has been re-assigned to the FRC Subcommittee.

   c. Copy machine guidelines

Lou Hefle said that he would like to have every faculty member on the Library Committee on a subcommittee, particularly more members on the Library Objectives Subcommittee.

Library Renovation:

Richard Meerdink reported that the library is "up and running" but the renovation is not complete. There are about 20 items left to do. Audiovisual software is now located in the library and hardware in the repair department. Bruce Schauer has designed a new A-V request form which faculty have accepted with no problem. The second floor study area has helped cut down on traffic in the library, although the library's gate count is much the same. Apparently fewer people are staying in the library to study.

Library Automation Update:

Both John Erbes and Richard Meerdink reported on the library automation. John Erbes talked to vendors over the Summer and staff has looked at various systems. UNISYS hardware and SIRSI software have been selected, but it still has to be approved by the MATC Board. They are now looking at software for cataloging.

The library will be going from a card catalog to a computer system which will link all 4 campuses. There will also be 24 dial access lines for people to use from their microcomputers, and we will be able to access other libraries on the system. John Erbes reported that the circulation and catalog will be up and running simultaneously and we will have student data for the last 3 years loaded into the computer at start-up. He said that hardware should be installed 6 - 8 weeks from now and students will have access to the catalog 1 week later.

The meeting was adjourned at 2:30 p.m. The next Library Committee meeting will be Thursday, October 20 at 2:00 p.m.

Respectfully submitted,

Martha Starck

FACULTY RESOURCE CENTER SURVEY RESULTS
(2nd SET)

LE: A - Most Important
B - Important
C - Neutral
D - Less Important
E - Not Important at All
F - Not Applicable

CATEGORIES	# OF ITEMS	MEAN OF MEANS FOR THIS CATEGORY
EQUIPMENT, FURNITURE and ENVIRONMENT The FRC should have: Copy Machines (4.67) Multiple Computer Stations (4.24)	12	3.51
. MATERIALS The FRC Should House: Professional Periodicals, Journals (4.14) Computer Software Information (4.10)	9	3.77
. CLASSROOM SUPPORT SERVICES The FRC Should Provide Me Help With the Following: Preparing Audiovisual Aids (4.11) Planning/Developing New Courses (4.00)	16	3.80
PERSONAL GROWTH The FRC Should Help Teach More About: Support Services for Faculty (4.08) Computer Literacy (4.05)	9	3.75

SCALE: A - Most Important
B - Important
C - Neutral
D - Less Important
E - Not Important at All
F - Not Applicable

CATEGORIES	# OF ITEMS	MEAN OF MEANS FOR THIS CATEGORY
V. RESEARCH SUPPORT A. The FRC Should Help Me in the Following Research Activities: Locating Reference Information (3.76) Grant Proposal Writing (3.64)	7	3.75
B. In Doing Research, I Would Need Access to the Following Reference/Data Bank in the Following Format: General CD-ROM Materials (4.05) Educational on-Line Search Services, eg. Eric (3.70)	6	3.71
VI. PROGRAM/SERVICE OFFERINGS The FRC Should Offer the Following Services: Professional In-Service and Certification Courses (4.22) Computer Literacy/Proficiency Mini-Courses (4.10)	8	3.88

May, 1988

FACULTY RESOURCE CENTER SURVEY

The following questionnaire will help determine resource priorities for the new Faculty Resource Center (FRC). The intention is for all or most resource materials to be available system wide (all campuses, divisions, programs). Initially, space for the resource center will be housed in the new expansion area of the downtown library (2nd floor, main building). Your input is very important in determining priorities for the center.

RETURN ANSWER SHEET AND COMMENTS TO YOUR DEAN OR TO VIC LANGER AT THE MILWAUKEE CAMPUS AS SOON AS POSSIBLE.

****

Select from the choices below, the response which best describes how you wish to rank each item listed. Mark your responses on the answer sheet provided.

A - Most Important
B - Important
C - Neutral
D - Less Important
E - Not Important at all
F - Not Applicable

I. EQUIPMENT, FURNITURE and ENVIRONMENT

The FRC should have:

1. Copy machines
2. Large work tables
3. Comfortable, lounge seating
4. A group conference area
5. A private conference area
6. Multiple computer stations
   7. IBM
   8. APPLE
   9. MACINTOSH
10. Laser printers/DOT Matrix printers
11. Computer graphic support
12. Test/survey analysis scanner

II. MATERIALS

The FRC Should House:

13. Professional periodicals, journals
14. Tradebooks, book reviews
15. Adopted textbooks
16. Reference data files (further explored under research)
17. Computer software information
18. Wisconsin Legislative update/agenda
19. Up-to-date VTAE, MATC lobbying issues
20. Information about Local 212 (bulletin board, etc.)
21. Tax information for educators

III. CLASSROOM SUPPORT SERVICES

The FRC Should Provide Me Help With the Following:

22. Constructing course syllabi
23. Planning/developing new courses
24. Evaluation of instructional materials
25. Constructing quizzes, exams
26. Creating alternatives to lectures
27. Establishing course competencies (exit criteria)
28. Meeting needs of special students
    29. ESL
    30. Bi-lingual
    31. Visually impaired
    32. Learning impaired
    33. Hearing impaired
    34. Honor students
    35. Other
36. Locating supplementary materials
37. Preparing audio/visual aids

IV. PERSONAL GROWTH
The FRC Should Help Teach More About:

38. Using library services
39. Mentoring and the Faculty Coaching process
40. Support services for students
41. Support services for faculty
42. Computer literacy
43. University Fellowships, scholarships, internships
44. Advanced degrees, continuing ed., graduate programs
45. Information about professional organizations
46. Information about educational conventions/conferences

V. RESEARCH SUPPORT

A. The FRC Should Help Me in the Following Research Activities:

47. Research design
48. Research analysis
49. Interpreting research findings
50. Statistical analysis
51. Writing for publication
52. Grant proposal writing
53. Locating reference information

B. In Doing Research, I Would Need Access to the Following Reference/Data Bank in the Following Format:

*54. General on-line services, e.g. Compu-Serve
*55. Educational on-line search services, eg. Eric
*56. Occupations specific on-line search services, e.g. Medline
*57. General CD-ROM materials
*58. Educational CD-ROM materials
*59. Occupation specific CD-ROM materials

[(*)54, 55, 56 and 57, 58, 59 are basically the same services. In the first three an institution buys on-line services, generally through a phone-linkage. This allows material to be constantly up-to-date, but is perhaps less user-friendly. 56, 57 and 58 are identical and provided via compact disk, read by a laser beam, user friendly, and physically owned by the institution, but not always up-to-date.]

VI. PROGRAM/SERVICE OFFERINGS
The FRC Should Offer the Following Services:

60. Short-term workshops
61. Professional in-service and certification courses
62. Faculty coaching services
63. Clerical services
64. Editing services
65. Computer literacy/proficiency mini-courses
66. In-depth new teacher orientations (by department)
67. Counseling, referral services for faculty, staff

PLEASE COMPLETE THE FOLLOWING INFORMATION ABOUT YOURSELF:

68. I am currently:
    A. Full-time faculty
    B. Part-time faculty

69. My primary assignment is the:
    A. Downtown Campus
    B. North Campus
    C. South Campus
    D. West Campus
    E. Other

70. I have worked at MATC:
    A. 0-3 years
    B. 4-10 years
    C. 11-20 years
    D. Over 20 years

71. The highest degree I've completed is:
    A. High school diploma
    B. Associate
    C. Bachelors
    D. Masters
    E. Doctorate

Please fill in the 3-digit number code that corresponds to your department/program that is your primary assignment.
(Refer to next page for codes.)

Use line #72 for the 1st digit,
Use line #73 for the 2nd digit,
Use line #74 for the 3rd digit.

WRITE COMMENTS ON PAGE 4 AND RETURN WITH YOUR ANSWER SHEET. THANK YOU.

DEPARTMENT NUMBERS

001 Horticulture
006 Agrimarketing
057 Conservation
070 Argicultural Mechanics
080 Production Mechanics
091 Animal Husbandry
101 Accounting
102 Business Administration
104 Marketing
105 Related Business
106 Secretarial Science
107 Business Data Processing
109 Recreation & Tourism
110 Legal Asst
111 Marketing
194 Real Estate
196 Mgt Development
201 Commercial Art
202 Crafts
203 Photography
204 Printing & Publishing
206 Visual Communicetions
301 Clothing
302 Family Health
303 Foods & Nutrition
304 Home Furnishings & Equipt
305 Family Relations
306 Related Art
307 Child Development
308 Consumer Education
309 Institution & Home Mgt
310 Comprehensive Homemaking
312 Energy Services
401 Air Cond, Refrig, & Heatng
402 Aviation Mechanics
403 Architectural Drafting
404 Automobile Servicing
408 Bricklaying & Masonry
409 Cabinetmaking & Millwork
410 Carpentry
411 Carpet & Resilient Tile Work
412 Combustion Engines Servicing
413 Electricity
414 Electronics, Radio, & TV
415 Foundry
417 Glazing
419 Hydraulics-Pneumatics
420 Machine Tool
421 Mechanical Drafting
422 Metallurgy
423 Millwright
424 Painting & Decorating
425 Patternmaking
427 Plumbing
428 Power Engineering
430 Railroad Trades
431 School For Workers
432 Sheat Metal
433 Shoe Servicing
434 Sprinkler Fitting
435 Steamfitting
436 Structural Drafting
437 Structural Steal & Iron Work
439 Tool & Die Making
440 Upholstery
441 Jewelry Service & Sales
442 Welding
443 Building Service
444 Numericl Contr Parts Pgmr
445 Appliance Servicing
446 Roofing
449 Industrial Safety
451 Telephone Maintenance
453 Recreational Equipt Servicing
459 Truck Driver Training
461 Small Engine & Chassis
463 Plastics
467 Bus Driver Training
468 Energy Services
471 Horology
501 Barbering
502 Cosmetology
503 Fire Technology
504 Police Science
506 Environmental Health
507 Dental Laboratory Technology
508 Dentel
509 Medical Asst
510 Nursing
512 Surgical Technician
513 Medical Lab Technology
514 Occupational Therapy Asst
515 Respiratory Therapy
518 Food Service
520 Human Services
524 Physical Therapist Asst
526 Radiologic Technology
528 Funeral Service
531 Emergency Medical Services
532 Visually Impaired Persons
533 Hearing Impaired
534 Health Services
536 Pharmacy Technician
540 Intergovernmental Services
542 Nursing
601 Air Cond & Refrigeration
603 Chemical Technology
604 Combustion Engines Technology
605 Electrical Technology
606 Mechanical Design Technician
607 Civil Engineering Techn
608 Technical Engineering
609 Electrical Technology
612 Fluid Power Technology
613 Metallurgical Technology
614 Architectural Technology
619 Plastics Technology
620 Electromechl Technology
621 Welding Technology
623 Industrial Engineering
628 Computer Application Techn
701 Telecasting
801 English
802 Foreign Language
803 History
804 Mathematics
805 Music
806 Naturel Science
807 Physical Education
808 Reading
809 Social Science
810 Speech
812 Driver Education
813 Basic Education
815 Art
816 Safety
818 Traffic Safety
840 Multi-Occupational
851 English
859 Social Science
861 English As A 2nd Language
862 Career Education

COMMENTS: _____

_____

_____

_____

Library Committee

Meeting Minutes

April 22, 1988

The committee met at 1:00 p.m. in Room 226 at the Milwaukee Campus.

Present: Lou Hefle (Chairman), Martha Starck, Jackie Janik, Mary Landeck, Vic Langer, Carlos Perez-Pena, Richard Meerdink, Richard Muirhead, A. Michele Miller, Audrey Stockey, Janet Matthews, and Dario Rozas.

Absent: Al Krahn, Robert Luta, Vivian Attipetty, Wendy Manor, Mary Ann Montaba, Bill Thomas, and Bob Yearling.

The minutes of the March 11, 1988 meeting were approved as written.

Martha Starck reported on the March 28 trip she took to Madison with the UWM library school to visit four libraries. The libraries included the Reference and Loan Library, the State Historical Society, Memorial Library at UW-Madison, and Madison Area Technical College. At the committee's request, a copy of the report is included with these minutes. The report concentrated on the library at Madison Area Technical College, which is a good example of what can be done in a library, given the staff and resources. The question was asked whether we will be planning computers for student use in the library, and Vic Langer said we are still open on this.

Carlos Perez Pena reported on the Library Objectives Subcommittee and distributed a summary of information on library standards from four organizations. He said that the American Library Association was the most helpful. They have both "qualitative standards" for community college libraries which are descriptive guidelines, and "quantitative standards" which give recommended numbers and go hand in hand with the qualitative standards. The American Library Association also recommends hiring a consultant. Vic Langer said that Norman Gill of the MATC Board recommend hiring a consultant from UW-Madison to evaluate the library book collection. Vic Langer also said that usually a consultant is brought in to help achieve a specific purpose that has been established. Lou Hefle recommended that we survey the faculty regarding the total library service, sometime after the faculty resource center survey.

The library mission statement written by Carlos Perez-Pena was discussed. Martha Starck questioned whether we should state that we will meet or exceed standards of professional organizations if we are not sure whether MATC will work toward that. Vic Langer said that MATC is changing and is more willing to listen to committee recommendations. A motion was made, seconded, and passed to adopt the library mission statement.

Dario Rozas reported on the survey being developed by the Faculty Resource Center Subcommittee and distributed copies of "Draft II" of the survey. Three areas were discussed:

1. The Survey Itself:

It will be computer scored. The subcommittee didn't want it to be too long or complicated so as not to lower the response rate. Vic Langer suggested including questions on the anticipated frequency of use of each item or service as well as how important it is. He also said the important thing is for us to get a response, make a recommendation, and act on it, rather than develop the "perfect research tool". The suggestion was made to add a list of divisions and departments for respondents to check off and code the responses by department. Lou Hefle felt that this survey will be a new idea to the faculty, so we should keep it simple and not get too intense.

The question was posed as to whether the survey overlaps with personnel department (in-service courses) or with the research department. Janet Matthews observed that we will need a liaison between those two departments and the Faculty Resource Center. Vic Langer sees the FRC as a concept rather than a physical facility, so it may take in several departments.

The problem of faculty access to copy machines was discussed. Jackie Janik mentioned that in lieu of input from the committee, the FRC has been initially planned with "one of each" type of equipment, which can be changed later.

Dario Rozas then asked that committee members go over the survey and forward comments to him by Friday, 4/29. The survey will need to be ready for distribution the beginning of May in order to avoid the "end of semester crunch."

2. Who should be surveyed?

It was decided that this survey will include full and part-time faculty only. It will not include other groups such as administrators, paraprofessionals, or support staff because these groups may have different needs that could be better served by a separate survey. However, the FRC will be open to them also, if they need it. The intent is to get the FRC operational for faculty first, and then look into serving the needs of other groups. Access to the FRC will be through a receptionist near the entrance.

3. How should the survey be distributed?

Various options were discussed such as the campus mail boxes, mailing it out to the homes (especially for call staff), or handing it out through the departments. This will be a major effort to reach all full and part-time faculty at all campuses and centers.

A trip to Madison has been tentatively planned for May 9 to visit the faculty resource center at UW-Madison.

Lou Hefle requested that we set up a subcommittee on audiovisual service, since there are many changes planned in that area. Mary Jane Montaba has volunteered to chair it. We need to look at hardware and software availability, with software going into the library and hardware going into the operations department. There is also equipment in labs that is not readily accessible. Vic Langer mentioned that the procedures are very unclear on budgeting and services for producing audiovisual materials in-house. Lonnie Brake's position is being transferred into the FRC to assist people with producing A-V materials, training in operating equipment, etc. It was suggested that we get an A-V person such as Lonnie Brake on the subcommittee.

Under "other business", Lou Hefle suggested that with the current emphasis on the MATC Renaissance Plan, basic skills, and the Academic Support Center, we should have several people involved in these areas on the Library Committee. Both Janet Matthews and Audrey Stockey said they have had close involvement with these areas.

The date of the next meeting will be determined by the chairman. The committee may meet once or twice over the Summer.

UNIVERSITY OF WISCONSIN-MILWAUKEE
SCHOOL OF LIBRARY AND INFORMATION SCIENCE
BUS TRIP TO MADISON
March 28, 1988

Report to the MATC Library Committee
by
Martha Starck

April 22, 1988

Visited 4 libraries in Madison, including:

I. REFERENCE AND LOAN LIBRARY

Primarily:
1. An interlibrary loan service
2. A backup reference service for the entire state
3. Database searching - Dialog, BRS, etc.
4. Developed the WISCAT statewide database, which MATC participates in

Reference and Loan serves primarily public library systems. Academic libraries are served by WILS (Wisconsin Interlibrary Loan System). Reference and Loan takes requests from WILS.

II. STATE HISTORICAL SOCIETY

James Sweetland, UWM professor who went along on the trip is the former library director at the Historical Society.

Historical Society is:
1. The North American Research Center for UW-Madison
2. Mass Communication Collection - papers of famous people in the media, films of old TV shows, etc.
3. A Collection on Labor History
4. Genealogy Collection - Wisconsin Census on microfiche
5. One of 2 state depositories for federal government documents
6. 2nd largest collection of North American newspapers
7. Conservation and microfilming lab
8. Historical Society museum - moved to a building on the square in Madison.

III. MEMORIAL LIBRARY - UW-MADISON

We saw mainly their technical services area - they do the acquisitions and cataloging for all the libraries at UW.

Showed us the NOTIS system (Northwestern Online Totally Integrated System) - a mainframe computer system for a large

academic library that includes the catalog, circulation, book and periodical ordering, periodical check-in, and accounting.

Also saw their current project to convert all their periodical ordering and check-in records to the computer system (they handle 41,000 subscriptions).

IV. MADISON AREA TECHNICAL COLLEGE

General:

1. The new Library opened in September, 1986. It is within another building, all on one floor.

2. Awarded "Library of the Year" award by the Wisconsin Library Association in 1987.

3. Some of what they have and what they do is similar to what we have, but there are some differences.

4. PLEASE BEAR IN MIND AS YOU HEAR OR READ THIS: I do not know how much staff and what level staffing (professional librarians, paraprofessionals, clerical, and student employees) Madison Area Tech. has. They certainly must have more staff and higher level staff than we have in order to do all the things they do. They also have a separate reference desk and circulation desk, so their professional librarians are on duty only to answer reference questions. They then have time in between reference questions to do other professional level work. In our district, we have combined reference and circulation desks, so our professionals and paraprofessionals are busy with checking out books and other lower level tasks right along with the other employees, as well as handling the reference service. It is difficult to do additional work in between.

Statistics:

1. 7,000 FTE's

2. Gate Count - 507,000 per year, 3,000 per day
   Their circulation jumped 350% when the new building opened. They are now looking for more staff.

3. The occupational and technical area are big library users. 25% of the curriculum is college transfer general education courses - these people are not as heavy library users because they rely mainly on

textbooks, except for English and social science courses where they do lots of papers.

Facilities:

1. 6 campuses with a 7th on the way - have a library at each.

2. They duplicate some of the common materials at each campus, but buy only 1 copy of many items. They move the collections around when the curriculum changes and programs move to other campuses.

3. They use electronic mail on the college's mainframe computer for messages between the campuses. Next year they hope to have a fax machine in each campus learning resource center.

3. They use the school transport system for interlibrary loans and UPS, since some of their campuses are 60 miles away.

4. Library seats 500 - is almost full most days during the semester. Our visit was during spring break, so the library was empty.

5. 8 individual study rooms and 2 typing rooms - these are very popular and are scheduled and in use all day long.

6. Have 3 times as much display space as needed for current periodicals - "over-planned" because they never had enough space in the old library.

Services:

1. A-V: 7,000 titles housed in boxes on shelves. Plan to go to a Worden brand hanging bag system which will take less space. A-V is for use in the classrooms or in carrels in the library. The library runs the A-V service to the classrooms. They have A-V hardware to sign out.

2. Microform Area: 20% of their periodicals are microfiche or microfilm. They also have the ERIC index on microfiche (costs $1800 per year) but plan to go to the Silver Platter ERIC on CD-Rom which costs only $1,000 per year. ERIC is used mainly by the faculty.

3. Photocopy center in a separate room - hope to change that because it creates too much traffic in a small area. They need more machines in other parts of the building.

4. They sign out realia - anatomy models, a human skeleton, animal models, etc.

5. Computer software placed on reserve by instructors.

Automation:

1. MAGAZINE INDEX on microfilm. Purchased the back file 1977-1983 on microfiche,

2. READERS GUIDE ABSTRACTS on microfiche. They termed it "devastating" because students could get away with just using the abstracts and never looking at the actual articles.

3. Did not see a card catalog, but they do have their catalog available on microfiche - it is their holdings pulled off WISCAT.

4. CD-ROM: tried INFOTRACK on a trial basis and thought it was great - plan to buy it in the future.

5. Have the GROLIER ENCYCLOPEDIA on CD-ROM. No printer attached, but it can print to a floppy disk and they can run off the file on a word processing program.

6. Plan to get the SILVER PLATTER ERIC mentioned earlier.

7. Use ZYINDEX program to index the magazines they carry that are not indexed elsewhere. They key in the titles of the articles to a WordPerfect file and ZYINDEX can read the file. They do about 100 magazines per month- the reference librarians do this while they are at the reference desk. This type of work can be done IF you have a separate reference desk and circulation desk, where the reference librarians are on duty only to answer reference questions and have time in between patrons. Would be impossible at MATC with our present amount of staff.

8. Use ZYINDEX to index their pamphlet file. It was originally done on DBASE, but can be read by ZYINDEX.

9. They use DBASE for their periodical list. The list includes a subject for each periodical and the cost, so they can cost out their periodical budget by instructional programs.

Circulation Desk:

1. They currently use a manual circulation system but will go to an automated catalog and circulation system in a year or two - probably IBM Dobus. They obviously didn't do the library automation all at once. They feel the online catalog will work out very well because people in Madison are used to it - Madison Public Library has and online catalog and the UW-Madison libraries have one.

2. The circulation desk was specially designed by the Worden company for MATC for an automated circulation system. It has modular sections for buried wiring. They have 5 phone lines for data coming in. (West Campus can't even get 5 more data phone lines for the entire campus!) The desk cost $1,000 per sq. ft. to build. Not much information available on circulation desks for automated systems.

3. They use LOTUS to reserve the microcomputers. Includes information on each computer, software on the hard drive, if down, etc. and keeps statistics on use.

4. Use LOTUS for the staff schedule at the circulation desk.

5. Use a program on the mainframe computer to schedule the individual study rooms.

6. The circulation desk is staffed mainly by student aides. They have no problem learning to use the computer and take to it very well. The desk is usually very busy - often people are lined up. They must have unusually good student employees, because I can't keep my student positions filled at West with competent people. The Milwaukee Campus has not used student employees for many years because of the difficulty of finding and keeping good students.

Added Services (These are done by other departments in our district):

1. Microcomputers: (I don't know if they have other microcomputer labs on campus)
   28 IBM PC's
   24 Apples
   24 terminals to the mainframe
   They use DBASE, LOTUS, WORDPERFECT, and OFFICE WRITER.
   Computers are schedules 3,000 hours per month, 12 hours per day.
   The information systems department maintains the computers, supplies, paper, etc. The library only schedules them.

2. The library staff does textbook readability studies using a program on an Apple computer. In 1983 - 1984 they did all the textbooks at MATC.

3. The "Alternative Learning Department" provides a sort of open lab and tutoring service in various subjects, using a back area of the library. They have had complaints about noise, but the library staff feels you can't run a library in just whispers. (At West, the student tutors sometimes use a back corner of the library because the campus has no place for tutoring, and we sometimes get complaints about the noise.)

TO: Jim Walsh

FROM: Audrey Stockey, North

RE: Resource Committee - Final Year-End Report

DATE: May 19, 1986

RECOMMENDATIONS

1. Computerize and/or distribute an Educational Bibliography that has been developed to aid the instructional and administrative process.

2. Use the supportive Resource Document that has been developed by the committee and other faculty/administration to support the Coaching Guidebook. This should be printed as part of the Guidebook.

3. Begin a Faculty Resource Center on each campus in the fall of 1986 that will contain sample syllabi, lesson plans, and curricula designed and donated by MATC faculty. The allocated space should contain a computer, a work table, and needed chairs.

4. Develop and write a proposal for the growth of a physical MATC Faculty (and other personnel) Resource Center to be made a part of the library of each campus location. All materials should be computerized, but not necessarily located in one location within the library.

5. Obtain open, concrete and verbal administrative support for such a Center along with a dollar commitment and the allocation of time for its development.

6. Revise the Policy and Procedures book or distribute its replacement to all District personnel.

7. Revise the Audio-Visual Aids Catalog every year and include all equipment and software located at various campuses.

8. Develop a master list of all professional journals being ordered in the District.

****

It is felt that since the Umbrella Committee has been in operation since 1985, and the subcommittee dealing with the actual coaching instrument has been functioning since October, 1985, and it has taken over a year for those committees to progress to the point where they are, two months (May 27 deadline) is an inadequate amount of time to develop a resource concept very fully.

In addition, I recently attended a meeting where Dr. Langerman made a presentation regarding new facilities, and he indicated that plans for remodeling and specific details could be submitted as late as January of 1987.

This time conflict presents some concerns for finalizing information on a Center, but we still believe the concept of a Faculty Resource Center is an important one to the eventual success of the total coaching system, an element that will help instructors to be independent, well-prepared, and skilled in their presentations to students. In addition, this is an opportunity for MATC to be unique in the country, combining all elements necessary for the successful functioning of an educational institution of our type within a library/resource concept.

Therefore, at this time, we have an overview of what a fully functioning Faculty Resource Center should be like, but the details of each of its components have not been developed. (SEE FLOW CHART SKETCHES.) We have collected research information, manuals and books on how to establish a center, visited sites and acquired information based on actual operational experiences of other institutions, made an attempt to survey our whole faculty, and received information from the existing faculty/administrative committee.

This file of information, which is about eight inches thick, needs to be evaluated and matched with our system and institution. We would see this task taking in excess of 75 hours.

In addition, we still need several pieces of information based on curriculum, computer technology, and resources to help select instructional items for the Center and develop a projected and final plan for it. It would also be desirable to contact the State Office for the availability of listings of specialized vocational educational materials as well as materials with a community college thrust.

Finally, sketches of the Regional libraries and projected sketches for the remodeling of the Main Campus library needs to be reviewed to design Resource Center space into future growth plans.

The research literature and interviews with Resource librarians indicates that if we are going to establish a Center

that it be done with thoroughness and meet the needs of the users and the system that it will become a part of. The direction the Center should go is to become part of the already existing library system and be computerized so that information is accessible to all four campuses. Much of what we would propose going into a Center already exists within our system, but we would now have to place an emphasis on instructional methodology, delivery systems, educational philosophy, and having easy access to particular subject information in the form of sample materials, lesson plans, and curricula.

A starting point for a well-developed Resource Center would not necessarily call for an increase in personnel, but it would mean having a qualified student entering the data of whatever materials the Center would start with by fall on the computer. Materials that would be placed in a vertical file would require a librarian, and possibly an educator, (on the Main Campus) to determine under what subject the instructional materials should be filed because decisions for that placement under the Library of Congress system must be made by a qualified person. This would insure all campuses having materials under the same heading.

The system would also call for starting with minimal space and some minor furnishings, a vertical file, and possibly a computer, if the library system is computerized by fall. Each campus library would house sample instructional materials, lesson plans, and sample curricula. (Sample curricula still remains to be obtained.) Books and technical information that are currently housed in the library would not be physically moved; nor would it be in the future. What would be different, is having this information logged in a computer under a subject heading for easy access. For example, a subject entry would look similar to:

TRAIT INVENTORIES

Please Understand Me, Character and Temperament Types
David Keirsey, Marilyn Bates

Main Campus

Gifts Differing
Isabel Briggs Myers with Peter B. Myers

Main Campus
North
West

This means that no matter where in the District the material is located, that information would be on the computer and be shown in the print-out of the subject.

Before a proposal is drawn up, additional preparation work needs to be done. This includes:

1. Collection of additional manuals and library resource information, like College Books in Print, to fill in current informational gaps.

2. Contact the State Office of Vocational Education to secure a listing of instructional materials used in vocational and community college institutions.

3. Possibly arranging a joint/cooperative effort with UW-M to defray expenditure and duplication of expensive items.

4. Time to digest and review all collected information and an opportunity to discuss it.

5. Writing/preparation time:

   a. Abstract

   b. Background and establishing the need

   c. Summarizing support documentation and research information to buttress the ideas and Center content

   d. Establishing the audience and setting the objectives

   e. Establishing a plan and time frame for development of the Center

   f. Establishing a marketing plan of the Center

   g. Doing a cost benefit analysis that includes both objective and subjective items

   h. Doing an environmental impact statement

An integral part of the proposal will be sections on needs, rational, and justification to show how the Resource Center will ultimately impact on students and improve the quality of teaching and instruction received. It should also discuss the enhancement of administrative goals and the goals of the institution.

Before any of this can be done, however, we feel it is necessary that the administration make both a verbal and dollar commitment to the idea. This might take the form of hiring someone to finish the work this committee has started or making it part of a knowledgeable person's or persons' teaching load. In addition, it would also be necessary to make arrangements

for assigned clerical help since an undertaking of this kind requires clerical skills.

This individual, or group of individuals, would then have the responsibility for selection of materials from the volume of suggestions that we have at this point, in addition, to the materials that still need to be collected.

When this step has been completed, it is then recommended that the faculty have the opportunity for in-put so they can feel a part of the total system. This might take the form of having the Resource sketches distributed the opening day of school next fall and asking for immediate feedback since experiments in our institution indicate materials are not returned if people are asked to make comments and mail them in the future. This is also in keeping with the coaching system's philosophy.

The Center should be developed in several stages over the next several years. What is apparent, in reviewing the entire coaching system, is that a Resource Center is needed and not just a surface offering in the form of a printed section at the back of the Coaching Guidebook. The amount of time spent by instructors and administrators in locating resources for a teacher's professional growth plan is prohibitive when one considers that the District has 591 full-time instructors, 416 day-call staff people, and 982 evening instructors. It would seem the most practical way of aiding instruction, and cutting travel time for finding materials because they are scattered all over the District would be to establish a Resource Center on each campus which would centrally locate all resources.

We feel this project will not only take a dollar commitment, but will require open administrative support to gain the cooperation of the people involved in the project and to encourage potential users of the system.

Until this allocation of time, administrative commitment, and money is made, it is suggested that the current listing of resource materials, which were designed by the Resource Committee and other faculty, be tabulated according to the format of the Coaching Guidebook and become a printed listing at the back of the Guidebook.

In addition, we also have several bibliography listings of books and materials that have been suggested for educational purposes. This information needs to be alphabetized, computerized and/or printed and distributed to each of the departments and campuses in the District as additional resources available.

Finally, the Resource Committee had the following suggestions that should require immediate administrative action:

1. Up-dating of the Policy and Procedure book (or total school distribution of its replacement) since these materials are expected to serve as the current guide for operating within the institution and classroom.

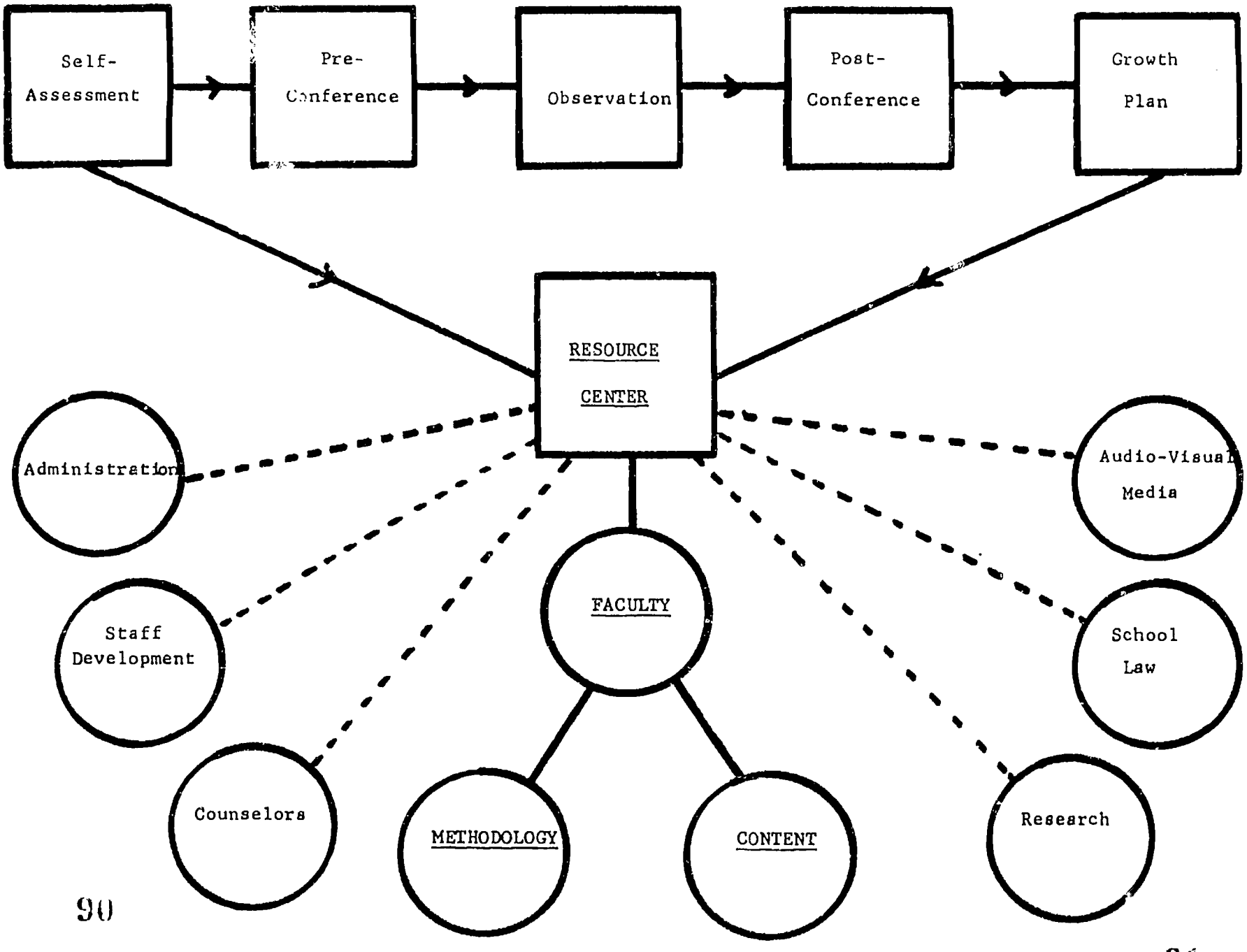
2. The Audio-Visual Aids Catalog, designed by the A-V department, should be up-dated every year and not every two years. In addition, all A-V equipment and visuals that are stored in various classrooms throughout the District should be listed so that when the equipment is needed, instructors/administrative personnel can easily locate it. (If in joining the A-V department to the library, this information should also be computerized along with the library resources.)

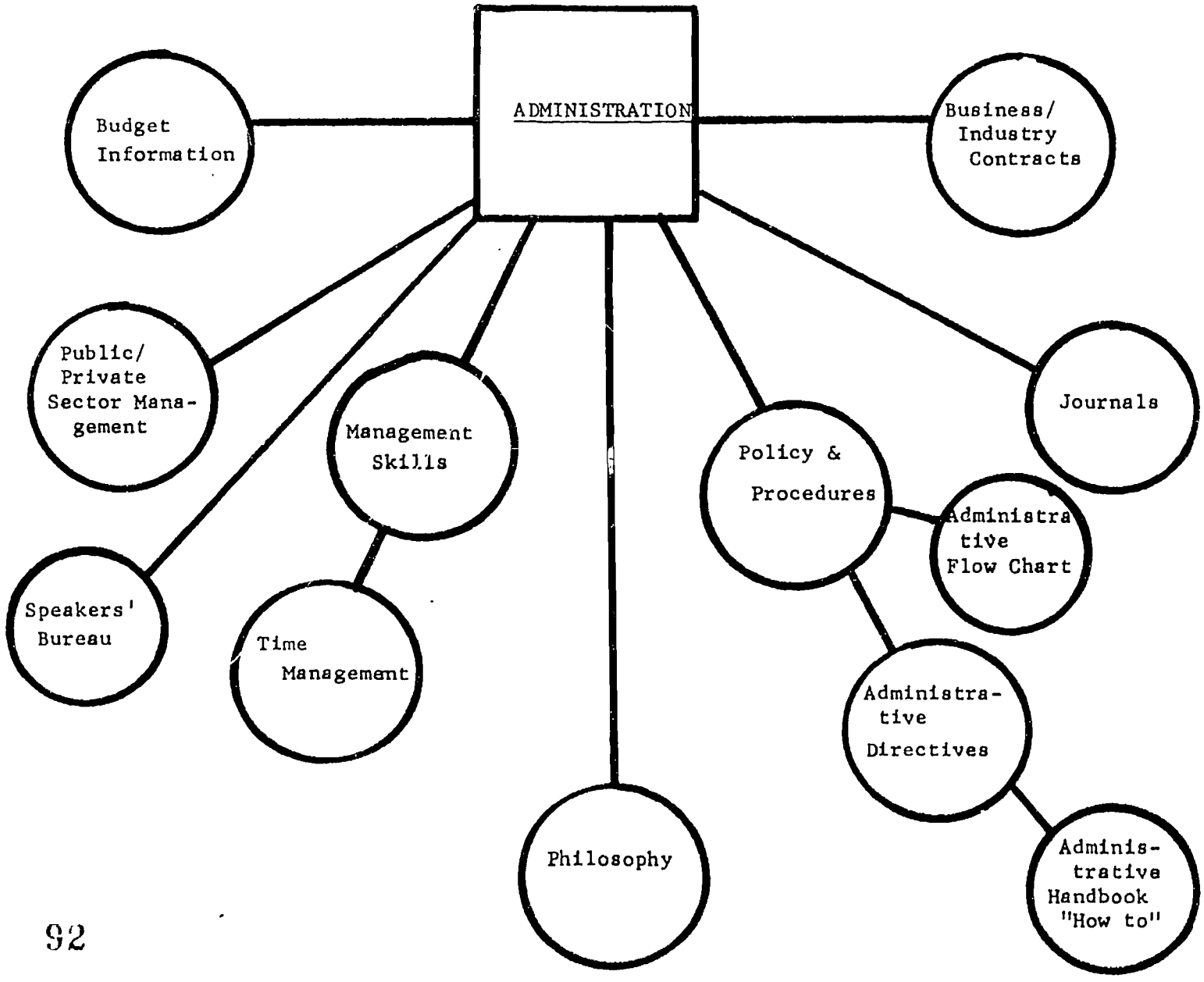
3. Have a master list of all professional journals that are being received within the District. (If a Resource Center is established, these journals could be ordered and housed in it and thus cut duplicate order expenses in the District.)

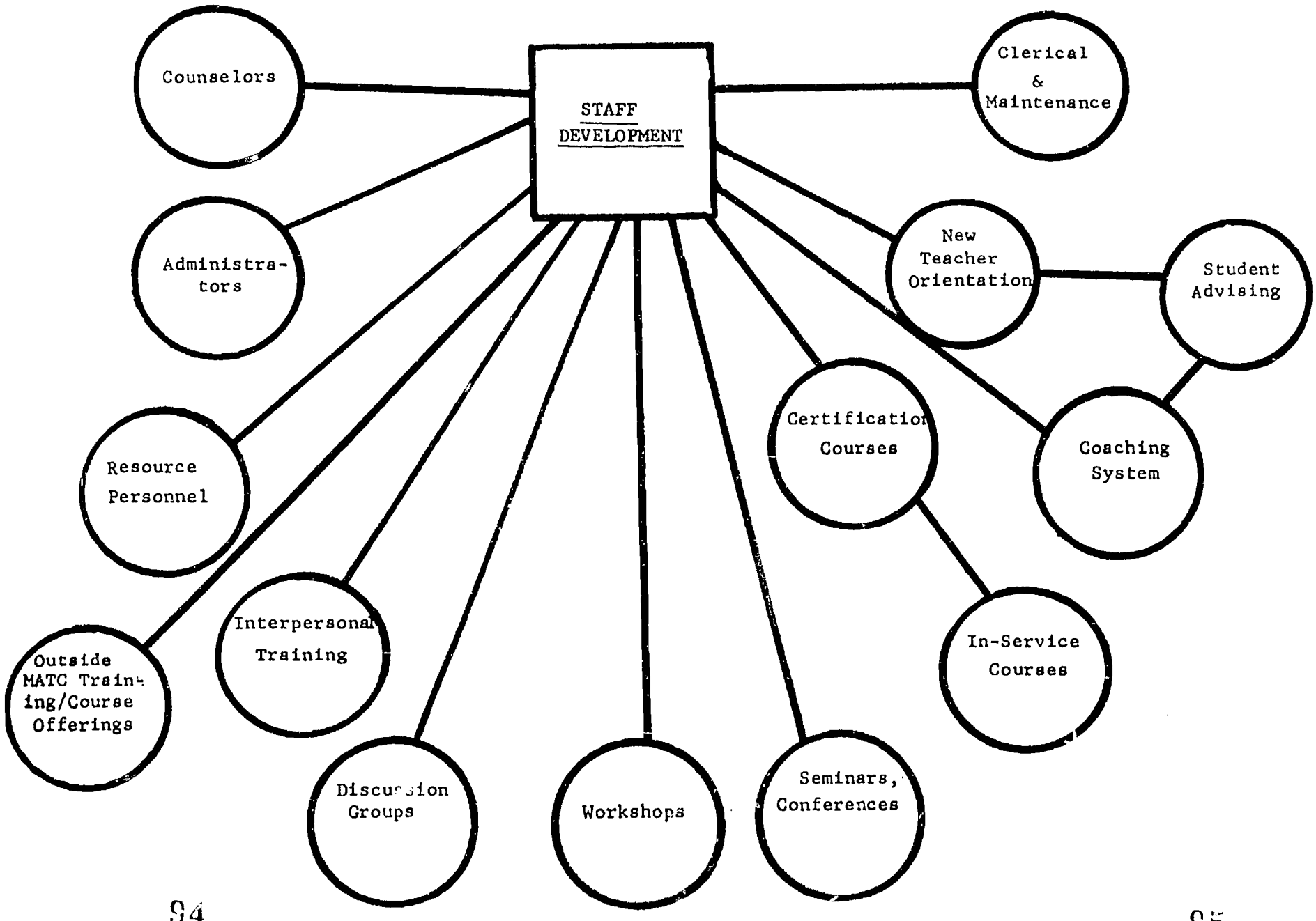
If you have any questions or comments about this report, please feel free to contact me.

cc: Resource Committee Members
Faculty Coaching System Members

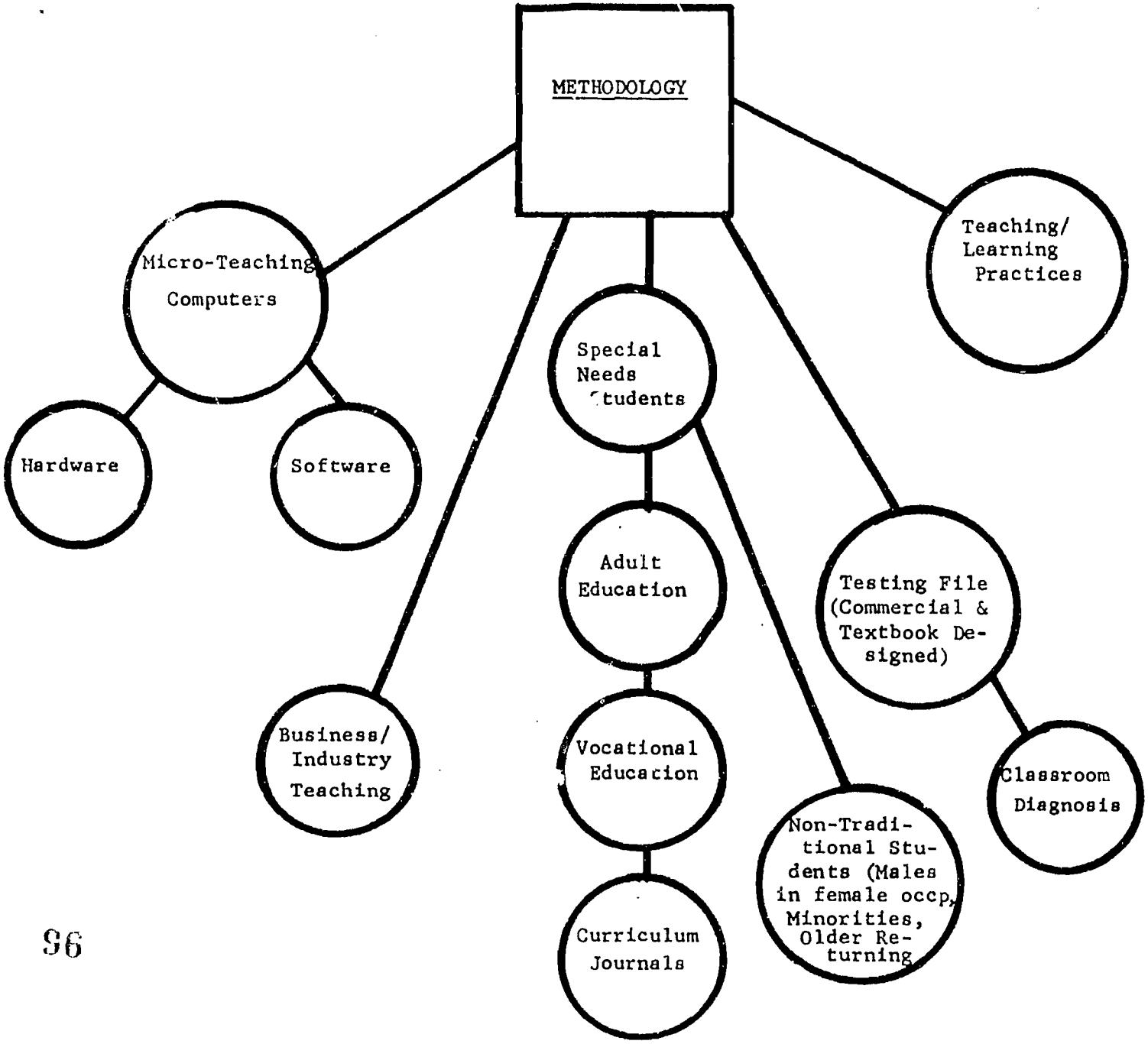
FACULTY COA NG SYSTEM

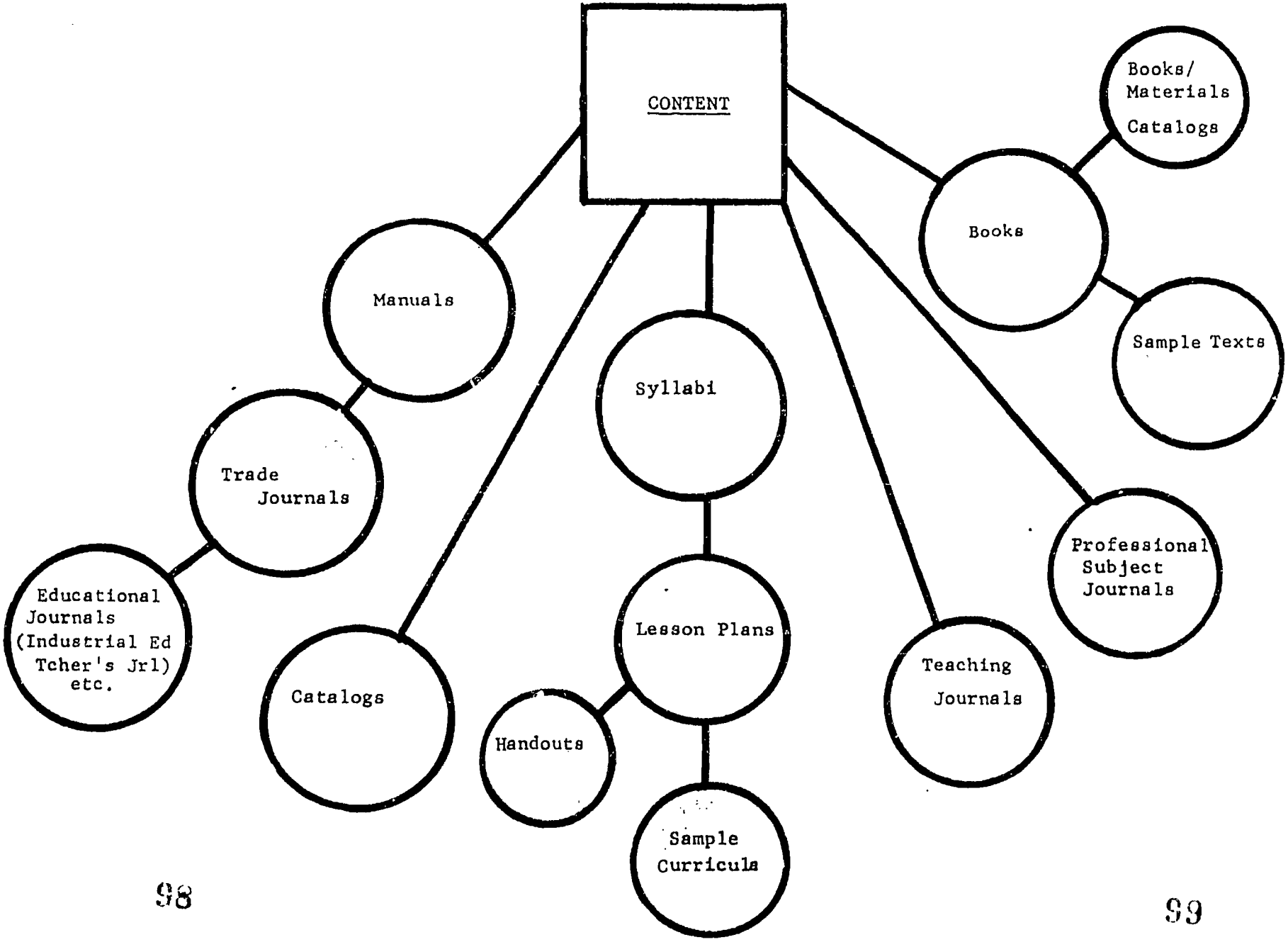



ADMINISTRATION
Budget Information
Business/ Industry Contracts
Public/ Private Sector Management
Management Skills
Journals
Policy & Procedures
Administrative Flow Chart
Speakers' Bureau
Time Management
Administrative Directives
Philosophy
Administrative Handbook "How to"

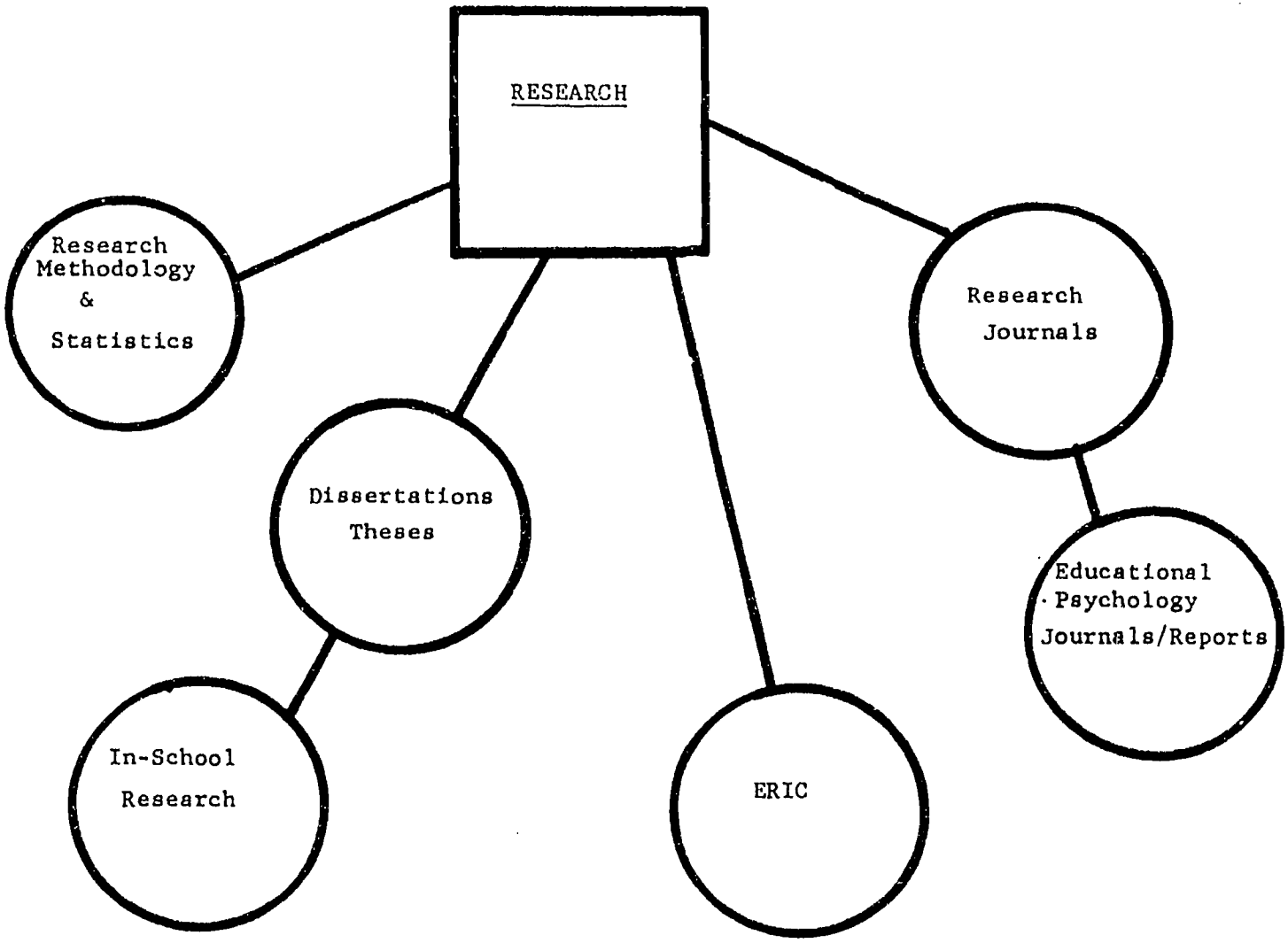


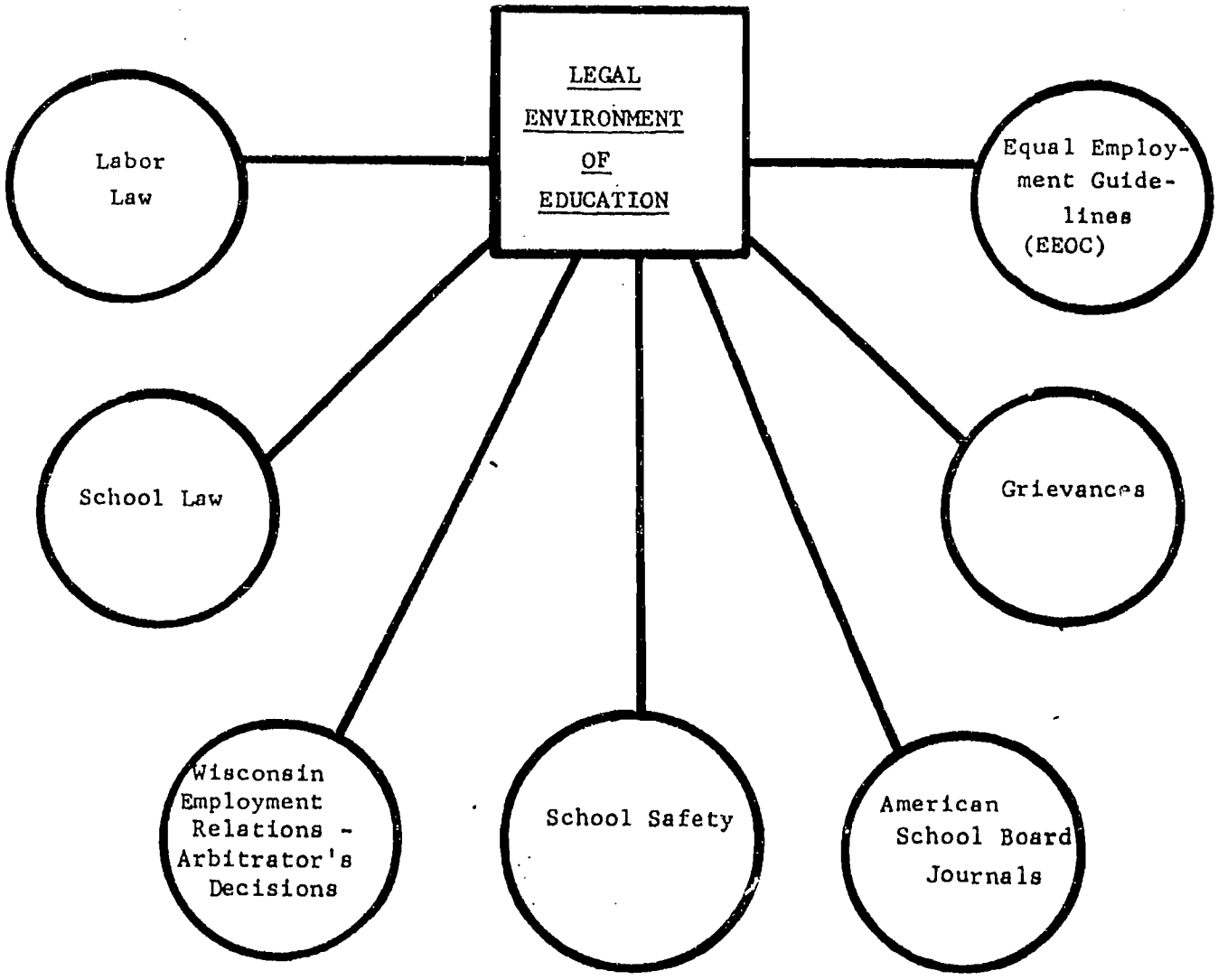
Revised 5/15/86

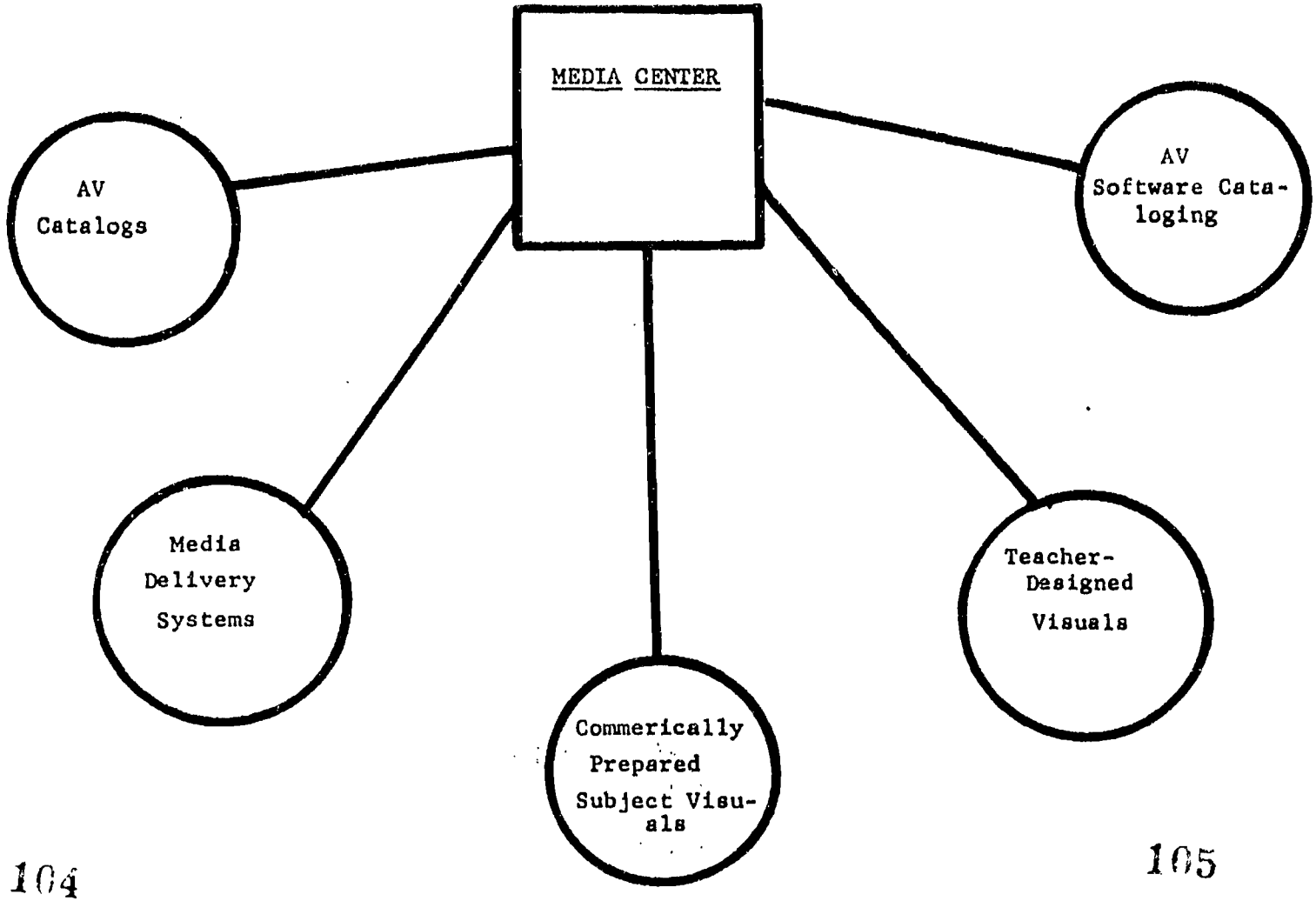

METHODOLOGY
Micro-Teaching
Computers
Hardware
Software
Special
Needs
Students
Adult
Education
Vocational
Education
Curriculum
Journals
Business/
Industry
Teaching
Teaching/
Learning
Practices
Testing File
(Commercial &
Textbook De-
signed)
Classroom
Diagnosis
Non-Tradi-
tional Stu-
dents (Males
in female occp,
Minorities,
Older Re-
turning



Revised 5/15/86


RESEARCH
Research Methodology & Statistics
Dissertations Theses
In-School Research
ERIC
Research Journals
Educational Psychology Journals/Reports


LEGAL ENVIRONMENT OF EDUCATION
Labor Law
Equal Employment Guidelines (EEOC)
School Law
Grievances
Wisconsin Employment Relations - Arbitrator's Decisions
School Safety
American School Board Journals


MEDIA CENTER
AV Catalogs
AV Software Cataloging
Media Delivery Systems
Commerically Prepared Subject Visuals
Teacher-Designed Visuals

A P P E N D I X D

RESUMES OF KEY AND SUPPORT PERSONNEL

RESUME AND CURRICULUM VITAE

OF

RICHARD E. MEERDINK

7001 West Armour Avenue
Greenfield, Wisconsin 53220

Home: (414) 282-2229
Office: (414) 278-6946

EDUCATION

B.S., Education, University of Wisconsin, Madison, 1959.

M.A.L.S., Library Science, University of Wisconsin, Madison, 1964.

Doctoral studies in Library Science and Educational Policy Studies, University of Wisconsin, Madison, 1967-1970.

SUMMARY OF QUALIFICATIONS

Five years of teaching Spanish, English and Library Science at various levels, three years of service in the technical services department of a major state university library, and fifteen years of experience as administrator of a multi-campus college library system.

HONORS AND MEMBERSHIPS

Member, Sigma Delta Pi (Spanish honorary).

Member, Beta Phi Mu (Library Science honorary).

Member, American Library Association.

Member, Wisconsin Library Association.

Member, Editorial Board, "Community and Junior College Libraries".

Past Vice-President, Library Council of Metropolitan Milwaukee.

Recipient, two undergraduate scholarships and a Department of Health, Education, and Welfare doctoral fellowship.

PUBLICATIONS

"The Control of Non-Book Materials: An Alternative Approach," *Southeastern Librarian*, Vol. 21, no. 3, 176-178.

"Profile of a Community College Library: Milwaukee Area Technical College," *Community and Junior College Libraries*, Vol. 2, no. 1, 45-48.

ACCREDITATIONS AND CERTIFICATIONS

Wisconsin State Teacher's License (Life), Spanish.

Standard Wisconsin Vocational, Technical and Adult Education Five-Year Certificate, 08 Librarian 999.

ADMINISTRATIVE EXPERIENCE

1971-Present: MILWAUKEE AREA TECHNICAL COLLEGE, Milwaukee, Wisconsin.

Librarian for multi-campus (4) library system serving a full-time equivalent student body of over ten thousand.

- Initiated the conversion of the library holdings records into machine-readable format.
- Planned the remodeling of the library facility at an existing campus and chaired the committee which designed library facilities for three new campuses.
- Established policies and procedures for centralized acquisitions and cataloging when the college expanded from one to four campuses and libraries.
- Recommended and established improved and expanded services for the library's student and faculty users.
- Prepared and administered budgets in excess of $400,000 for four campus libraries.
- Helped write Federal Government proposals for library acquisitions grants.
- Responsible for all acquisitions and original cataloging.

1964-1967: UNIVERSITY OF WISCONSIN-MILWAUKEE, Milwaukee, Wisconsin.

Librarian, with faculty rank of instructor.

- Coordinated bibliographic and fiscal control in acquisitions department.
- Worked closely with teaching faculty bibliographers to coordinate acquisition of current and out-of-print materials, both foreign and domestic.

TEACHING EXPERIENCE

1970-1971: Assistant Professor, University of South Florida, Tampa, Florida.

- Taught graduate-level courses in Library Science.
- Supervised students serving their internships in various library settings.
- Represented the department at SALALM Conference in Puebla, Mexico, 1971.

1960-1963: Spanish teacher, Manitowoc, Wisconsin, public schools.

- Taught Spanish at elementary, junior, and senior high.

1959-1960: Spanish and English teacher, Waupun, Wisconsin, public schools.

- Taught Spanish at the elementary and senior high schools, and English at the junior high.
- Taught Spanish to adults in an evening school program.

MARY E. LANDECK
3222 W. Fairmount Avenue
Milwaukee, Wisconsin 53209
Tel. 414-462-5688

EDUCATION:

University of Wisconsin - Madison. Library School
Degree: M.S.L.S. Master of Science in Library Science.
Year: 1960
Honors: Beta Phi Mu Nomination - Honorary Fraternity.

Milwaukee-Downer College. Milwaukee, Wisconsin. Now at Lawrence University. Appleton, Wisconsin.
Degree: Bachelor of Arts
Year: 1956
Major: English
Awards: Athletic Association Award

Custer High School. Milwaukee, Wisconsin.
Year: January, 1952.
Honors: National Honor Society.

CERTIFICATION:

Wisconsin Board of Vocational, Technical and Adult Education - Librarian.

Wisconsin Board of Vocational, Technical and Adult Education - Teacher of English (801).

AFFILIATIONS:

American Library Association
Wisconsin Library Association
Wisconsin Federation of Teachers - Local 212.

HONORS:

One of three librarians selected by the Department of the Army from the European Command for six weeks of duty at Library/U.S.A., U.S. Pavilion, New York World's Fair, August 1964.

MARY E. LANDECK
3222 W. Fairmount Avenue
Milwaukee, Wisconsin 53209
Tel. 414-462-5688

EMPLOYMENT HISTORY:

Rasche Memorial Library
Milwaukee Area Technical College
1015 N. 6th Street
Milwaukee, Wisconsin 53203

Aug. 1968 - Present

Position: Assistant Librarian

Responsibilities: Supervision of the circulation, reference, and reserve departments of the library. Train staff to perform all duties pertaining to these areas, and maintain all necessary records. Perform one-on-one instruction in the use of the library resources to students, faculty, and staff. Provide interlibrary loan services as well as the Infopass service for local libraries to faculty and students. Establish new procedures and forms as required, and communicate the same to other campus libraries. Recommend titles of books, periodicals, and other materials for purchase. Provide timely displays and bulletin boards in the library.

RCA Service Company
McCoy Job Corps Center
Sparta, Wisconsin

Oct. 1966 - March 1968

Position: Chief, Library Services

Responsibilities: Establish a library and library services to Job Corps employees and students. Select, order, and process books, magazines, and newspapers, to provide a basic collection of 10,000 books. Trained and supervised a staff of four

Results: Established one technical library, one recreation library, a professional collection, and a phonograph record collection.

Reason for Leaving: Center closed by the Office of Economic Opportunity in March 1968.

MARY E. LANDECK

Adjutant General
Dept. of Defense
Special Services Division

Oct. 1964 - Jan. 1966

Position: Assistant Command Librarian, Bremerhaven, Germany

Responsibilities: Administration and supervision of library services for the U.S. Army Terminal Command, Europe. Supervised a staff of seven library assistants in the main library, hospital library, and the library depot. Evaluated and maintained a collection of approximately 25,000 volumes in the area. Prepared budgets, monthly reports, employee evaluations, and publicity for the Command.

Results: Recommended and accomplished the consolidation of the Library Depot with the main depot in Aschaffenburg. Requested, justified budget for, and procured funds to establish the McNaughton Plan in the main library. Initiated a weekly radio spot of five minutes to publicize library news and books.

Reason for Leaving: Returned to the U.S. after contract completion.

Feb. 1963 - Oct. 1964

Position: Main Librarian, Augsburg Post, Germany

Responsibilities: Supervised the main library of 8,000 volumes, provided reading materials to the troops, the local grade school, and a large dependant population. Supervised five library assistants, and trained volunteers. Co-ordinated library reports with two other librarians in the area, and submitted them to the Command Librarian, Munich.

Results: Campaigned for and obtained funds and approval for an addition to the Main Library. Established a regular program of story hours for 500 grade schoolers at the Main Library.

Reason for Leaving: Promotion transfer to U.S. Army Terminal Command, Bremerhaven, Germany.

Aug. 1960 - Feb. 1963

Position: Field Librarian, Nurnberg, Germany

Responsibilities: Responsible for the supervision of three base libraries in the Nurnberg area including the Army Hospital. Selected books, magazines, and phonograph records for each library. Provided a regular schedule of ward service at the hospital. Supervised and trained German nationals in library procedures.

Results: Accomplished major physical improvements in two of the libraries, the U.S. Army Hospital and Johnson Barracks.

Reason for Leaving: A promotion transfer to the Main library, Augsburg, Germany.

PATRICIA F. GARRITY, M.S., MT(ASCP)
Instructor, Medical Laboratory Technology

Registry/Licensure:

Medical Technologist, American Society of Clinical Pathology

Specialist in Hematology, American Society of Clinical Pathology

Instructor, Medical Laboratory Technology Program, Wisconsin Board of VTAE

Education:

BS, Medical Technology, Marquette University

MS, Education, UW-Milwaukee

Research/Publications:

Case Studies in the New Morphology: An Atlas of Histogram and Photomicrographs Drawn From Clinical Case Studies, 1986.

Peripheral Blood Smears Are Not Passe', Sysmex Specifics, 1987.

Community Service/Outreach:

Leader, Smoking Cessations Workshops for the American Lung Association

Member, Physical Education Board of the YMCA

Workshop Presentor, "Histogram and Hematologic Data From Four Major Analyzers", March-April(MATC) and June(ASMT Convention/Las Vegas), 1987.

Professional Affiliations:

American Society for Medical Technology

American Society of Clinical Pathology

Wisconsin Society for Medical Technology

Milwaukee Society for Medical Technology

Academic Expertise:

Clinical Hematology, Clinical Urinalysis, and Clinical Hemostasis

Helen V. Cosgrove
13148 N.W. Shoreland Drive
Mequon, Wisconsin 53092
(414) 242-2938

EDUCATION

M.A.L.S. Graduate School of Library and Information Science, Rosary College, River Forest, IL

B.A. Barat College, Lake Forest, IL

WORK HISTORY

Presently employed as Library Technician for Milwaukee Area Technical College, North Campus Library, Mequon, Wisconsin.

Responsible, under the general supervision of the Librarian, for the effective total operation of the regional campus resource center. Present duties : Develop library collection to support and enrich curriculum.

Provide reference service and instruction in the use of library resources to students and faculty. Develop preliminary budget. Train and manage work flow of staff. Monitor all aspects of the circulation of materials. Promote library services and materials. Interview, assist in selection of part-time staff. Develop long range plans. September, 1983 - Present

Employed part -time, evenings, as Library Technician at North Campus Library.

Performed all reference, circulation, and individual instruction in use of library materials (only staff member on duty). Maintained files (vertical, nursery catalog, etc.). Prepared periodical claims. Performed bibliographic searching (order verification). September, 1978 - May 1983.

Administered school library at St. Cecilia's Elementary School, Thiensville, Wisconsin (part-time).

Coordinated and administered all library functions and services. Selected, ordered, processed, and cataloged books. Assisted faculty with library instruction. Helped students select books and enjoy reading. September, 1979 - June 1983.

Worked at various jobs part-time including volunteer library administrator at St. Cecilia's; full time as medical receptionist (billing, insurance); family management.

For several years after the following position:

Employed as Librarian I in the Music Room of Chicago Public Library (Main) Planned schedule of Saturday concerts, contacted artists, managed performances. Selected music for Wednesday recorded concerts, wrote and delivered commentary, played records. Provided reference service when scheduled in each division of department (books, music scores, recordings). September, 1953 - July 1959.

RESUME

Martha J. Starck
5722 North 57th Street
Milwaukee, Wisconsin 53218
Home Telephone: (414)461-2731
Business Telephone: (414)476-3040, Ext. 206

EXPERIENCE:

* Eleven years experience managing the daily operation of a branch campus library with a current materials and supply budget of $23,000.

* Increased branch campus library book collection from 2,000 volumes to 10,000 volumes and added new services, including: a career library, a vertical file, paperback collection, and a new books section.

* Involved in the implementation of a 3-M Tattletape Book Theft Detection System.

* Assisted students in the use of a computer terminal. Use a microcomputer with word processing, spreadsheet, database, graphics, and catalog card programs.

WORK HISTORY:

October, 1977 to Present: MILWAUKEE AREA TECHNICAL COLLEGE - WEST CAMPUS CENTER, West Allis, Wisconsin.

Library Technician.

Am responsible for the daily operation of the West Campus Library, reporting to the West Campus Administrator or his designee, and to the District Librarian at the Milwaukee Campus.

District Faculty Library Advisory Committee. Member, 1981 - 1984. Secretary, 1987 - present.

March, 1973 to October, 1977: MILWAUKEE AREA TECHNICAL COLLEGE - MILWAUKEE CAMPUS, Milwaukee, Wisconsin.

Clerk - Library

Developed a thorough knowledge of basic library operations by assisting with circulation and reference services as well as doing a wide variety

of library tasks, under the supervision of a professional librarian.

EDUCATION:

Bachelor of Science in Education, 1973, UNIVERSITY OF WISCONSIN - MILWAUKEE, Milwaukee, Wisconsin. Major: English; Minor: Library Science.

Master's in Library Science, 1982, UNIVERSITY OF WISCONSIN - MILWAUKEE, Milwaukee, Wisconsin.

Various in-service courses and seminars in microcomputers, computer literacy, and library automation, 1981 - present.

7 credits in microcomputer hardware and software, 1983 - present.

RELATED PROFESSIONAL EXPERIENCE:

Beta Phi Mu International Library Science Honor Society, member, 1983 - present.

American Library Association, member, 1983 - present.

Wisconsin Library Association, member, 1980 - present.

Church and Synagogue Library Association, member, 1982 - present.

Librarians' Microcomputer Users' Group sponsored by the Library Council of Metropolitan Milwaukee, Member, 1986 - 1987.

Library Committee, Trinity Community Church, Brown Deer, Wisconsin, 1981 - present. Am currently supervising the cataloging of their library using a microcomputer to produce the catalog cards.

REFERENCES:

Available upon request.

Resume

AUDREY A. STOCKEY

6927 West Springdale Ct., 118N
Mequon, Wisconsin 53092
(414) 242-1881

Personal:

Birthdate: June 29, 1940
Married, No dependents

Education:

Doctor of Philosophy - Urban Education	University of Wisconsin-Milwaukee Graduated: July 12, 1985 Major: Counseling Minor: English/Reading/Adult Education
Master of Arts - Reading Specialist	Cardinal Stritch College, Milwaukee Graduated: May, 1977 Major: Reading/Reading Specialist
Bachelor of Arts - English & Secretarial Science	Mount Mary College, Milwaukee Graduated: May, 1974 Major: English & Secretarial Science Teaching Degree
BA Course Work -	University of Wisconsin-Milwaukee Dates: 1971-72 English and Education courses
Associate in Arts - English & General Education	Milwaukee Area Technical College, Milwaukee Graduated: June, 1971 Major: English and General Education College Parallel

Teaching Certifications:

Secretarial Science, High School, State of Wisconsin
English, High School, State of Wisconsin

Basic Education, Wisconsin Vocational Education
English, Wisconsin Vocational Education
Reading, Wisconsin Vocational Education
Secretarial Science, Wisconsin Vocational Education
Psychology, Wisconsin Vocational Education

Special Training:

Interpretation of Psychological Tests, Warren Ruehl, Ph.D. - 1975
Individual Intelligence Testing, Marc Ackermann, Ph.D. - 1976
Techniques of Educational & Psychological Measurement, Ph.D. Instructor - 1984
Techniques of Educational Research, John Zahorik, Ph.D. - 1984
Reading Diagnosis and Correction - Lois Hintz - 1974
Myers-Briggs and Education Workshop - 1985
Myers-Briggs and Values, Chicago Workshop - 1986

Work Experience:

Instructional Chair, General Education Division, North Campus:
Milwaukee Area Technical College-North
5555 West Highland Road
Mequon, WI 53092
August, 1988 - present

Instructor: Reading, English, Secretarial Science, Career/Crossover Orientation
MATC - North
September, 1977 - present

Acting General Education Supervisor, Temporary Position
MATC - North
September, 1980 to January, 1981

Instructor: CETA Basic Education
Milwaukee Area Technical College-Milwaukee
1015 North Sixth Street
Milwaukee, WI 53203
May, 1974 to December, 1976

Position: Secretarial-Clerical Management, Psychometric Testing Administrator, Job Interviewer
Counseling Center
Milwaukee Area Technical College-Milwaukee
March, 1962 to October, 1971

Position: Senior Clerk; Clerk-Steno
Metropolitan Life Insurance Company
Milwaukee, WI
March, 1959 to February, 1962

Professional Organizations:

International Reading Association
Wisconsin State Reading Association
National Council of Teachers of English
National Council of Teachers of English--College Division
Center for Applications of Psychological Type (CAPT)
Phi Delta Kappa, Milwaukee Chapter 1020

Professional Activities:

Speaking:

Teaching in an Urban Setting - Mount Mary College, Milwaukee, WI

Teaching in and Education in an Urban Setting, Greater Milwaukee area - Milwaukee Council for Adult Learning

What It's Like to Be a Student in a Two-Year School, MATC, Milwaukee, WI

Research Projects:

Establishing a Reading/Writing Open Lab for College Students

Faculty Coaching System, A method of monitoring teaching/learning

Instructional Resource Center for Faculty

Instructional, Counseling, Administrative Resources within an educational institution

Director of Curriculum Revision for MATC District - Reading Department

Basic Skills Research Project and development of curriculum - District Level

Committees:

Blue Ribbon Committee, Basic Education Skills, Reading, Greater Milwaukee area high schools and vocational-technical education - 3 years of service

Instructional, Counseling, Administrative Resources within an educational setting - 1 year of service

Wisconsin State Reading Association - Chairperson, Adult Reading Committee; State of Wisconsin - 2 years of service

Project Plus, A Literacy Project, National - A joint outreach and awareness project by ABE and PBS to make America's hidden problem visible - 2 years of service

Task Force, Basic Education Skills, MATC - 2 years

Chairperson, Faculty Resource Committee - Library - 1-1/2 years

Course Research and Writing-Design:

English 345 - Communications 1
English 347 - Communications 2

Reading 401 - Developmental Reading for Adults
Reading 191 - Reading and Study Skills I
Reading 192 - Reading and Study Skills II
Reading 102 - Advanced Reading and Study Skills

Department Chairperson:

District Reading Department Chairperson, MATC - 2 years of service

Consultant:

Writing/Reading Consultant for the Mt. Sinai Junior Academy of Medicine, Mt. Sinai Hospital under the direction of Dr. Burton Waisbren - 3 years of service

Myers-Briggs Workshop Director and Advisor - Career Evaluation Center Counselors and Employees; MATC-Milwaukee - 2 days

Myers-Briggs Workshop Director and Advisor - Garten Foundation, Salem, Oregon - 2 days

Myers-Briggs Communication Workshop Presentor - Social Development Commission, Milwaukee, WI - 1/2 day - Private M-B - Counseling - 1/2 day

Myers-Briggs Counseling Workshop Presentor - Marquette University, Milwaukee, WI - 1/2 day

Courses Taught:

SecSci 111 - Shorthand Science 1
SecSci 131 - Typewriting 1
SecSci 133 - Typewriting 2

Eng 345 - Communications 1
Eng 347 - Communications 2
Eng 151 - Communications Skills 1
Eng 152 - Communications Skills 2

Speech 201 - Elements of Public Speaking

Read 401 - Reading Workshop
Read 191 - Reading and Study Techniques 1
Read 192 - Reading and Study Techniques 2
Read 102 - Advanced Reading and Study Skills

SocSci 100 - Crossover Orientation

Program Advisor:

North Campus - Crossover Program Advisor; Milwaukee Area Technical College

Victor G. Langer
W264 N4987 Bayberry Drive
Pewaukee, WI 53072
Telephone: (414) 491-4010 Office: (414) 278-6247

CAREER OBJECTIVE Provide national leadership in developing computer applications for automation of work by participating on an aggressive development and management team.

EDUCATION Two BS Degrees - one with majors in Mathematics and Economics and the other with a major in Secondary Education both from the University of Wisconsin-River Falls, 1960. An MS Degree in Vocational Education from university of Wisconsin-Stout, 1968, plus graduate study at University of Wisconsin-Madison and University of Minnesota-Minneapolis.

MANAGEMENT EXPERIENCE Milwaukee Area Technical College 1967 to present - currently Director, Instructional Development - Providing leadership in developing applications of computers including automation of instructional support systems for 130 occupational programs offered on 4 campuses. Responsible for curriculum development, academic computing, instructional media, library, class scheduling, and faculty certification; also, President of MATC-CAD "intrapreneural" unit of MATC for developing and marketing CAD/CAM products currently with over 900 educational institutions and industrial sites with annual sales of over $500,000. Previously, Manager Academic Computing, Instructional Resources Coordinator responsible for educational media, instructional development and faculty professional development.

TEACHING EXPERIENCE Milwaukee Area Technical College - 1967 - 1984 Part-time Professor Instructional Technology for faculty development and 1964-67 Professor of Electronics Technology. Tripoli High School - 1962-64 Teacher of Mathematics, Physics, and Chemistry.

INDUSTRIAL EXPERIENCE National Cash Register, Los Angeles, CA - 1961 as Engineering Planner for Computer Production; Honeywell, Minneapolis, MN - 1960 as HVAC Technical Consultant to international customers; Sperry Univac, St. Paul, MN - 1956-57 as Computer Technician; and United States Navy Air Reserves, Minneapolis, MN - 1954-1962 Aviation Electronics Technician and Aircrewman.

PROFESSIONAL Principle Investigator and Project Director, "Preparing for High Technology Careers in Computer-Integrated Manufacturing and Information Management" Grant No. 116AH30331 1983-86 United States Office of Education Fund For Improvement of Post Secondary Education (FIPSE) $303,000. Development of new and revised CIM technicians program, world class industrical CIM development center, course materials, and microcomputerbased CAM software, and industry partnerships with Rexnord (includes researcher assigned to MATC), Digital Equipment Corporation

PROFESSIONAL (continued)

(donated Microvax and software developer assigned to MATC), Allen Bradley Corporation (donated controller for machine tool and 3 programmable logic controllers), ASEA Corporation (donated robot and technical support), Kearney-Trecker, Bridgeport, and Numeridex (donated 4 CNC workstations).

Principle Investigator or Project Director "Integrating Computer-Aided Graphics Into Technician Training" Grant No. SER8005315 - 1980-83 National Science Foundation Comprehensive Assistance to Undergraduate Education (CAUSE) $250,000. Development of a model industrial CAD Center for retraining of employed designers, revision of full-time student training programs, develop CAD course materials, and develop industry partnerships.

Established Industry Development Partnerships resulting in over 2.2 million dollars in donated hardware, software, and cash. More importantly developed the research executive on a loan program for developing the CIM cell and all interface software. Rexnord, Digital Equipment Corporation, Computervision Corporation, and ASEA are providing technical development support, plus over 30 industrial firms serving on Steering Committee and participating with the Wisconsin Association of Research Managers.

Founder of Wisconsin Chapter of the National Computer Graphics Association a professional organization for persons applying computer graphics. Served as First President, State Director 1980-85, and continuing on Board of Directors. Membership reached over 300. Received Founder Award 1982 and listed in Who's Who in Computer Graphics. Currently, serve on national membership committee for the NCGA.

Project Director to develop a national satellite television conference with Sandia National Laboratories, NCGA, and CAD/CAM: ARE YOU READY? March 15, 1985. Obtained participation of national CAD/CAM leaders for 90 minutes formal presentation and 60 minutes of live audience call-in discussion (57 institutions and 2500 participants, plus distribution of videotape version).

Technical Advisor for "New Literacy" PBS series for teaching 3 credit TV College "Introduction To Computers" course broadcast nationally since 1983.

Developed TV College model for broadcasting college courses for credit over PBS stations in 1970.

Developed 6 open entry Learning Centers and the first Computer Resource Center 1967 - 1973.

Developed Professional Development program at MATC 1973.

PROFESSIONAL PUBLICATIONS

"FINAL REPORT, Preparing for High Technology Careers in Computer Integrated Manufacturing and Information Management", Summer, 1987.
"Midwest College Unveils Advanced CIM Cell", Industrial Education, January 1987.
"Responding to Educational Needs of Todays Workplace", New Directions for Continuing Education, Spring 1987, No. 33, Jossey-Bass Quarterly Journal.
"CAD/CAM: Are Your Ready?", NATIONAL UNIVERSITY TELEVISION NETWORK, Script for TV, TV Teleconference - 20 minute career planning segment, 1985
"Schools Offer CAD/CAM Technical Support", WISCONSIN ENGINEER JOURNAL, 1985
"Information Technology: Instruction and the Computer Milwaukee Area Technical College", CURRENT ISSUES IN HIGHER EDUCATION-AAHE, 1983-84
"Wisconsin Chapter of National Computer Graphics Association Newsletter", editor of monthly issues, 1980-84
"Integrating Cost-Effective Computer-Aided Design (CAD) Into Technical Programs", BYU CADEM CONFERENCE, 1983
"Preparing Students for High Technology Careers - Computer-Aided Design", 62 page handbook, AMERICAN VOCATIONAL ASSOCIATION, 1982
"Career Opportunities Emerging With Computer Graphics", MATC CAREER EDUCATION NEWSLETTER, 1982
"Integrating Computer Graphics Into Technician Training Program", ENGINEERING DESIGN GRAPHICS JOURNAL, Fall 1981
"Partners in Progress", MATC AUDIOVISUAL PRESENTATION, 1980
"Computer Resource Center-Consolidation of Instructional Department Terminals" NINTH CONFERENCE ON COMPUTERS IN THE UNDERGRADUATE CURRICULA, 1978
"Case of Computer No-Put", MATC AUDIOVISUAL PRESENTATION, 1976
"Media Planning Guide", MATC PRESS, 1969
"Repair of Panasonic Tape Recorders", MCDEC INCORPORATED, 1968
"Conversion of Electrical Units", MATC PRESS, 1966
"Electronic Drafting Manual", MATC PRESS, 1966

John Erbes
Technology Resource
Milwaukee Area Technical College

Professional Experience

Present	Manager of Academic Computing, Milwaukee Area Technical College Responsibilities include: Management of the districtwide planning, specification, acquisition, installation, and support of instructional computer systems, hardware and software; coordination of the development and implementation of special projects to maintain state-of-the-art capabilities in instructional computer technologies; research and evaluation of emerging computer and related technologies; implementation of new technologies into new and existing academic programs.
1980 - 1988	Computer Graphics Coordinator, Milwaukee Area Technical College Coordination of FIPSE-CAUSE grant "Integrating Computer-Aided Graphics into Technician Training" 1980-1983
1976 - 1980	Computer Science Center Manager, Univ. of Wis. - Waukesha
1973 - 1980	Computer Science Instructor, Univ. of Wisconsin System

Educational Background

1979 MS in Engineering - Computer Science, Univ. of Wisconsin - Milwaukee

1973 BS in Engineering, Electrical/Computer Science, Univ. of Wis.- Mil.

1968 AAS in Automotive Technology, MATC

Project Involvement and Areas of Expertise

Research and implementation of 25 terminal library management system for MATC district library collection.

Implementation of computing resources portion of Faculty Resource Center.

Chairperson of Desktop Publishing Committee for MATC.

Project coordinator for NSF CAUSE project "Integrating Computer-Aided Graphics into Technician Training" SER-8005315

Areas of expertise include: Microcomputers (IBM, Mac, Apple, etc.), networking, CD-ROM drives, minicomputers (Unisys, DEC, IBM), mainframe computers (IBM), communications.

Publications

MATC CAD Operations and Training Manual, MATC CAD Instructor Manual, MATC CAD Student Manual, MATC Publication 1983-1987

Microcomputer-Based Computer Graphics, Western Educational Computing Conference Proceedings 1984

Three-Dimensional Object Modeling for Computer Graphics, Thesis 1979

Professional Committee Participation

Secretary, Executive Committee board member, Wisconsin Chapter of the National Computer Graphics Association.

Chairperson of MATC Desktop Publishing Committee.

Janet Bruhn Jeffcott
6501 Putnam Rd.
Madison,Wisconsin
53711
608-271-7066

OCCUPATIONAL INFORMATION

10/88 -
Administrator Telecommunications, Teleconferencing
Video Instruction, ITFS

and

2/88 -
Administrator of Instructional Media

and

7/83-
Administrator VTAE District 4 Information Resource
Center System
Madison Area Technical College,3550 Anderson St,,
Madison,Wisconsin 53704

Previous position
1968-83
Assistant librarian
Madison Area Technical College

PROFESSIONAL ACCOMPLISHMENTS

1. Collection development
   a) The Madison Area Technical College Technical Center collection is now listed as an outstanding resource in 4 national directories of special library collections.
   b) Implementation of campus textbook collection with computer interactive readability anaylsis.
   c) Development of VTAE District 4 policy for academic department and divisional acquisition of monographic, periodical, and textbook items.
   d) Development of core collection and machine readable book catalog of all alternative energy titles in Wisconsin VTAE institutions.
   e) Development of CD-ROM based reference service
2. Library automation

a) Design and development of more than 20 mainframe informational databases for bibliographic and operational control of periodical article titles, periodical holdings, computer output microfiche audiovisual software catalog, wood and electronics indexes. computer produced book catalogs for 5 campus collections, and college microcomputer software database.
b) Acquisition of software product ZyINDEX for indexing of unindexed periodical titles.
c) Administration of retrospective conversion of all VTAE District 4 print collections. Currently developing plans for retrospective conversion of District media collection.
d) Implementation of OCLC as bibliographic utility for current cataloging. Will institute OCLC CD 450 utilizing OCLC 3 million title base on CD-ROM when available or alternatively BIBLIOFILE.
e) Development of strategic plan to replace current COM catalog with either CD-ROM based or integrated OPAC and circulation system utilizing district mainframe.
f) Design of microcomputer listing of adult basic education and English as a second language titles on satellite campus.
g) Utilize Project Management Information System to develop cost mechanism for media operations, media resources, media technical services, and media consultant services. Provide staff training in use of PMIS system.
h) Develop audiovisual equipment inventory with transaction, repair, future preventive maintenance schedule.
i) Establish new multi-digit machine readable test scoring procedure for college.

3. Commercial database services
   a) Institute system for information retrieval using databases to include DIALOG, BRS, COMPUSERVE, OAG, MODAS, ISAAC, E-MAIL.
   b) Searching experience in most DIALOG, BRS, and COMPUSERVE databases.
   c) Frequent lecturer on COMPUSERVE, OAG, and E-MAIL.
4. Academic institutional databases
   a) Acquisition of rights to use other academic databases. These included computer interactive readability analysis, electronic mail, career information system.
   b) Acquisition of first Wisconsin rights to use MODAS for development of competency based curriculum, customized training for business, skills assessment.
5. Facility design
   a) Use of existing facilities as planning and test laboratory in 1985 for microcomputer laboratory, integration of media services, and satellite -

microcomputer interface to retrieve business and agricultural market data.

b) Use of test findings as design parameters for facility which would integrate print, media, new delivery of information techniques such as CD-ROM, satellite downlinking, a microcomputer laboratory, and a learning center for adult basic education and English as a second language in one facility. This facility named Wisconsin Library of the Year in 1987.

c) Service parameters include 52 microcomputer stations, 24 mainframe terminals, 22 media stations, interactive video and CD-ROM capability, 67 data and telephone ports for access to online databases, and satellite downlinking.

7. CAI design
   a) Programming for computer assisted instructional software for student libary orientation. This software is based on the Wisconsin Association of Academic Librarians minimum library use skill guidelines.
8. Current research
   a) Development of bibliometric model for analyzing utility of periodical subscriptions.
   b) Database design, algorithm development, computer graphics for monitoring and screening of 87 VTAE District 4 programs.
   c) Specification development for VTAE District 4 integrated OPAC and circulation system.
   d) Development of model for Information Resource Center microcomputer laboratory. Direction of faculty member's study of microcomputer laboratories in 2 year postsecondary and selected 4 year institutions.
   e) Market study of user knowledge and interest in CD-ROM information products.

EDUCATION

Graduate	MA University of Wisconsin,1968 24 additional graduate credits in educational psychology,administration, educational policy studies, vocational education, bibliographic structure of science and technology.
Undergraduate	BA University of Wisconsin,1962, Senior honors. 24 additional credits in microprocessor software,FORTRAN,computer graphics, mathematics, and the physical sciences.

PROFESSIONAL SEMINARS/SPEAKER OR PARTICIPANT

Audiovisual equipment evaluation and selection
Automated databases
Cataloging audiovisual materials
Cooperative library automation
Environmental information sources

IBM library automation
Illinois Institute of Technology computer retrieval of scientific information
Legal references
Library networking and computer databases
Lockheed Missile System database searching
Media program evaluation
Patterns in participation for academic libraries
Copyright
Microcomputers in libraries
Wisconsin Association of Academic Librarians microcomputer workshop
Hewlett Packard online catalog and automation seminars
Wisconsin Library Association CD-ROM seminar
Waukesha County Library System CD-ROM seminar
South Central Library System Electronic Universe

MEMBERSHIPS,COMMITTEES, OFFICES
American Library Association
American Society of Information Science Tres.,Wis.,1977
American Vocational Association
Association for Computing Machinery
Conference of Wisconsin Librarians representing VTAE system 1973-79
Consortium Health Audiovisual Resource Materials 1987-
Evaluator Library Service and Construction Act grants 1986
Madison Area Library Council

Secretary	1976
Policy board	1976-79,1981-84
Steering committee	1976-77,1983-84
Publications committee	1971-77
Library practice gp.	1978
Interloan committee	1978-79
Community Relations	1977-78
Budget and Planning	1981-84
Vice President	1983-84

Multi-Type Advisory Library Comm. 1986-87
Wisconsin Educational Media Association
Wisconsin Statewide Automation Committee representing Wisconsin VTAE system 1980
Wisconsin Statewide Interlibrary Loan Committee
WBVTAE ad-hoc committee on library standards 1986-
WBVTAE ad-hoc committee on promotion and publicity 1986-
WBVTAE Media Standards Committee 1968-72
WBVTAE Task force on Learning Resources 1981
WBVTAE Technical Information Exchange,Chairperson,1983-84
WBVTAE committee on Librarian Certification 1979-80
Wisconsin Association of Academic Librarians
Wisconsin Library Association
Library Legislation Committee 1976
Nomination Committee 1980
Reference and Adult Services Director 1981-84
Elections Committee 1984,1985

PUBLICATIONS

"Book Catalog by Computer." Wisconsin Library Bulletin (Mar-April, 1975).

"Computer Produced Library Catalogs." AVA Journal (April, 1975).

Computer Produced Media Guide ERIC ED122757

Welding Literature. University of Wisconsin, Dept. of Mechanical Engineering 1969

Staff Members in Sauk and Dane County, Madison Area Library Council, 1977.

Facts for You about VTAE Libraries and Information Centers, MATC, 1986

LANGUAGES

French,German,Italian

PROGRAMMING LANGUAGES

Experience with microcomputer and mainframe assembly languages, BASIC, FORTRAN, PL/I, NATURAL, MARKIV, dBASE III, LOTUS 1-2-3, and various word processing software.

HARDWARE EXPERIENCE

mainframe- IBM, Univac 1968-

microcomputer- IBM PC, Apple 1980-

OTHER

listed Who's Who in Library and Information Science
Who's Who among Online Professionals
Wisconsin Association of Academic Librarians
Library of the Year 1987
Wisconsin Library Association
Library of the Year 1987

Curriculum Vitae

Edward V. Van Gemert
1400 Wyldhaven Ave.
Monona, Wisconsin 53706

Home: (608) 221-9594 Office: (608) 263-5051

EDUCATION

M.A. - Library Science. 1978. University of Wisconsin-Madison
B.A. - Political Science. 1972. University of Wisconsin-Madison

LIBRARY EXPERIENCE

Wisconsin InterLibrary Services, Madison Wisconsin.

New Technologies Coordinator, February 1987 to date. Primary responsibilities include the creation and implementation of a new program for the Council of Wisconsin Libraries. I provide automation research upon demand for the program's 37 full members and 60 subscription members. Along with the information service, I edit the monthly newsletter, write technical reports, organize and conduct instructional workshops and programs. Supervise one academic staff person.

OCLC Program Manager, May 1987 to date. My position is to manage the OCLC support and training program for 106 Wisconsin libraries using OCLC. I supervise two librarians, one half time research assistant, and one student assistant. I evaluate the training and support needs of the libraries and plan the necessary training programs to fit that need.

OCLC Assistant Coordinator, January 1982 to May 1987. Primary responsibilities included support and training for all member libraries including documentation preparation, editing of the WILS MEMO, organizing user group meetings twice a year, conducting microcomputer training, invoicing and account maintenance, general problem solving of technical service projects, profile change requests, and equipment ordering, installation, and liaison with OCLC, NCR and AT&T. Planning and development responsibilities included conference and meeting presentations on OCLC related topics, as well as participation in statewide projects and professional activities.

Bureau for Reference and Loan Services, Division for Library Services, State Department of Public Instruction, Madison Wisconsin.

Government Services Librarian, June 1981 to December 1981.
Responsibilities included the administration of a statewide program, the Document Depository Program, as well as the administration of the State Agency Library Processing Center, a program revenue centralized technical services operation. I supervised four employees. I provided reference, interloan and technical service consulting to state agency libraries, and I represented the Division for Library Services with regard to automation on numerous occasions throughout the State.

Director, State Agency Library Processing Center, May 1979 to June 1981.

Responsibilities included the coordination of an OCLC based centralized technical processing center for six state agency libraries ranging in size from 3,000 to over 20,000 volumes each. I supervised two professional librarians and 2 support staff in the acquisitions, cataloging, and billing of the center. I created and managed the budget, and directed the successful progression of the center from federal funding to state supported program revenue funding.

From 1972 through 1979 I worked in various paraprofesional positions in libraries. I was employed at the Wisconsin State Law Library, UW-Madison Law Library, UW-Madison School of Nursing, Instructional Media Center and the UW-Madison Memorial Library.

PROFESSIONAL ASSOCIATIONS

American Library Association (ALA)
American Society for Information Science (ASIS)
Wisconsin Library Association (WLA)

ACCOMPLISHMENTS

Wrote successful LSCA grants in 1980 and 1981 to continue funding for the State Agency Library Processing Center.

Administered successful LSCA grants for the Processing Center. 1980 and '81.

Established a formal needs assessment tool to determine OCLC member library training and support needs. 1987

Secured increased funding for public library systems in Wisconsin during my tenure as the Wisconsin Library Association's Legislative Advocate,

1984-1986.

Planned, organized and conducted the successful 1986 Wisconsin Association of Academic Librarian's Annual Conference, 1986.

INSTRUCTIONAL ACTIVITIES

Workshops and Presentations Given:

1988 Presentation about OCLC and New Tech Programs in Milwaukee for the SWITCH group, January 25.
OCLC Sound Recordings and Scores Workshop, March 18.
OCLC Workstation and 4.0 Software Workshop, March 21.
OCLC Original Cataloging Workshop, March 31.
OCLC Marketing for Wausau Insurance Co., April 6.
WILS/OCLC Services Committee Meeting, April 20.
Conducted program on cd-rom via a teleconference, April 27
OCLC Site Visit at Eau Claire Public Library, May 5.
OCLC Equipment Presentation for CUWL, May 6.
Organized and conducted WILS/OCLC Peer Council Meeting, May 12.
OCLC Marketing and Site Visit at Mequon Public Library, May 31
New Library Training, Fox Valley Tech. College, June 7-8.
New Tech Advisory Committee Conference Call, June 9.
OCLC Site Visit, St. Norbert College, Aug. 4.
OCLC Retrospective Conversion Workshop, Milw. Aug. 25.
New Tech Advisory Committee Conference Call, Sept. 8.
WILS/OCLC Peer Council, Sept. 22
"Quality Control and Latest Use", WLA Tech Services, Sept. 23.
New Tech Advisory Committee Conference Call, Nov. 17.
OCLC Searching Workshop, Dec. 7.
New Tech Advisory Committee Conference Call, Dec. 15

Workshops and Presentations Attended:

1988 UW-Stystem Telecommunications Task Force, Jan. 27
New Directions in Library Automation, March 14-15
OCLC Network Coordinator's Meeting, June 13-15
UW-Stout Media Technology Conference, July 18-20
ALA Library and Information Technology Conference, Oct. 3-6
Wisconsin Library Association Annual Conference, Oct. 26-28

User Group Meetings

Updates, presentations, programs: two each year since 1982.

PUBLICATION/EDITORIAL

WILS MEMO. Editor and contributor, 1982 to date.

NEW TECH NEWS. Editor and contributor, 1987 to date.

The Winnefox Library System: potential for cooperative technical services, 1982.

Large Audience Projection Systems, 1988.

Alternative Machine-Readable Record Generation Systems, 1988.

SERVICE

Wisconsin Library Association:

Legislative Advocate, 1984-86.
Library Development and Legislative Committee, 1981 to date.
Secretary, Wisconsin Association of Academic Librarians, 1988.
Vice Chair, Chair Elect Automation Section, 1989/90.
Co-Chair, WAAL Conference Planning Committee, 1986.
WAAL Executive Board, 1988.
Chair, WLA Nominations Committee, 1985

UW-Madison, General Library System:

NLS Public Help Desk, 1986 to date
Search and Screen Committee, OCLC Network Coordinator, 1988.
Search and Screen Committee, OCLC Assist. Coordinator, 1988.
Librarians' Assembly, 1982 to date.
Automation Council, 1986-87.

Division For Library Services:

Statewide Automation Task Force, 1981
Statewide Quality Control Task Force, 1988 to date.
LSCA Review Team, 1981,1985, and 1988.