

OAKLAND UNIVERSITY LIBRARY
ANNUAL REPORT

1979-80

INTRODUCTION AND CONTENTS

With a wealth of informative reports prepared by members of the library faculty and staff at hand, it is desirable to modify the traditional format of the Annual Report for 1979-80 so that many of them can be presented and read in their entirety. Beginning with a summary of the year's activities and statement of expenditures for the year, the body of the Report contains, in this order,

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The range of activities and the thoughtful analyses covered in these reports is impressive. They are indicative of the competency and dedication of the faculty and staff. I am personally flattered to work with this unusually talented group of people and remain convinced that they bring prestige, productivity and much future promise to the University.

Summary

Personnel changes which occurred in the library during the past year include William Cramer's replacement of Shirley Alexander in government documents. Bill was appointed assistant professor in the library on August 15, 1979 following his service as the head of the government documents department at the University of Akron, 1971-75; the director of the Grove City Public Library (Ohio), 1975-77; and consultant for academic libraries with the Ohio State Library, 1977-79. Shirley who served Oakland in several temporary capacities over the past two years is now employed in the library of the Michigan Christian College. Sharon Bostick replaced Nancy Hariani as Hotline Librarian in December. Elizabeth Titus was promoted to the rank of associate professor, effective August 15, 1980, and Linda Hildebrand was awarded tenure at the rank of assistant professor, effective August 15, 1981.

Members of the library faculty and staff presented the following papers and published the following articles, books and reviews during the year.

Papers

David, I., "Collegial or Hierarchical Library Organization -- An Academic Librarian's Dilemma," paper presented at the Michigan Academy of Arts and Sciences (Wayne State University), March 21, 1980.

_____, "Minimum Qualifications for Librarians," paper presented at the Library Science Update (Wayne State University), May 3, 1980.

DiFelice, C., "A Learning Environment: The Essence of the Media in Academic Libraries," paper presented at the Michigan Academy of Arts and Sciences (Wayne State University), March 22, 1980.

Hitchingham, E., "The Interview and Online Search Quality," paper presented at the 1980 Update of the Kentucky-Ohio-Michigan Regional Medical Library Program (Wayne State University), November 30, 1979.

_____, "Online Interviews: Charting User and Searcher Interaction Patterns," paper presented at the Annual Conference of the American Society for Information Science (Minneapolis, MN), October 21, 1979.

Johnson, B., "Systems Analysis," paper presented at the Library Science Update (Wayne State University), May 3, 1980.

Publications

DiFelice, Clara and John Ellison, "A Profile of Graduate Degree Programs in Instructional Technology, 1977-78," Media Spectrum, Vol. 7, No. 1 (1980), pp. 21-23.

_____, Jill Lewis, and Delta Kelly. Rochester's Living History, a slide-tape presentation (Rochester, MI: Avon Township Public Library, 1980).

_____, Elizabeth Miller, and Naomi Rhodes, "Media Evaluation Form . . . A Proposal," U*N*A*B*A*S*H*E*D* Librarian, No. 30 (1979), pp. 29-32.

- Hitchingham, Eileen, "Online Interviews: Charting User and Searcher Interaction Patterns," in Information Choices and Policies, Proceedings of the ASIS Annual Meeting, 1979 (White Plains, NY: Knowledge Industry, 1979), pp. 66-74.
- Merz, Mildred H., 21 abstracts of journal articles in "Bibliography Section," Christianity and Literature (Spring 1979-Winter 1980).
- Pettengill, Richard and Elizabeth Titus, comps., Oakland County Union List of Serials, 3d edition (Pontiac, MI, 1979), 429 p.
- Reilly, Lois, reviews of Directory of Blacks in the Performing Arts, by Edward Mapp; American Musical Theatre, by Gerald Bordman; New York Theatre Annual, 1977-78, ed. by Catharine Hughes; Drama Book Specialists; International Music Guide, 1979, ed. by Derek Elley. In the Booklist, 76 (October 1979-March 1980).
- Ring, Daniel, "The Michigan Imprints Inventory of the Historical Research Survey," Detroit in Perspective (Winter 1980), pp. 111-17.
- _____, ed., Studies in Creative Partnership: Federal Aid to Public Libraries During the New Deal (Metuchen, NJ: Scarecrow, 1980), 145 p.
- _____, review of Materials and Methods for History Resources, by Carla Stoffle. In College and Research Libraries (March 1980), pp. 148-51.
- Tagore, Arundhati, "Religious Affiliations and Fear of Death," an abstract in Abstracts from the XIV International Congress of the International Association for the History of Religion in Conjunction with the International Association for Buddhist Studies (Winnipeg, Canada: University of Winnipeg, 1980), p. 122.
- Titus, Elizabeth and Richard Pettengill, comps., Oakland County Union List of Serials, 3d edition (Pontiac, MI, 1979), 429 p.
- _____, and Philip Singer. Resources for Third World Health Planners: A Selective Subject Bibliography (New York City: Conch, 1980), 150 p.

Clara DiFelice and Elizabeth Titus received grants of \$600 each from Oakland's Center for Community and Human Development; Indra David has been elected Vice President and President Elect of the Michigan Chapter of the National Librarian's Association; George Gardiner chaired the Council of Michigan Library Directors; Robert Gaylor was elected a delegate from Michigan to the White House Conference on Libraries and Information Science; Janet Krompart was elected Secretary of the Asian and African Section of the Association of College and Research Libraries for a three-year term; and George Gardiner chaired the Task Force on Goals of the Michigan Library Consortium and prepared its statement of goals.

A signage system for the library has been in the planning process for much of the year with considerable valuable assistance from Al Davis, coordinator of architectural services; the system will be installed prior to the beginning of the fall term. All old signs will be replaced by standardized plexiglass signs and an information kiosk will be set up in the lobby area of the main floor.

In an effort to improve the appearance of study areas, all seating furniture, if not repairable, was removed from the floors and the library's inventory. Replacement furniture is being sought from the University's surplus inventory.

A survey of student attitudes and expectations of the library was completed during the year; this study will be complemented by a survey of faculty needs and perceptions of the library in the coming year.

The survey of students' attitudes toward and their use of the library confirms our expectations that while students are reasonably satisfied with its collections and services, their use of the library is minimal by comparison with traditions we have known. What is most distressing but predictable is the students' perception that the faculty makes little effort to "teach with books." Other matters of importance to students are that frequently books known to be held by the library cannot be found on the shelves, that rapid and dependable copying services are essential in their study habits, that students who use the library depend heavily on its journal collections. Each of these, among other areas, will demand our concerted efforts to respond to positively in the months ahead, especially the crucial issue of the faculty's failure to guide students in the full utilization of the library's resources.

General indicators of library use showed modest increases over the year. Computer searches rose, in comparison with the previous year, from 53 to 124 searches. Questions answered at the reference desk increased from 25,236 to 25,667; the door count increased from 249,578 to 299,303; photo-copies made increased from 507,891 to 582,857.

Interlibrary lending rose 6.51 percent, from 4,761 to 5,071 total transactions. Borrowing rose 17.96 percent from 2,394 to 2,824 transactions, while lending declined 5.06 percent from 2,367 to 2,247 transactions, in comparison with the previous year. The number of items borrowed for Oakland students remained constant over the two-year period. The 28 percent rise in items borrowed by faculty has no ready explanation. The decline in items lent to other institutions is most likely accounted for by the fact that for part of the year Oakland was not a participant in the OCLC Interlibrary Loan Subsystem, a failure of the system to list Oakland's symbol.

The closing of the State's access offices, effective July 1, 1980, will dramatically change interlibrary borrowing and lending patterns in the next and succeeding years in ways that are not yet predictable except for the most obvious fact that Oakland must begin paying for items borrowed from the State Library, Michigan State, the University of Michigan and Wayne State at rates to be established by these institutions. Items borrowed from these institutions represented about 40 percent of the items borrowed for Oakland students and faculty.

The cataloging department processed 9,877 volumes during the year, including about 6,549 new acquisitions, 3,328 items which were recataloged or reclassified, 72 audio cassettes and records, and 104 films. Government documents received and processed over 18,000 state and federal documents and over 20,000 microfiche.

Fewer new programs were proposed this past year than has been the case over the past several years. Only two programs, the masters' in nursing and in sociology, were granted full university review and approval. A third program, the education specialist, which received university approval two years ago, finally received legislative support and was scheduled to begin this summer. A fourth new program, the master's in liberal studies, is in its second or third draft but failed to be voted on in the APCC or the Graduate Council. Collection evaluations in the several areas were either newly prepared or, in the cases of the master's in sociology and the specialist in education, were updated. In three of the areas the reference collection is adequate if not strong; the library's resources are further strengthened by the availability

of computer search services and the government documents collection. In all areas considerable journal support must be added at a new and continuing cost of between \$3,400-\$4,500. During the year about \$7,000 was allocated for new graduate and undergraduate programs approved in the last one or two years including the masters' programs in medical physics, linguistics, public administration, applied statistics and applied mathematics and the undergraduate programs in physical therapy and industrial health and safety. Of this sum about \$4,200 was expended on new journal subscriptions and \$2,800 on books, representing very modest support of these programs at best.

The expenditure of Critchfield funds ran at a much faster pace this year, about \$16,000, guided by Engineering's new library coordinator, Peter Stavroulakis. The fund is now enabling the library to receive one copy of all of the journals published by the Association of Computing Machinery as well as a copy of all of the association's newsletters while the School of Engineering receives two copies of the journals. Also, the fund is supporting the Institute of Electrical and Electronics Engineers' Open Order Plan through which the library automatically obtains all of the computing literature available from this organization.

The student check-off fee, matched by the OU Foundation, raised \$14,000 for the continued support of the reference collection this past year. The Alumni Association's \$3,500 gift for the purchase of a collection in honor of President and Mrs. O'Dowd has been used to purchase a subscription to the American Psychological Association's Catalog of Selected Documents in Psychology which includes technical reports, large data files, lectures, bibliographies and other important miscellany not available in the traditional psychology publications. A continuing subscription to the microfiche collection will be funded out of library general funds in the future.

Statements, below, of total expenditures, 1978-80, and general fund expenditures, 1970-80, conclude this summary.

LIBRARY ALLOCATIONS AND EXPENDITURES

1978-79 and 1979-80

	Adjusted Allocations		Expenditures		Balance
	1978-79	1979-80	1978-79	1979-80	1979-80
<u>General Funds:</u>					
Equipment:					
Library Materials	\$ 267,594	\$ 245,000	\$ 267,594	\$ 245,000	
Movable (Lib)	16,913	9,366	16,913	9,366	
Movable (AV)	4,100	12,000	4,100	12,000	
	<u>\$ 288,607</u>	<u>\$ 266,366</u>	<u>\$ 288,607</u>	<u>\$ 266,366</u>	-0-
Salaries & Wages (Lib) ^a	602,601	668,828	597,114	660,604	\$ 8,223
Salaries & Wages (AV) ^a	46,848	50,472	36,947	49,780	692
	<u>\$ 649,449</u>	<u>\$ 719,300</u>	<u>\$ 634,061</u>	<u>\$ 710,385</u>	<u>\$ 8,915^b</u>
Supplies & Services (Lib)	74,902	77,586	75,349	77,586	
Telephone (Lib)	8,365	8,601	7,617	8,601	
Telephone (AV)	2,355	2,767	2,479	2,767	
Faculty Travel	2,125	3,050	2,125	3,050	
Other Travel	5,100	4,034	5,200	4,034	
	<u>\$ 92,847</u>	<u>\$ 96,038</u>	<u>\$ 92,770</u>	<u>\$ 96,038</u>	-0-
Total: General Funds	\$1,030,903	\$1,081,704	\$1,015,438	\$1,072,789	\$ 8,915
<u>Non-Library General Funds</u>					
Work Study	\$ 2,878	\$ 2,954	\$ 2,858	\$ 3,029	(-\$ 75)
Computer Services	8,535	10,000	8,425	7,850	2,150
Total: Non-Library General	\$ 11,413	\$ 12,954	\$ 11,283	\$ 10,879	\$ 2,075
<u>Non-General Funds</u>					
Provost	\$ 30,000	\$ 40,149	\$ 30,000	\$ 40,149	-0-
Library Materials (Gifts & Grants)	23,103	58,522	23,103	58,522	-0-
Audio-Visual (Income)	123,819 ^c	61,224	104,438 ^c	45,878	15,346 ^d
Total: Non-General Funds	\$ 176,922	\$ 159,895	\$ 157,541	\$ 144,549	\$15,346
<u>GRAND TOTAL:</u>					
ALLOCATIONS & EXPENDITURES	\$1,219,238	\$1,254,553	\$1,184,262	\$1,228,217	\$26,336

^aExcludes fringe benefits

^bReverted to University Accounts

^cIncludes Revolving Account; the 1979-80 figure reflects a change in financing--there is no longer a revolving account

^dBeginning balance for AV's income account

Oakland University Library
GENERAL FUND EXPENDITURES^a

Year	Salaries	Increase or Decrease	Labor	Increase or Decrease	Supplies & Services ^b	Increase or Decrease	Equip- ment	Increase or Decrease	Library Materials	Increase or Decrease	Total	Increase or Decrease	FYES	% Change
1970-71	\$352,806	14.0%	\$107,184	14.2%	\$ 82,410	4.8%	\$12,360	-71.6%	\$155,500	-17.6%	\$ 710,260	- 1.7%	6,643	12.5%
1971-72	\$360,697	2.2%	\$ 99,378	- 7.3%	\$ 76,568	- 7.1%	\$12,000	- 2.9%	\$170,612	9.7%	\$ 719,255	1.3%	6,905	3.9%
1972-73	\$358,251	- 0.7%	\$ 95,670	- 3.7%	\$ 68,600	-10.4%	\$11,835	- 1.4%	\$168,687 ^c	- 1.1%	\$ 703,043	- 2.3%	7,403	7.2%
1973-74	\$371,545	3.7%	\$ 93,632	- 2.1%	\$ 67,573 ^d	- 1.5%	\$13,150	11.1%	\$246,417	46.1%	\$ 792,317	12.7%	8,120 ^e	9.7%
1974-75 ^f	\$460,240	23.9%	\$105,348	12.5%	\$ 67,534 ^d	- 0.06%	\$12,378	- 5.9%	\$193,567	-21.4%	\$ 839,067	5.9%	8,537 ^e	5.1%
1975-76 ^f	\$451,265	- 0.02%	\$ 97,700	- 0.07%	\$ 82,137 ^d	21.6%	\$ 7,867	-36.4%	\$196,763	1.65%	\$ 835,732	- 0.39%	8,612 ^e	0.8%
1976-77 ^f	\$523,982	16.0% ^g	\$ 74,735	-24.0% ^g	\$ 88,317 ^d	7.5%	\$ 4,852	-39.0%	\$232,113	17.0%	\$ 923,999	10.0%	8,493 ^e	-1.0%
1977-78 ^f	\$557,471	6.3%	\$ 77,345	3.5%	\$102,746	16.3%	\$ 9,966	105.0%	\$251,528	8.4%	\$ 999,056	8.1%	8,825	3.9%
1978-79	\$558,200	0.001%	\$ 85,762	11.0%	\$ 98,717	- 3.9%	\$16,666	67.2%	\$267,593 ^h	6.39%	\$1,026,938	2.7%	8,873	0.5%
1979-80	\$625,950	12.1	\$ 84,435	- 1.5%	\$106,917	8.3%	\$21,366	28.2%	\$245,000 ⁱ	- 9.1%	\$1,083,668	5.5%	9,421	6.1%

^aIncludes matching funds; excludes fringe benefits.

^bIncludes CDPC charges.

^cThe original \$98,087 allocated for books was increased through the following fund transfers: \$31,800 from the Library's Salaries account; \$5,800 from Labor; \$3,000 from Supplies and Services. In addition, a supplemental appropriation of \$30,000 was received in June 1973.

^dIncludes Faculty Travel and Non-Library General Funds.

^eSource: Budget Director's Office.

^fIncludes Audio-Visual Department, primarily Salaries and Labor.

^gThree C/T employees shifted from Labor payroll to Salary payroll mid-year.

^hDoes not include \$30,000 additional funds from the Provost.

ⁱDoes not include \$40,000 additional funds from the Provost.

CATALOGING DEPARTMENT
ANNUAL REPORT 1979-80

GENERAL INFORMATION AND STATISTICS

In fiscal year 1979/80 the Cataloging Department processed 9,877 volumes, exclusive of nonprint materials. In addition 372 cassettes and records have been cataloged and processed, primarily from the Collins George Collection. Approximately 75⁰/_o of this cataloging had to be input in the data base as original records (total original input was 482). The 104 films, housed in Audio-Visual, were also cataloged, a practice we intend to continue. 3,328 volumes were recataloged and/or reclassified. Approximately, 1,800 of these volumes were bibliographies reclassified to their subject classification; others were generated by the ongoing Reference review process, the Book Room review, and the Remote Storage project.

The workflow of materials has been somewhat revised. Pre-order searching now attaches a printout of the record (which they always made anyway) to the workform and forwards it to Cataloging. This change has resulted in the saving of terminal time since some authority work, all series decisions, and editing changes can usually be made away from the terminal. In addition we have instituted a number of changes to more fully automate the workflow: that is, all input stamps and replacement card information are done on-line.

This year a new pam-binding policy was instituted. Instead of pam-binding all paper bound materials routinely, we do them on a selective basis. Works which would not stand up on the shelf or would easily be lost or missed are pam-bound, others are not until Circulation identifies them as needing it just as they identify other materials for repair. This policy includes materials for Performing Arts Library with the exception that music scores are always bound, since they are useless otherwise. Two benefits have accrued from this policy; a great deal of time is saved in Physical Processing and hopefully the materials will have greater visibility without the gray jackets.

OCLC

For 1979/80 I had estimated an FTU (first time use) production of 9,800, with 98,000 cards. According to statistics supplied by OCLC our total number of billable FTU's was 10,499, with \$147.74 left at year end in our OCLC account. Accordingly for fiscal year 1980/81 I have sent OCLC an estimate of production of 9,900 FTU's with 99,000 cards. Though the recataloging will increase that number we will be within the estimated range.

We asked the Michigan Library Consortium to institute two profile changes for us. When the Reference Department decided to eliminate the Reference Title Catalog we changed our profile to receive only the Reference shelf-list card. They have also changed the profile at our request to make contents notes a printing field for our libraries. Contents notes are particularly important for music, though also helpful for other types of materials, and we have had to change tags at the machine to have them print.

SHELF-LIST PROJECT

The major problem with the Shelf-List Project has continued to be the identification and retention of personnel. This past fiscal year I hired and trained five shelf-list clerks of which only one remains on the job.

Even with the high rate of turnover, however, we converted 15,583 items into machine readable form and are now at the halfway mark. We have skipped for the time being two sections of the Shelf-List: law books for which schedules have not yet been published and records for music scores and discs (call numbers M-MA). The law books are extremely small in number and can wait until the schedules are published. The M-MA comprise about 30 drawers of the shelf-list, but I feel that it is wise to skip them until OCLC enhances certain search capabilities, that they have been promising for some time now. At this time the searching of these records is extremely complex and often results in a "dead end search". The time that would have to be invested in training a clerk to search and identify these records correctly is not worth the results we could hope to get, with the searching restrictions now imposed by OCLC.

I have also revised the workflow for the Retroconversion project. While the change puts a greater burden on the supervising librarians, I think it is beneficial in terms of quality, and so far has been working very well. The conversion project is important not only for getting our records into machine readable form but also for cleaning up errors, standardizing series, and achieving greater consistency in the catalog patrons now must use. In addition the cooperative aspects of the project cannot be disregarded.

KING LIBRARY CATALOG COST STUDY

In July and August 1979 Janet Krompart and I worked on the King Research Library Catalog Cost Study. This project was basically a means for costing out for our libraries (chosen as the prototype for middle-sized academic libraries) various alternative catalogs. Janet and I assembled the input values for the Oakland University Libraries. It was unfortunate that we had only a month and a half for this aspect of the study. The small amount of time allotted for the data gathering necessitated our using more of King's default figures, as opposed to developing our own to insure maximum accuracy. The cost study done in the Cataloging Department in 1973/74 proved very helpful however in providing data as to the time various tasks took to complete and by inflating the dollar value of these we could arrive at reasonable figures.

We asked King Associates to run six options that seemed feasible for our libraries: card-to-card, card-to-COM, card-to-online, unified COM, unified online and unified card. Though the complete data is available I would like to address some of the more interesting results. The COM and the online options came out very close in terms of cost. In fact COM in the long run is probably more expensive. The online option while initially very expensive, drops significantly in cost once the major pieces of equipment have been purchased. On-line is a much more desirable option in terms of use, maintenance, and data manipulation, and since the cost of the options is so competitive we should certainly aim for that solution. The card options, though still feasible for libraries of our size, are much more labor and space intensive. Labor and space costs increase not only because of inflation, but also because the size of the catalog increases.

The Michigan Library Consortium made available to us the program for running these cost models. Barry Johnson, Library Systems Analyst, converted the program to run on the Honeywell Multics and has debugged it, so that we can

run them for other interested libraries. In May 1980 King Research published the final report on this project.

PERSONEL

The Cataloging Department is currently staffed by two librarians and five clerical technicals. Linda Hildebrand in addition to doing the music cataloging is the Coordinator of Reference Services and an active participant in the instruction program. Ann Pogany is the back-up for Collection Development, and does collection development in philosophy and linguistics in addition to basic reference service.

Kim Northrup, the level four Cataloging clerk transferred to the Acquisition Department on September 10, 1979. From several candidates we selected Kathleen Audette, who replaced her on December 10, 1979.

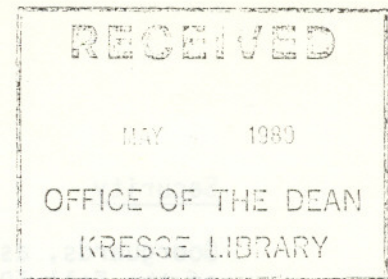
The Cataloging Department en masse attended the Michigan Library Consortium AACR II Workshop at Oakland University on June 3, 1980, which we helped arrange for them. It was a very well organized and attended workshop. In the fall the Department will hold mini-workshops to familiarize itself more fully with the new rules, which will officially go into effect on January 2, 1981.

The student budget for this year was \$8,000 of which we expended \$7291.19. The adequacy of the student budget is critical for the Department since a variety of tasks, which impact directly on the availability of materials to the user, are handled by students.

Ann Pogany
Cataloging Department
Revised Sept. 9, 1980

AP:lsf

ANNUAL REPORT 1979-80
KRESGE LIBRARY
CIRCULATION DEPARTMENT



Personnel

The department saw several personnel changes this year beginning with the hiring of Tricia Brooks to fill the Microforms Assistant position in January. Less than two months later Ann Sattler resigned to accept a position in the Interlibrary Loans department. In her one year in Circulation Ann made substantial contributions. At this point some of the clerical duties were re-assigned and Tricia assumed most of the duties previously performed by Ann, essentially leaving the Microforms position vacant. Tricia has adjusted extremely well learning two different jobs in a relatively short period of time. The vacated position was then filled by Barbara Taylor who promises to be a valuable employee.

The Night Manager program was put into effect in January and has proven very successful. The Night Managers work the evening and weekend hours and have several important responsibilities; they provide basic reference assistance, monitor student assistant activity and assume responsibility for securing the building at closing. All of the Night Managers hired thus far have done an excellent job.

Linda Lindemann continues her high level of performance and with the recent personnel changes, position reassignments, etc. has assumed a more clearly defined "second in charge" role in the department.

The performance of student assistants must again be mentioned. While it is not faultless it is of remarkable quality considering the ever increasing amount of material our students are expected to learn.

Microforms

Responsibility for Microforms was officially transferred to Circulation on January 2. This has been a successful transfer, if for no other reason than the fact that assistance is now available during all hours the building is open. Also, the Microforms Assistant, in addition to her duties in the Microforms room, is able to provide much needed support at the Circulation desk. The relocation of the microfilm and microfiche printers from the lower level to Circulation has also been an improvement both in terms of assistance to the user and improved control over keys and money handling. While much work remains to be done including a major shifting and re-labeling project, the area is now being handled in a manner that is much to the benefit of the library patron.

Security

Doorguards, as a means of exit control were phased out at the end of the Fall 1979 term. We are now fully dependent on the Check-point system which was installed in January 1979. The project of "tagging" the materials to be protected in the existing collection was completed during the year. At this writing 63,668 circulating and reference books, 3,894 periodicals, and 9,176 documents have been protected. All new acquisitions will, of course, be protected as well.

The system operates remarkably well, preventing on the average, one unauthorized removal every two weeks.

In regard to personal security I would again like to express some concern. I do not feel we are providing adequate protection to our student employees, in particular, at closing time, which can be as late as 1:00 am during parts of the year. The campus is ill-lit and deserted at this time of night and it is quite a long walk from the library to the dormitories or parking lots. I would urge that further attempts be made to persuade Public Safety to provide at least minimal protection.

Automated Circulation System

KLICS suffered several severe failures this year that led to a great deal of additional work for both Computer Services and Kresge Library staff, an inability to maintain accurate records or retrieve overdue materials for several weeks, and serious doubt as to the continued existence of the system. In September we encountered an example of short sighted system design when it was noticed that items with 1980 due dates were being read as due in 1970. After involvement by the Dean of the Library and the Director of Computer Services the problem was finally resolved in December. Then, just weeks later, a problem involving out-of-sequence records appeared which left us with an inoperative system for several more weeks.

We are now faced with the problem of conversion from the IBM 360/40 to the Honeywell. The source code of the system cannot be converted as it stands nor, needless to say, is anyone anxious to have it converted "as is." Faced with an indefinite but, in any case, inevitably forthcoming deadline for removal of the 360/40, Computer Services has set out on a course of converting only portions of KLICS and modifying and re-writing the remainder. Steve Fasbinder and Bill Thompson have been consulting with me concerning our needs on a daily basis and if successful, a much more stable, and in some ways, a much improved system will result.

On another front, the possibility of purchasing a total library system such as GEAC continues. A March 27 demonstration of the system has

convinced many people of the desirability of such a system. However, because of the costs involved this obviously cannot be viewed as any kind of immediate solution to our many system problems.

Services

Hours of service were extended this year by closing three hours later on Friday and Saturday and opening an hour earlier on Sunday during Fall and Winter terms for a total of seven additional hours. Three hours have been added to the schedule for Spring and Summer terms. The additional hours place us, in regard to total service hours, approximately in the middle when compared to the other state supported institutions in Michigan with a total of 95.5 hours per week.

Remote Storage

The project of removing infrequently used monographs to a remote storage location continues. As of this date slightly over 10,000 books have been transferred and over 52% of the available space in the storage location is now occupied. The number of retrievals for patron use remains steady with 300 requests filled this year to date /mostly journals/

David L. Gustner
Manager, Circulation Unit

May 6, 1980

Collection Development 1979/80

Periodicals

Probably the Collection Development activities most visible to those within and without the Library this year had to do with periodicals. We both added new periodical subscriptions and had a periodical review resulting in cancellation of subscriptions. A little over \$4000 was allocated for new subscriptions - \$1000 for titles to support new programs, \$1000 to fill in obvious gaps in the periodical collection, and \$2000 to allow each academic unit that receives a book allocation to select \$100 of periodicals. New programs supported included three programs which had also received some special funding during the previous fiscal year - more details in budgeting section. With the \$1000 designated for gaps, over 50 subscriptions were added. (Interestingly about 30 of these were reinstatements of titles cut in earlier periodical reviews.) The principal means for selecting these 50 titles was a vote by members of the Library Faculty on a list of about 100 possible titles. This list had been compiled by Richard Pettengill and myself primarily from our review of titles not currently subscribed to that are included in the Wilson indexes (heavily used by undergraduates especially). The \$100 designated for new subscriptions for each academic department and school was announced to the Library Coordinators in early January. Surprisingly six units did not respond - Art, Engineering, English, Music, Physics, and Communication Arts. Since several titles of relevance to English and Communication Arts were included in the titles added with the "gaps" allocation, these 2 units did come out fairly well any way. Engineering, of course, has had several new subscriptions begun with Critchfield funds. For several of the titles added as new subscriptions, backfiles were also purchased. Generally these went back approximately 5 years. Special attention was given to obtaining back issues for reinstatements.

Although there had already been 3 periodical reviews since 1973, it seemed necessary to have still another review this year. Projected inflation rates for periodicals (20% projected for 1980) combined with concerns about next year's Library budget mandated such a review. This review, however, was carried out in a way very different from that of previous years. Each Library Coordinator was sent a list of approximately 100 fairly expensive titles (the most expensive cost \$2,346 in 1979) that had had little or no recorded use during the fall periodical use study. (Since a title had to be re-shelved to get a recorded use, it was obvious that the use study did not furnish a complete picture of all use of a periodical during the time period of the study.) Coordinators were asked to provide brief justifications (Relating to current academic programs and research) for any titles they wanted retained. Response was mixed. For example, the Department of Mathematical Sciences provided justifications for 12 of the 14 math titles and indicated the other 2 titles could be cancelled. Other departments also both asked that certain titles be retained and listed others as dispensable. Still other departments were "up-in-arms" about the whole matter - most especially Physics and Biological Sciences. I must quote from one angry memo that I received to illustrate the depth of feeling aroused by the review: "From my point of view, the journals you retain or drop in such a completely unusable library are completely irrelevant."

At the time we distributed the review letter, we had hoped to be able to cancel some \$10,000 worth of subscriptions. Actually we were only able to cancel around \$4,500 worth. (This figure included several library tools such as the Cumulative Book Index, Library and Information Science Abstracts, etc. that were identified after the data from Library Coordinators had been reviewed.)

Collection Development as a Core Service

My principal goal during the year was to get the C.D. core service participants more involved in all aspects of collection development. There has never been a lack of willingness on the part of the participants, but there has been a lack of organization toward that goal on my part.

In October, \$10,000 from the Library Gift Account was earmarked for the purchase of books to be selected by 7 C.D. participants (including myself) in 13 different subject areas - Area Studies, Applied Statistics and Mathematics, Biology, Chemistry, Education, Health Sciences and Nursing, History, Linguistics, Management, Philosophy, Political Science, Psychology, and Public Administration. One innovation that seemed to work quite well was that in a few areas participants worked in pairs to cover the subject. I project that by the end of the year the \$10,000 will have been spent - a definite improvement over last year. As in the past, money was allocated from state funds for collection development activities in performing arts (\$1500) and for "general" purchases in all areas. (Coverage of performing arts involved an 8th C.D. participant.) Out of the "general" fund came the purchase of expensive items suggested by teaching faculty, of books suggested by students and by librarians serving at the Reference Desk, and of current books in all subject areas that were identified through standard library reviewing tools such as Library Journal and from publishers' catalogs.

In addition to the 8 librarians participating in the selection of circulating books, all librarians serving at the reference desk shared in the development of the Reference Collection under the direction of the head of that unit. Heads of the Government Documents Unit and the Audio Visual Unit were responsible for selection of materials in those areas. All three of these librarians (none a part of the 8 mentioned earlier) were included as a part of the C.D. group.

During the year there were 2 meetings of this group. These meetings were good vehicles to encourage participation in other C.D. activities. As a result of highlighting needs there, C.D. participants aided in the selection of gift books to be added to the collection, in suggesting titles to be purchased on subjects identified by students as underrepresented in our holdings, and in the preparation of collection evaluations for the Graduate Council. Ann Pogany once more participated in C.D. in a special way by serving as my "back-up" during Spring term.

Failings for the year must also be mentioned. No formal mechanism has yet been established for interlibrary loan input into Collection Development. (I should mention, however, that the Interlibrary Loan Librarian did rely on ILL data in her suggestions of periodical titles to be added with \$1000 for "gaps". This was quite useful in the final selection of titles.) Also I failed to make any progress in implementing a monograph use study. (Linda Guyotte did do some preliminary work on this based on a paper I did several years ago.)

Collection Evaluations

There were fewer new programs proposed this year than during the past few years. Only two programs (Masters in Nursing and Sociology) came before the Graduate Council, and one of these had been before the Council in slightly different form two years before - Sociology. Both of these programs eventually received full University approval. Another program, approved by the University two years ago, received approval by the State and will be implemented this summer - Specialist in Education. A proposal for a Master's in Liberal Studies reached the second draft stage, but it did not come before the Graduate Council. I was not aware of any proposals being formally reviewed for new undergraduate programs.

As a result of this activity, I prepared collection evaluations detailing the Library's ability to support graduate programs in Nursing and Liberal Studies and updated the 1978 report I had written for Sociology. For the Nursing report I received valuable help from Richard Pettengill, and Janet Krompart and Dan Ring served as resource persons in my preparation of the Liberal Studies assessment.

In all three areas I found the Reference Collection to be especially strong. For Nursing and Sociology, the existence of Computer Search Services and the strength of our Documents Collection are definite assets. However, in all three areas our periodical collection will need to be strengthened to some extent. Of course, our Nursing and Sociology holdings in periodicals did receive a slight boost this year by the \$100 allocated to each unit for new subscriptions. Liberal Studies gained from selections made by Philosophy and from the titles added with the \$1000 "gaps" allocation. I was most concerned about our ability to develop a sufficient book collection for Nursing. For as long as the undergraduate program has been in existence, it has had supplemental funding for library purchases from the Friends of the Library account. This year this funding was depleted. More funding for books for the undergraduate program will be needed as well as additional funding for the graduate program. If the Nursing and Sociology programs are implemented next year, I conservatively estimate that we will need approximately \$2700 to support them for that first year.

Budgeting

As had been done last year, departmental allocations (for book purchases) were reported to Library Coordinators early in the fall term before the actual Library budget was ever received. Allocations for all academic units except Modern Languages were the 1978/79 amounts including the 20% added in January 1979. The allocation for Modern Languages did not include the additional 20%. This year Learning Skills did not receive a specific allocation, but was told that requests up to \$200 would be honored. Again this year coordinators of concentrations were informed that they could select up to \$200 worth of book titles. Response from coordinators of Film, American Studies, Archaeology, Social Services, Religious Studies, and Comparative Literature was received.

Also included in this year's Materials' Budget was \$4000 for new periodical subscriptions (see 1st section of report) and \$2800 for books for new programs. (The \$4000 included \$1000 for periodicals for new programs.) Initially no money in the Budget was allocated for the new undergraduate program in Industrial Health and Safety because I had understood that special funding would be provided for this program.

Programs originally receiving allocations were Master's programs in Medical Physics, Linguistics, Public Administration, Applied Statistics, and Applied Mathematics and the undergraduate program in Physical Therapy. (The first 3 graduate programs had all received initial funding during 1978/79.) After I learned that there would not be special funding for Industrial Health and Safety, it was decided to combine the regular Health Sciences book allocation with the book allocation for Physical Therapy to provide for books for the 2 new programs and for other Health Sciences programs and to allocate \$250 for periodicals. (The \$250 was used with the \$150 for Physical Therapy periodicals and the \$100 designated for new periodicals for each unit to provide periodicals for both new programs.)

Other Funding

Expenditure of Critchfield Funds for Engineering went at a much faster pace than it has any year since the fund was first established. The new Library Coordinator, Peter Stavroulakis, has been able to provide what has seemed like an endless supply of requests for book materials. It may be that in the coming year this pace will have to be adjusted to an agreed upon rate to insure that the fund will last a decided upon length of time. In October the Critchfield Fund provided the fee for the Library to become an institutional member of the Association for Computing Machinery. As a member the Library receives 1 copy of all the ACM journals and the School of Engineering receives 2 copies of these same journals. Membership also enabled the Library to subscribe to all of the ACM newsletters for only \$125. In the Winter term the Library signed up to receive a portion of the materials (non-journal) available through the IEEE Open Order Plan. Under this plan we will be automatically receiving all of the computer materials available under this plan. These IEEE materials will be paid for with Critchfield funds.

In the fall term the Library began receiving funds through the student "Library Check-Off Fee." By the end of the Winter Term the Library had received nearly \$7,000 from the students and \$7,000 in matching funds from the OU Foundation. This money was designated in the Library Budget for the Purchase of reference materials. However, as a result of the establishment of the fund, we instituted a means of taking student suggestions for all types of library materials by placing a suggestion box and supply of printed forms in the card catalog area. Most suggestions have been for non-reference materials, and those materials appropriate to the collection have been purchased with regular Library funds. (Suggestions regarding the building and services have been forwarded to Indra David.)

The Alumni Association chose to designate \$3500 of funds it contributed to the Library for the purchase of a collection in honor of former President Donald O'Dowd. Since his academic background was in the field of psychology, it was decided to purchase the microfiche collection of items indexed by the American Psychological Association's Catalog of Selected Documents in Psychology. This collection includes technical reports, large data collections, lectures, bibliographies, etc. that are both indexed in the Catalog and in the on-line data base of Psychological Abstracts. The \$3500 provided enough funds for the collection through 1979. A current subscription to the microfiche collection and to the Catalog will be continued out of regular Library funds.

Significant Gifts

During the year the Library received four fairly large gifts of books and journals. Two of the gifts came from members of the University community who were leaving - President O'Dowd and Dean Reuben Torch. From both of these gifts we were able to add a few items to our collection, to provide books for students and faculty to buy for a small donation, and to give some useful titles to the library of a neighboring academic institution (Midwestern Baptist College of Pontiac). Similar use was made of a gift received from Thelma James. (The O'Dowd gift contained approximately 650 periodical issues and 175 books. The James gift had 225 periodical issues and 654 books. As I understand, the Torch gift is still in progress.) In the Spring term Mrs. B.E. Walrod gave a collection of books, journals, and records that had belonged to her late husband. Preliminary information about the collection indicated the records would be a valuable addition to the Performing Arts Library.

Around the end of 1979 the Library received approximately 10 expensive books (\$150 to \$300 each) from the Martin S. Ackerman Foundation. A few of the 10 duplicated each other since the Foundation was at first sending a copy both to the Library and to the Meadow Brook Art Gallery. (The Gallery was then giving their books to us.) The most interesting of the books was an illustrated edition of The Rime of the Ancient Mariner.

Workings of Collection Development Unit

There was a crisis in the pre-order searching aspect of Collection Development when we discovered in late October that our student labor budget had been cut below our previous year's expenditure. I knew immediately that to be able to search sufficient orders to spend the book budget that the C.D. unit would overexpend its student budget before the end of Winter term. After conferring with Indra David, it was agreed that this overexpenditure would be allowed. (As of April 20 we were \$750 over the budget.) For Spring term a full time student from the Performing Arts Library was shared with the C.D. unit to provide necessary student assistance.

Beginning in the Winter term we decided to reduce the paperwork of those in the Library by no longer requiring that requests for books be submitted on book request forms. We began accepting brochures, copies of reviews, and computer printouts. Since all of our searching is now begun at the OCLC terminal, the OCLC data for the items requested can be printed for searching by the students in the card catalog, etc. Hopefully, in the Fall term this lessening of paperwork can be extended to the Library Coordinators by our willingness to accept Choice cards without an attached book request form.

MHM/mh

Mildred H. Merz
Collection Development

INTRODUCTION

The following commentary covers the activities of the Computer Search Services (CSS) unit from July 1, 1979-June 30, 1980. It should be noted that this is the first time that an entire twelve months of activities can be reviewed, as the service was initiated in the middle of the previous fiscal year. The CSS unit is still essentially in its developmental stages. As a result, all areas of activity within the unit are in a continuous state of flux, which over time should stabilize. Two library faculty members performed as coordinators of the CSS unit, but the focus of this annual report is on events occurring during the Fall/Winter term. (Summer 1979/Spring 1980 - R. Pettengill; Fall/Winter 1980 - E. Titus)

Summary of Activities

- Revision of all CSS procedures and policies
- Transfer of invoicing and payment functions to Library Budget Officer
- Establishment of a monthly statistical reporting mechanism for the unit
- Review, update, and revision of CSS request forms and internal operation forms (e.g., rate charts, searcher aids, logs, etc.)
- Received Lockheed Dialog System Training (BASIC) (Titus; Hildebrand)
- Searchers provided group demonstrations individuals or groups, e.g., Freshman Orientation Program; L. Pino/Grant Committee, Cameron/Art and Art History
- Designed and published instructional aids for understanding database print-out symbols (ERIC, MESH, PSYC)
- Labeled several reference indexes to identify that they are available for online searching.
- Established contract with Lockheed Dialog on a "use fee" basis.
- Changed the pricing structure for the provision of CSS services to users.
- Explored the applications of online systems for Reference Services and Collection Development (Hitchingham, Titus, with respective coordinators/units)

Staffing Commentary:

Tina Persha, Microforms/CSS clerical assistant, accepted a staffing position with the Audio-Visual Services unit in the first few weeks of the Fall term. In reviewing this open position, it was decided that CSS clerical support demands were not of sufficient volume to maintain the previous type of support. All invoicing and payment operations for the CSS were transferred to the Library Budget office. Other clerical duties such as keeping records, handling of printouts received, calculating bills, etc., were dispersed among the unit searchers and the coordinator. Searcher, processing, and billing procedures required review, revision, and rewriting because of this staffing change.

Although seven library faculty members at one time or another during the year conducted searches, those library faculty assigned as searchers (Hildebrand, Hitchingham, Pettengill, Titus) provided the majority of services. (Appendix B)

An attempt was made when possible to provide as much opportunity for all searcher's to gain experience, however, the volume of activity is not presently sufficient to give the number of searchers we have as much online time as they need. In addition, the ability to do effective searches in the sciences is dependent on a searchers subject strengths. Although we have more than adequate searcher staffing for the CSS unit, searchers who can comfortably handle the highly technical science databases are not as abundant. With the assignment of a science-oriented searcher (L. Guyotte) to the searcher team in 1980-81 we will strengthen this area.

Statistics

At the beginning of the Fall Term 1979 a monthly statistical reporting system was implemented. It was designed to report on the following areas of activity:

Appendix A - Transactions (Handled and Actual)

Appendix B - Individual Searcher Activity

Appendix C - Type of System Used Activity

Transactions (Handled and Actual)

Since only eighteen months of statistics are available on the number of transactions handled, it is premature to attempt to identify trends. However, some general observations can be presented. (Also, Appendix D)

	Transactions Handled	Actual Searches
1978-1979	53	53
1979-1980	131	124

We seem to be slowly growing in the volume of transactions we do. Most interviews do result in an actual search. The monthly pattern of activity seems fairly constant over the entire year with spurts of activity in January and May.

Individual Searcher Activity

Because of our faculty staffing patterns the activity reported for each faculty member spans different time periods. During Fall-Winter two searchers (Titus, Hitchingham) had high activity. Two searchers had lower activity (Hildebrand, Pettengill). All activity shifted in the Spring term to one searcher (Pettengill) which brought his activity up significantly.

Type of System Used Activity

The system used by CSS searchers most frequently is the BRS system. Lockheed (Dialog) is primarily used for the engineering related files. Although several data bases are available for searching, the searchers tend to use a limited range of them which are identified below:

Summary of BRS System Activity by Name of Database (1/1/80 to 6/16/80-YTM)		Database	Online Time
		FREQUENT USE	
		MESH	8.872
		ERIC	7.207
		PSYC	2.461
		CHEM	1.700
		CROS	1.576
		BIOL	.901
		INFO	.866
		SSCI	.826
		BOOK	.810
		CAIN	.480
		INSP	.456
		NCMH	.312
		SMIE	.290

Type of System Used Activity - continued

Summary of BRS System Activity by Name of Database (1/1/80 to 6/16/80-YTM)		<u>Database</u>	<u>Online Time</u>
Low Use	Management	NTIS	.130
		ECER	.090
		PAIS	.008
Low Use	Management	NEWS	.520
		ACCT	.170
		HOLD	.027
Source: BRS System ACCT file.		ALL Databases - 27.779	

Other descriptive statistics for the CSS unit will be presented in a supplemental report at a later date. Information from the CSS request form is now being computerized using the SPSS (Statistical Package for the Social Sciences). (Hitchingham, Titus) We then can review data on types of users, costs to users, departments using services, searcher time (interview, formulation, review), etc., and maintain an online records system.

Reference and Collection Development

The latest trend in the applications of online systems is to promote their use in the area of reference and collection development. Time was spent with the reference group showing them the online capabilities of the BRS system for their respective areas. Searchers were given an opportunity on a limited basis to use BRS for reference or collection development. Also, Reference and Collection Development Coordinators were encouraged and assisted in preparing budgets to support the further development of online services within the University Library.

Training

Because of the constant changes made in the systems used and the magnitude of the number of databases available to use, training is an ongoing essential process for

Training - continued

a searcher. Unfortunately, training is also developing into an expensive undertaking. It was felt that this type of training was required to provide a library service and that it should not have to be funded solely from an individual searchers resources. A request was made that an administrative travel budget category be designated and allocated funds specifically for funding some of the searcher training costs. This was approved and will be implemented in the new fiscal year.

MIDBUG (Michigan Database Users Group)

This group is developing into the statewide searchers professional organization. They provide continuing education and training programs of interest to online users and are multityped in their orientation. I have been elected to their Executive Board and will be assuming the responsibility for being the treasurer and in charge of membership. Since this group is in its second year of existence, Oakland will be part of contributing to the organization's initial stages of growth.

Critchfield

The Critchfield fund was available to support certain budget areas of the CSS unit for the first three years of its operations. During the next fiscal year the support from this fund will be limited to searching charges incurred by individuals from the School of Engineering.

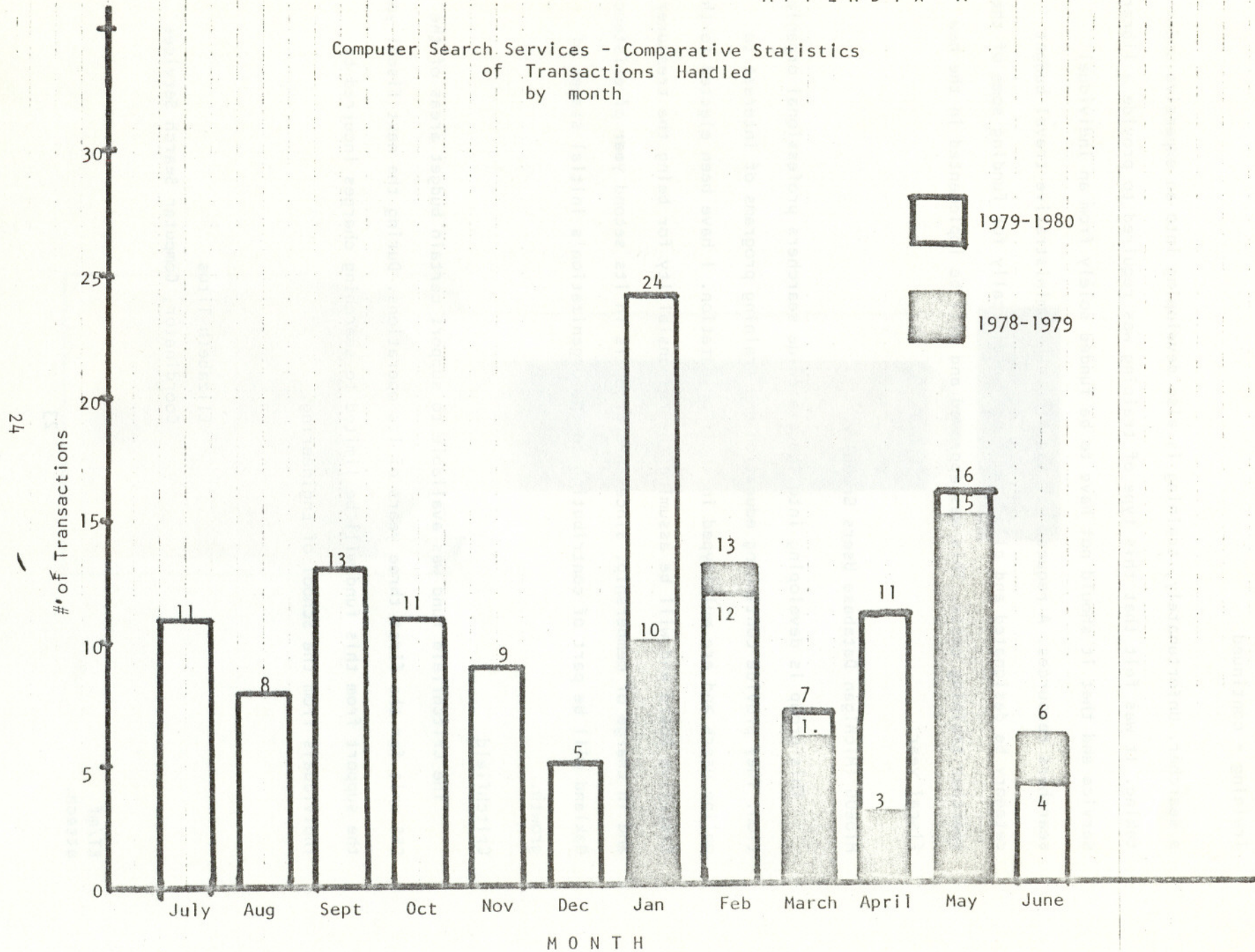
Elizabeth Titus

Coordinator, Computer Search Services

ET/mf
attach.

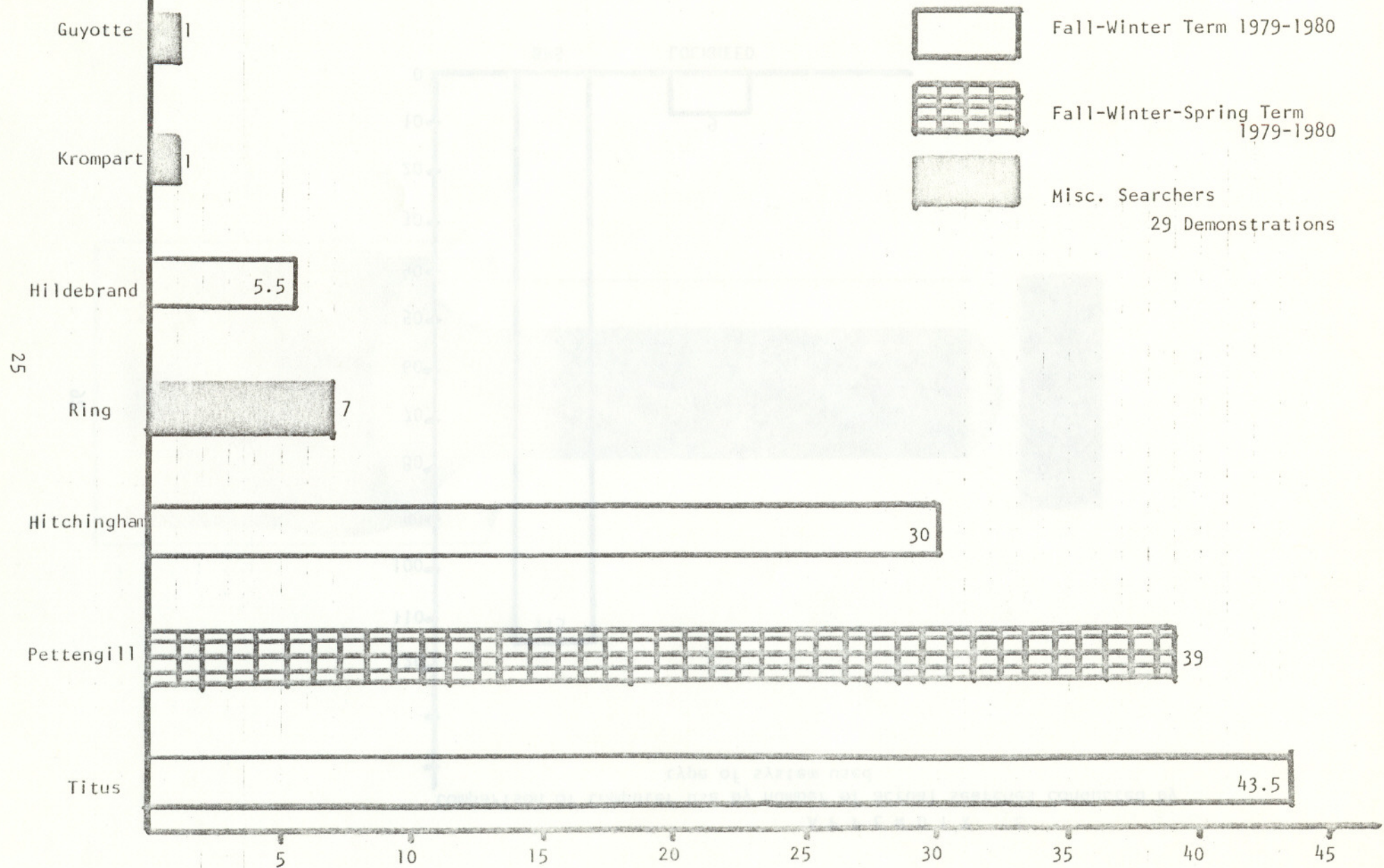
APPENDIX A

Computer Search Services - Comparative Statistics of Transactions Handled by month



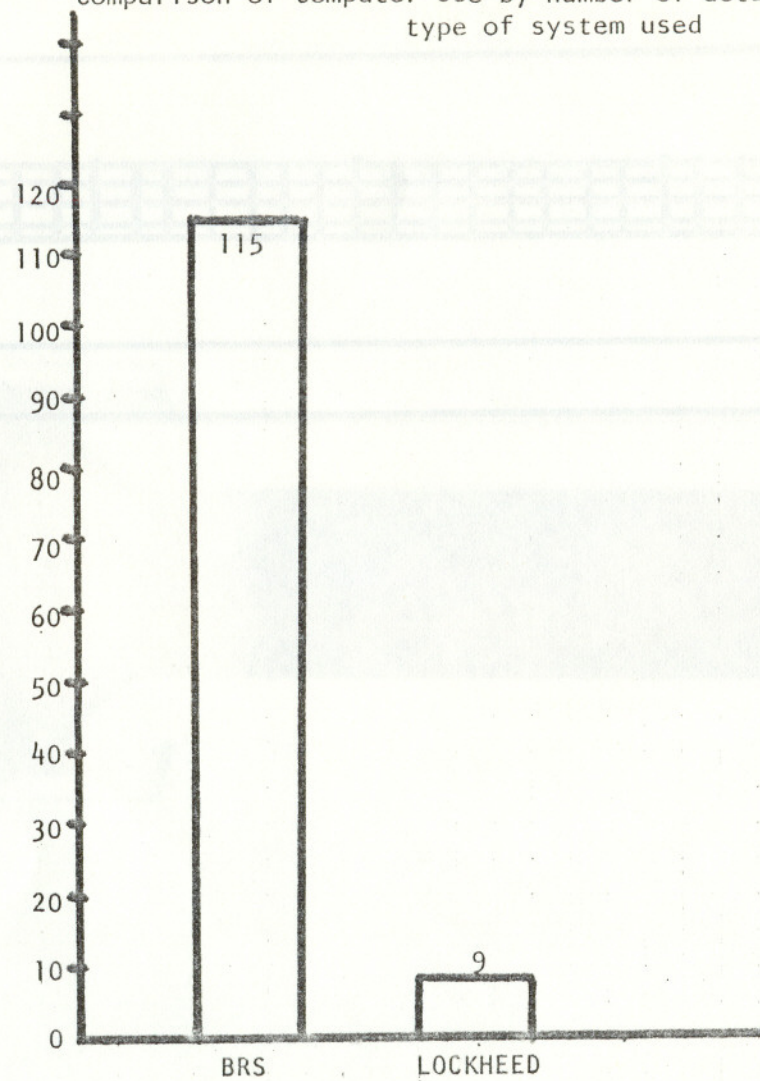
APPENDIX B

Computer Search Services- Summary of Searcher Activity by Transactions Handled 1979-1980



APPENDIX C

Comparison of Computer Use by number of actual searches conducted by type of system used



Computer Search Services
Comparative Statistics on
Total Number of Transactions
Handled by year

	Transactions Handled	Actual Searches
1978-1979	53	53
1979-1980	131	124

NOTE:

Computer Search Services
established Fall Term 1978.

Statistical Records
initiated in January 1979

ANNUAL REPORT FOR 1979-1980

DOCUMENTS UNIT

If the tempo of the Documents Unit during the 1979-1980 academic year was to be characterized by only two words, they would have to be adjustment and stability.

Both myself and the Documents Clerk experienced our first full year in our respective positions, and so 1979-1980 was a time for learning (or in my case, relearning) special skills and becoming adjusted to our various routines. These tasks were made easier by a stable staff situation which saw absolutely no turnover among our six student assistants, aside from one senior who completed her graduation requirements at the end of the spring term.

Two events -- one negative and one positive -- relating to the reference service offered by the unit deserve some mention here:

*Due to my insistence that the unit stay within its student assistance budget, a cutback in coverage of the documents area was experienced during the winter term. In previous years, when strict adherence to the budgeted allotment was not observed, students had been assigned evening hours, and so consequently someone was on duty until 9 p.m. on each night Monday through Thursday. In order to stay within our budgeted allotment this year, I had to eliminate these hours beginning in January, a move which had very little in the way of perceptible effect upon our operational efficiency. I should in all candor admit that, although I've alluded to the move as a negative event, I was not particularly chagrined by the necessity of this action. I'm just not much of a proponent of permitting students to perform reference duties in the first place.

**The positive aspect was really only an initial planning step, but it augurs of beneficial results in the near future. At a regular meeting of the Reference Group, a proposal that all librarians participating in the reference desk schedule be assigned regular duty in the documents unit was unanimously accepted. The rationale behind this concept is not to broaden coverage in the unit, although this would be an inevitable result of such an activity. Rather, I feel that the major benefit would be an increase in the usage of government documents brought about by a heightened awareness among the reference staff of the incredible wealth of material published by the Federal government. It is anticipated that this concept will be presented to the Executive Committee for approval this summer and would then be instituted during the fall term.

This past year witnessed a continuation of the vast outpouring from the U.S. Government Printing Office that had been cited in the past several reports done by my predecessors. During the first ten months of 1979-1980 almost 18,000 hard copy documents were received and processed. In addition, 19,300 pieces of microfiche were acquired. The total number of documents received during the July 1979 - April 1980 period appears to be running ahead of previous years' totals, although this will not be confirmed until final figures for the year are available sometime in July.

All this new material has helped to exacerbate a critical space situation also alluded to in earlier reports. Additional storage space in the book hold was assigned to documents in the fall, and this somewhat relieved the immediate strain. However, if the high volume of acquisition continues, more shelving space will be needed soon. To further attempt to relieve this condition, a record number of documents were discarded during the year (a long overdue project which will be continued in the next several years).

The greatest hope of permanently solving the documents space problem appears to lie with the GPO's conversion of many of the greatest shelf-consuming series into microfiche format, a project which was significantly revved up during 1979-1980. We selected the microfiche version of the House and Senate Reports series, as well as the Serial Set which is presently in its hard copy version taking up almost a complete range of shelving. While I am not in the least bit committed to a universal preference of microfiche over hard copy, I will continue to select this particular format when it comes to very low-use items or, more importantly, to series which in their hard copy versions require significant shelving space. I am not unaware that this philosophy shifts some of the space problem burden we've been experiencing to the Microforms Unit, but dollarwise and physically they are better equipped to cope with it.

Aside from our usually hectic day-to-day operation, several major projects were undertaken by the Documents Unit:

- 1) A shelflist of holdings was begun with the inclusion of all currently received Federal materials. As time permits, all retrospective holdings will be included, with the goal of a comprehensive file achieved within three to four years. Mrs. Brannstrom, Documents Clerk, is performing the bulk of this task in addition to her other regular duties. When completed, I would like to find some way to allow public access to this important file.
- 2) Initial planning was undertaken toward the goal of permanently closing out the government documents periodical section. While no final date for completion of this project has been set, I have met with Richard Pettengill and Alexis Salisz in an attempt to arrange for a portion of these titles to be transferred to the third floor; the remainder would be

integrated into the regular documents collection by SuDocs Class number. I will be pressing forward with this project over the next few years with persistence.

- 3) While our participation was on the passive side, a major change during the past year came about with the centralization of the library's microform holdings. This move carried with it both advantage and disadvantage for us, but I felt that, in toto, it would be a positive step, which it has proven to be.
- 4) Three versions of a computer printout of depository items selected by Kresge Library were received during the year, reviewed for errors and then returned to the GPO. This task, undertaken by Mrs. Brannstrom with assistance from several students, took a goodly amount of time to complete. Necessitated by the switch at the GPO from a completely manual system to a computerized set-up, this project will now result in our getting a new printout each quarter, on which we will be able to add and/or delete items on a much more reliable basis than in times past (under the manual method, making additions or deletions were greatly time-consuming and were fraught with unpredictable results).

Staff development, in such a complex and fast-changing field as government documents librarianship, becomes critically important in my opinion, and so both Mrs. Brannstrom and I took advantage of workshops offered during the past year. In September, Elisabeth attended a workshop dealing with legal reference sources, sponsored by the Flint Board of Education and held at the Flint Public Library. I attended a workshop in May dealing with patent information. Held at the Detroit Public Library, this session was sponsored by the Government Documents Round Table of Michigan.

I would like to close out this report with a few words regarding usage of the government documents collection. It is hard to argue with the premise that government documents are the best deal going for Kresge Library. For a minimum of investment, the library gets the use of an almost unlimited array of printed information. But it is equally unarguable that these materials are greatly underutilized and it is one of my major, long-term goals to correct this situation. There are myriad ways to promote the use of documents which should be attempted. We've already done some things that help --- for example, giving heavy emphasis to documents in Learning Skills 101 library instruction sessions has made some impact. Having reference librarians regularly working in the documents area will increase their awarenesses of what materials are available, and this should have some long-term spin-off value. Purchase of some of the many outstanding privately-produced access tools which are currently available will increase accessibility

and, consequently, usage. In short, there's a great deal we can do to increase usage. Our statistics show a trend toward increased use already. More students and faculty are becoming aware of documents. Hotline's heavy use of our collection spreads the benefits of documents to library users throughout Oakland County. But we can do more, and so we'll be trying different methods of increasing use of documents in future years.

William Cramer
Documents

DOCUMENTS DEPARTMENT

ANNUAL REPORT

1979-1980
(Rev.)

Reference Questions	2,954
Directional Questions	353
TOTAL	3,307
Hours Staffed	2,661

DOCUMENTS DEPARTMENT

ANNUAL REPORT

1979-1980
(Rev.)

Documents Circulated (Ref. Charge)	107
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Documents Circulated (Computer System) (computed only from Nov. 1, 1979)	831
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Documents Added to the Collection

Dep. Documents	16,327
Dep. Microfiche	14,808

Mailing List

Dep. Docs.	1,935
Non-Dep. Docs.	1,459
Dep. Microfiche	125

*PRF	8,962
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Mich. Documents

Dep. Docs.	684
Non-Dep. Docs.	395
Microfiche	98

TOTAL NUMBER OF DOCUMENTS RECEIVED	20,800
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TOTAL NUMBER OF MICROFICHE RECEIVED (PRF not included)	15,031
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*not permanent holdings

WITHDRAWALS (computed from Nov. 1, 1979 only)

Dep. Docs.	5,804
Non-Dep. Docs.	2,246
Mich. Docs.	3,198
	<hr/> 11,248

Microfiche	23
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INTERLIBRARY LOAN SERVICES

ANNUAL REPORT

1979/80

Volume of Activity - July 1, 1979 - June 30, 1980

The number of transactions processed by this unit continues to rise, with an increase of 6.51% over last year's total. This increase, however, has been unevenly distributed over our two segments, borrowing and lending. This year's borrowing surpassed last year's by 17.96% while lending underwent a 5.06% decrease. (See Table.) This year, unlike the situation of previous years, we became a net borrower instead of a lender, although we are still a net lender with respect to some groups, such as signers of the MDMLG agreement. Internally, the rate of student borrowing remained constant, while faculty borrowing increased 27.89%. (Faculty borrowing comprised 69.66% of total borrowing.) Our decreased lending rate could be due to the fact that many of our journal subscriptions were cut effective January 1978. Some time would need to have passed before indexing and abstracting services started listing articles published after that date and before other institutions became aware of these cuts. More likely, however, is the possibility that, since Michigan libraries were added to the OCLC Interlibrary Loan Subsystem

in 1979, and our symbol was inadvertently omitted from the supplier list for several months, libraries possessing terminals began to borrow from other libraries which were listed on the system.

Changes in the Unit

In July 1979 a time-study analysis was made which showed that the unit required 20 more hours of clerical labor per week to complete its assigned tasks. The unit requested, and received, 20 additional student hours per week. A student was hired and was able to perform the tasks required of her according to the new student-clerical breakdown.

In January 1980, Mary Wright, ILL Assistant was promoted to a job in Hotline. She was replaced by Ann Sattler, who had been working as Circulation Desk Clerk at the library since December 1978. She received her Associate Degree in Applied Science in Library Technology from Oakland Community College in 1977.

Acting on the previous year's study showing a decrease in turn-around time when the VRC telefacsimile transmitter was used, we increased the use of this equipment.

The Detroit Public Library instituted a WATS-line service to answer requests, which saved staff time in typing up request forms as well as speeded up turn-around time.

During the month of June 1979, we were allotted a free trial period for borrowing and lending over the OCLC ILL subsystem. An analysis of the system determined that substantial savings in turn-around time could result from using the system for borrowing. An estimate was made of

the number of requests projected for the system during 1980-81, and a budget request submitted to the Executive Committee to cover the \$1.25 per item surcharge.

The Cataloging Department agreed to increase our computer time by 45 minutes per day so that we could experiment with lending materials over the OCLC ILL subsystem. From February 25 to April 23 we responded to 83 requests, 66% of which were submitted by Michigan institutions. The most consistent borrowers were Lawrence Institute of Technology (14 requests) and Grand Rapids Public Library (11). We were able to fill 72% of the total requests, the most common reasons for not filling them being the fact that the items were checked out of the library or were not owned by us in the first place (our symbol not listed on the terminal). 87% of the requests were for books. In all, we received an average of 1.77 requests per working day. Staff time currently spent at the terminal is estimated at about 25 minutes per day, including time spent locating items for mail requests.

Perspectives

Interlibrary Loan Services may undergo several radical changes during the coming year. The projected cut-off of State Access Office (SAO) funding on October 1 presents a two-fold problem. First, approximately 40% of our borrowing, which we have been doing free of charge, must either be sent to other institutions or considerable expense incurred. These expenses could be passed on to our patrons, which practice would involve increased staff time in billing procedures.

From a service-oriented point of view, we would definitely be offering less to our patrons, and the library as a whole might be under pressure to increase journal subscriptions. We would no longer be able to offer free interlibrary loan service as a rationale for not purchasing materials. On the other hand, the unit could itself absorb the cost of borrowing, which would become an expensive operation.

The second aspect of the problem would be the increased amount of lending requested from us. Smaller institutions, no longer able to borrow free from SAOs, would most likely turn to us unless we ourselves established a lending charge. An increased volume of free lending would tie up materials and staff, making them unavailable to Oakland patrons. A fee for lending would involve additional staff time for billing as well as reduce the possibility that any institution would lend to us free. Both alternatives would involve significant changes in existing interloan operations.

Solutions are being sought for the SAO problem on several levels. A Michigan Library Consortium task force is attempting to obtain SAO funding from new sources. In our own library, we are exploring the possibility of replacing some conventional borrowing with computer-based document delivery services. This would save staff time in verifying and locating items and would provide faster service.

A second change in our unit will result from the purchase of a second OCLC terminal which will enable us to borrow items over the system as well as lend. This should greatly improve our turnaround time.

Finally, the computer program currently being developed by Elizabeth Titus and Barry Johnson will enable us to analyze long-term trends in our interlibrary loan services. We look forward to analyzing the effects of many variables on the quality of our operations.

LG/AHS
5/27/80

TABLE

Interlibrary loan Transactions

	<u>1978-79</u>	<u>1979-80</u>	<u>% Change</u>
Internal (Borrowing)	2394	2824	+ 17.96%
External (Lending)	2367	2247	- 5.06%
Total	4761	5071	+ 6.51%
Student Borrowing	856	857	-
Faculty Borrowing	1538	1967	+ 27.89%

LIBRARY INSTRUCTION
ANNUAL REPORT, 1979-1980

- This annual report is intended to cover four areas: 1) personnel matters;
2) a discussion and evaluation of the nature and direction of the present program;
3) a report on the extent to which we accomplished our goals and objectives for 1979-1980; 4) a list of our goals and objectives for 1980-81.

1. Personnel

The Library Instruction Group is presently composed of ten librarians which is an increase of three from the previous year. Next year we expect to add two more to our team. From the available evidence - evaluation sheets, discussions with the librarians and certain Learning Skills faculty members - I am certain that we did a splendid job.

From time to time, I have discussed personnel concerns with certain members of the Library Instruction Group. These discussions have focused around such questions as:

- a) Should everyone in the library be involved in library instruction?
And if so, what are the implications of such a policy both positive and negative?
- b) Should there be a minimal time, say three years, that a librarian be committed to library instruction before they can be reassigned to another area or before the level of their commitment be decreased?

I will make no brief for either of these questions. Each has its plusses and minusses and each should be carefully deliberated upon in the near future.

2. The nature of our instructional program can be discussed on two levels: our interactions with the Learning Skills Department and our interactions with the subject departments.

Last year was our first experience with the expanded LS 101 format. That is, a four hour period of instruction, which covered indexes, abstracts, reference books, government documents and search strategies, replaced the one hour format that we had been using. This change was a response to the Learning Skills Department which felt that one hour of exposure to the library and its resources was inadequate. At the same time, the new format benefited the library's instructional program. Since we did the scheduling, we reached more classes and students. Moreover, we also had the opportunity to work together to plan handouts and exercises that were used by everyone. The creation of these materials imparted

a sense of teamwork which was less apparent under the old scheme of things.

Necessarily, preparing for the new format absorbed a great deal of our time as did the actual instruction. Contact hours for LS 101 increased from 30 units last year to 61 units this year.¹ Scheduling all LS 101 classes during one month each semester helped us to handle the increase in an efficient manner, but it also created hectic situations, especially when classes had to be taught in the micro-forms room.

I believe that the future of the library's involvement with LS 101 classes lies in an effort to make continuing improvement in the quality of instruction. In part this can be effected through the utilization of A - V programs that will lend variety to the program. Quality can also be obtained by a systematic effort to evaluate our program. We have several plans for evaluation which will be discussed below. But, a more important ingredient in a quest for excellence is stability within the core services. In order to get maximum utilization from our librarians, and keeping in mind that it takes about three years to produce an effective teacher librarian, it is imperative that this core service not be characterized by flux or fluidity.

Other significant areas of progress with the Learning Skills program have included a clearer definition of the LS 100 program. To eliminate overlap with the LS 101 classes, we have decided that the LS 100 sequence will consist only of a tour and orientation to the library. We have also begun preliminary discussions with the Learning Skills Department on the possibility of having librarians team teach LS 101 classes. At this time, we have not identified librarians who would undertake this responsibility or the time at which such instruction would begin.

Library Instruction to subject classes, both graduate and undergraduate, is another important area of our program. The amount of contact hours, however, showed only a small increase from 33 in 1978-79 to 35 in 1979-80. In view of our campus wide effort to inform every professor of the nature of our instructional program, this small increase is ironic. We had especially attempted to interest faculties in the natural and mathematical sciences, who had not had library instruction before, of what we could do for them. But generally, these disciplines did not respond. In a meeting that George Feeman had with the library faculty, he noted that natural and

¹ Figures cited in this report do not reflect instructional activity during May-June, 1980.

mathematical science students do not traditionally have great library needs until they reach the graduate level. I believe that this statement accurately explains the problem in attracting these faculties to library instruction and we should not be unduly upset about it or make further contacts with them through our campus wide mailing. As noted in Appendix I, requests for subject level instruction has come from our traditional "old friends": Economics and Management, Modern Languages, Education, Nursing, Engineering, Psychology, Political Science and English. Interesting about these contacts is that several people on the library faculty have, over the years, taught the same classes for the same professors. Indeed, specific librarians are requested by the teaching faculty, which is I believe, an indication of excellent performance.

Another item worth noting about the subject level courses is the decline of courses in the Arts and Sciences, from 21 to 17, and the rapid increase in classes in the professional school from 12 to 18. These comparisons were made over the years 1978/79 and 1979/80. Whether the decline will hold remains to be seen. But, the decline does seem to mirror the general decline in Arts and Sciences enrollments.

I believe that our future efforts in subject level courses should follow these guidelines: the purchase of A-V production on specific tools and the attempt to interest teaching faculty in library instruction at an earlier stage in student's academic development. There are many fine A-V productions on the market, but one problem in obtaining them is that L.I.G. does not have a budget to purchase them. This was the first year that we attempted to build such a feature into the budget and we believe that it should be an integral part of budget requests in the future. In addition to these two specific goals, we will continue our efforts in revising index and abstract handouts and also to develop a file of classroom handouts for specific courses.

II. Report on goals and objectives, 1979-1980

Last fall we identified the following items as our goals and objectives for the year. They formed the basis of our monthly agendas and, in fact, some were discussed over a four month period.

- 1) Identification of new handouts and the revision of older ones as necessary.

Action taken: Psychological Abstracts, ERIC, SSCI, and Index Medicus were completely revised. The following persons developed new handouts: Eileen Hitchingham, Computer Search Services; Janet Krompart, Finding Book Reviews; Bill Cramer, CIS, Monthly Catalog; Linda Guyotte, Chemical Abstracts. Next year we will develop handouts for American Statistics Index, Science

Citations Index, Sociological Abstracts and Arts and Humanities Citation Index. These handouts are developed primarily for classroom demonstrations, but when the kiosk is created, they will serve to aid the students when a librarian is not present.

- 2) Development of uniform handouts that can be used by everyone.

Action taken: The goal was in reference to the LS 101 classes and it was carried out as noted above.

- 3) Discussion and recommendation of different mechanisms of evaluating teaching performance, such as peer evaluation.

Action taken: The L.I.G. devoted a great deal of time to this issue. We decided to drop the "rating-scale" which surveyed students' perceptions on a number of questions. We reasoned that we were with the students for too short a period of time to gain an accurate profile of teaching performance. In its place we will substitute a short answer questionnaire. More importantly, Linda Hildebrand, Eileen Hitchingham, and Millie Merz were instrumental in espousing and developing a profile of how students perceive their abilities in certain areas of library skills. We are hopeful that the profile can also be used as a mechanism to post "test" students one year after the LS 101 class. Video tapes of our presentations and critiques by another qualified person, such as George Preisinger, are other possibilities that we will explore in the fall.

- 4) Evaluation of our experience with the UPward Bound and Elderhostel programs and recommendations on future contacts with these programs.

Action taken on UPward Bound: Basic with our concerns with this program is whether we have the personnel resources to continue instructing the students. The fact that 50% of the librarians are on leave when UPward Bound is in session presents one great problem. Coupled with this fact is that UPward Bound has begun to make more demands on our services and time. Last year we instructed 18 hours; this year they wanted 36 hours complete with A-V presentations, exercises and graded papers. We have compromised on 12 hours which do include some innovative features that Eileen Hitchingham developed. Whether we continue this program in the future will very much depend on the level of other instructional activity during the summer. Last summer we did not teach the expanded LS 101 classes; this summer we will.

4) continued

It may well be that these classes, in conjunction with the LS 103 may make it impossible to do any further "extension" work.

Action taken on Elderhostel

Elderhostel was a week long residential program for senior citizens, offered by the Continuum Center. Its curriculum envisioned a one and one-half hour period of instruction-orientation to the library. We designed three one-half hour segments for library technology, the card catalog, periodical indexes and government documents. Limited enrollment, however, reduced the library's participation to only one hour. We do not believe that the time spent on coordinating and planning for the program warrants further participation unless we are asked to.

Generally, it would appear that our efforts to offer library instruction to non-O.U. students have not always been profitable ventures. I would attribute this to the lack of control that we have over the programs, the short amount of time that we spent with them and unforeseen circumstances. Again, I would repeat what I have noted above: that we should be very cautious about extension type work, however laudable the program is.

5) Discussion and recommendation of a method whereby we can eliminate the error rate in the recording of class size.

Action taken Previously there had been an "inflation rate of about 10% in the number of students who attended library classes. This error rate was corrected by having the librarians "count noses" and then readjust the figure on the scheduling sheet.

6) Discussion and recommendation on instructional A-V needs including the possibility of tape recorded instruction in different parts of the library.

Action taken The L.I.G. identified Psychological Abstracts and the card catalog as two possible A-V or tape productions that could be utilized to assist students when a reference librarian is not present. In the fall, I will approach the Teaching and Learning Committee for funds to develop these possibilities. In the same vein, we gave cursory attention to Computer-Assisted Instruction, but reached no definite conclusions.

6) continued

Personally, I am against such a venture because it is very costly. Moreover, some libraries that have utilized it in the past have dropped it. Given the size of our institution, the thrust of our efforts should be in the direction of traditional classroom instruction and the availability of self-instructional tools.

IV. Goals and Objectives, 1980-1981

1. To incorporate at least one audio-visual presentation into the standard LS 101 sequence.
2. To generally revise the LS 101 exercise with the goal to make the total package less time consuming to correct.
3. To expand the L.I.G. by two members.
4. Implementation of new evaluation technique: video-tapes and critiques by a second party.
5. Implementation of one or both of the two new methods of teaching LS 101 classes, i.e., team teaching six week segments or librarian teaching the whole course.
6. Goal - to encourage use of resources we already have for use in student papers.

Objective: Each instruction participant develops and documents 10 topics that are possible "paper topics" for students.

- a) Acceptable topics are posed in the form of a question.
- b) Topics have at least 10 books (recent if available and one bibliography available).
- c) At least 2 periodical indexes beyond Reader's Guide are suitable for journal information.
- d) After scanning relevant indexes at least 30 apparently relevant citations in journals which we own are noted for the last five years of literature.

DFR/mf
5/30/80

APPENDIX I

USE OF LIBRARY INSTRUCTION BY DEPARTMENT

	# Class Units 1979/80	# Class Units 1978/79	# Class Units 1977/78
<u>Learning Skills</u>			
Below LS 100	1	3	3
LS 100	19	5	5
LS 101	61	30	29
LS 103	1	1	0
<u>School of Econ. and Mgmt.</u>			
	6	3	9
<u>School of Nursing</u>			
	2	1	1
<u>School of Education</u>			
	8	5	6
<u>School of Engineering</u>			
	2	3	0
<u>College of Arts and Sciences</u>			
Anthropology	2	0	3
Art History	1	0	1
Communication Arts	1	0	0
English	2	0	0
Math.	1	0	0
Modern Languages	1	2	0
Political Science	3	5	6
Psychology	6	9	3

APPENDIX 2

COMPARATIVE STATISTICS - LIBRARY INSTRUCTION

1979/80

	Units Below 100	Units LS100	Units LS101	Units LS103	Total # LS	Total # Subj Units	Grand Total	No. of Contact Hours	Number of Students
1976/77	1	20	27	NA	34	34	82	96	2101
1977/78	3	5	19	NA	39	39	66	89	1397
1978/79	3	8	30	1	33	33	76	106	2117
1979/80	1	19	61	1	82	35	117	297	2706
July 1, 1979 - May 30, 1980 # of Library Faculty Participants									
1976/77	6								
1977/78	10								
1978/79	7								
1979/80	10								

1979-80 ANNUAL REPORT OF THE
OAKLAND COUNTY REFERENCE HOTLINE

The Oakland County Reference Hotline entered its seventh year of operation in July 1979. The Hotline continues to provide reference, photocopy, and interloan service to the public and community college libraries of Oakland County. A total of 9,767 requests were processed during the 1979 calendar year (see attached statistics). Funding from the Oakland County Library Board was increased to \$40,629.00

The Hotline has endured several staff changes over the past year. Librarian Nancy Hariani departed in October 1979 and was replaced by Sharon Bostick in December. Cathie Rose, the Hotline Assistant, resigned for child care purposes in January. She was replaced in February by Mary Wright, the former interlibrary loans assistant. Mrs. Wright resigned to leave the area in June. Ann Sattler, also the former interlibrary loans assistant replaced her.

In September, the Hotline was instrumental in the planning of the Sharing Resources Conference. This was sponsored by the Oakland County Cooperative Library Effort Task Force (OCCLET).

Over the summer months, the Hotline librarian once again visited the participating libraries in the county. To help further communication and understanding, I plan to continue this practice over the coming year, and to encourage visits and workshops at the University library for interested Oakland County librarians.

TOTALS FOR LIBRARIES

1979

<u>LIBRARY</u>	<u>TOTAL REQUESTS</u>	<u>REFERENCE REQUESTS</u>	<u>ILL REQUESTS</u>	<u>ILL SENT</u>	<u>COPY REQUESTS</u>	<u>COPIES SENT</u>
Avon	1,145	414	599	436	132	1,143
Baldwin	929	307	533	206	89	642
Berkley	231	51	151	52	29	293
Blair	10	2	2	0	6	70
Bloomfield	894	202	586	169	106	825
Brandon	23	9	13	13	1	22
Farmington	103	39	50	21	14	114
Ferndale	29	15	13	6	1	39
Franklin	10	5	5	0	0	0
Hazel Park	60	52	5	3	3	67
Highland	112	24	65	31	23	96
Holly	31	29	0	0	2	25
Huntington Wds.	33	5	17	11	11	121
Independence	35	6	26	23	3	8
Lyon	3	1	2	2	0	6
Madison Hts.	40	21	16	7	3	24
Milford	53	29	3	3	21	78
Novi	36	12	17	11	7	27
Oak Park	429	139	274	73	16	99
Oakland County	688	323	264	100	101	628
Orion	80	19	38	27	23	164
Oxford	40	3	21	15	16	147
Pontiac	239	206	26	13	7	213
Royal Oak	466	134	285	93	47	351

Totals for Libraries
1979
page 2

<u>LIBRARY</u>	<u>TOTAL REQUESTS</u>	<u>REFERENCE REQUESTS</u>	<u>ILL REQUESTS</u>	<u>ILL SENT</u>	<u>COPY REQUESTS</u>	<u>COPIES SENT</u>
South Lyon	1	1	0	0	0	0
Southfield	964	121	664	238	179	1,234
Springfield	53	12	40	27	1	90
Troy	1,205	317	755	216	133	864
Walled Lake	14	11	3	2	0	7
Waterford	320	101	121	69	98	464
W. Bloomfield	538	129	375	167	34	246
Wixom	3	3	0	0	0	0

OCC - Auburn Hills	269	15	150	45	104	422
OCC - Highland Lakes	56	6	34	13	16	75
OCC - Orchard Ridge	344	24	227	120	93	418
OCC - Royal Oak	281	39	186	120	56	379

COMPARISON OF OAKLAND COUNTY REFERENCE HOTLINE STATISTICS 1972 TO 1979

	*1972	1973	1974	1975	1976	1977	1978	1979
Total # of requests	879	3,397	5,762	8,833	9,333	9,019	9,611	9,767
Total # of Ref. requests	366	1,075	1,562	2,852	2,574	2,472	2,983	2,826
Total # of ILL requests	423	1,926	3,549	4,591	5,410	5,326	5,506	5,566
Total # of Copy requests	89	396	652	1,390	1,349	1,221	1,122	1,375
Total # of ILL's sent	106	643	1,337	1,726	1,809	1,875	1,973	2,332
Total # of Copies made	1,138	4,679	9,726	11,084	9,533	10,149	8,272	9,401
Total cost of Copying	\$56.90	\$252.96	\$486.30	\$554.20	\$476.65	\$507.45	\$413.60	\$470.05
Total Amount of Postage	\$72.80	\$276.01	\$418.71	\$473.38	\$234.57	\$270.93	\$303.01	\$432.87
Total Days of Operation	79	**N.A.	246	244	246	241.5	243	243
Average # of requests per day	11.1	**N.A.	23.4	36.2	37.9	37.3	39.6	40.19

* September - December

** N.A./Not Available

REFERENCE SERVICES ANNUAL REPORT
1979-1980

This report summarizes the activities and changes that took place in the Reference Services unit during 1979-1980. It was again a busy year with reference desk staff answering 25,667 queries. This number was a slight increase over the previous year's total of 25,236 and can perhaps be attributed to the increased number of hours the reference desk was staffed. The pattern of activity was similar to previous years' with peaks in the months of October, February and March. February's activity was unusually high this year, no doubt the result of the large number of LS 101 classes that were held that month.

There were few personnel changes this year. Robert Gaylor and Lois Reilly were each off part of the year on sabbaticals (Gaylor-fall term; Reilly-winter and spring terms), while Janet Krompart, Ann Pogany and William Cramer joined the roster of librarians providing assistance at the reference desk. This meant that this year for the first time all non-administrative library faculty were regularly assigned to the reference desk and were included in the weekend rotation. They could, if they wished, also participate in other reference activities and most chose to do so. These added activities included participation in monthly reference staff meetings, reviewing Friday folders for new titles and examining new book trucks for new reference materials. Also, when the reference collection inventory took place in 1977-79, provisions were made to make the inventory a continuous process. Thus, this year a number of the library faculty volunteered to review sections of the reference collection, both the reference stacks and reference storage, and these reviews were for the most part completed by spring, 1980. As a result of these reviews materials were withdrawn or transferred and new titles were requested in order to keep the collection up to date. The review of reference storage was especially needed since the area was seriously overcrowded and the review resulted in a number of withdrawals and transfers.

In other activities, the reference group reviewed and revised reference policies/procedures and general information kept in the reference manual concerning the following topics: interlibrary loans, college catalogs, computer search services, rush cataloging requests, reporting collection development needs, opening and closing, vertical file and statistics. The manual serves both as a training manual for new staff and as a reference manual for all those who staff the desk.

In order to familiarize everyone on the reference staff with the potential of the OCLC data base as a reference tool, several training sessions were provided for those individuals not familiar with the system. A summary sheet of basic instructions was prepared and made available to all interested individuals. Updates on searching the system will be provided in the regular reference meetings and refresher sessions provided as the need arises.

The reclassification of the bibliographies from the Z's to a subject classification continued throughout the year due to the efforts of Ann Pogany and the cataloging staff. This reclassification caused considerable overcrowding in some areas of the reference stacks and necessitated shifting the collection from M to Z during the fall-winter break.

Various modifications in the reference schedule were tried. The reference desk module was changed from a 3-4-2 hour module to 3-3-3; desk hours are now 10-1, 1-4, 4-7 for librarians. This change seems to have worked out well; if nothing else, it has made trading reference desk assignments somewhat easier. Saturday hours remained the same, 1-5; Sunday hours were changed to 1-5 when the library began opening at 1 pm instead of 2 pm. The desk was staffed by librarians on weekends during spring and summer terms, 1979 on an experimental basis. The results indicate that while staffing is advisable, the number and nature of the questions could for the most part be handled by a trained student. Also, staffing of the desk on Friday evenings (4-7) was tried during fall and winter terms. There were few requests for assistance after 5:00 pm and this

practice will be dropped next year. Because the demand for assistance had been high during winter recess the previous year, reference librarians were scheduled on the desk on a voluntary basis during the 1980 recess.

During the fall semester we continued the practice of scheduling reference students on the desk from 7-9 in the evenings and on Saturday mornings from 10-1. This assignment was transferred to the student night managers beginning with the winter term. This has been advantageous in that some assistance is available during almost all the hours the library is open. These students have proven themselves reliable, eager to help and willing to learn. They are given a fairly intensive introduction to basic reference sources and research techniques and a procedure has been established whereby the students can contact a librarian when they need help in dealing with a reference question.

Shelving responsibilities in the reference stacks area were transferred to the Circulation unit in January, 1980. There were several reasons for this. The cut in the reference student budget allocation meant fewer student hours were available for shelving and other student jobs. At the same time, the number of items needing reshelving was increasing. For example, data for the period from January to June, 1980 indicated a 37 percent increase in the volume of materials to be reshelved as compared to the previous year. Comparative figures aren't available for the July-December periods but the general impression during the fall term was that it had increased a substantial amount. Circulation students, under the supervision of the night managers, were able to undertake this duty by shelving in the late evening hours when overall library activity is slow. Reference students continue to pick up and distribute materials and to shelve all other areas on the first floor, excluding reference stacks. This system has worked well. The books are shelved every evening and are on the shelves in the morning when the library opens. And the reference students' hours can be utilized for other important

tasks, updating loose-leaf services, maintaining the vertical file, shelf reading and other special projects.

The responsibilities of the reference assistant, Marie Fredericks, were also altered somewhat this year. Beginning in December, in addition to her reference duties and instructional typing responsibilities, Ms. Fredericks was assigned to coordinate the clerical work flow for six librarians on the staff who have no clerical assistants. Additional student labor was provided to assist with the increased work load; students were hired to do low level typing, photocopying and were available for errands and special projects. Since this arrangement has only been in effect approximately six months it is perhaps a little early for an objective evaluation. However, there have been problems. Finding students with acceptable typing skills is next to impossible and for the most part, the librarians will not accept anything but high level typing. Retention of student assistants was also a serious problem. Indeed, for most of the time this system has been in effect, there has not been adequate student support and a disproportionate amount of the work has fallen on the shoulders of the reference assistant. Further, the typing work load is extremely erratic; it varies from a huge amount of work to be done immediately to little work at all and planning is difficult. Another problem has been the illegibility of handwritten copy and instructions that are not always as clear as they could be. This situation needs to be monitored and carefully evaluated after a reasonable amount of time has passed.

The rearrangement of materials on the first floor was completed this year. After the student lounge was relocated to the third floor, the card catalogs and reference desk were moved to the carpeted area on the west side of the first floor. The addition of five new index tables made possible the rearrangement of the periodical indexes. The alphabetical sequence was reversed so that the A's are

now on the table closest the entry rather than next to the Cataloging Department in the rear of the library. We were able to remove most indexes from wall shelving and place them on index tables except for Chemical Abstracts and Biological Abstracts which were placed on free standing shelves near the circulation area. The National Union Catalog Pre-56 and the LC NUC Catalogs were then returned to their former position on the back wall of the library. The additional index tables freed up several study carrels that had been pressed into service as index tables; however, the collection has already grown so much that these are again being used to house indexes. Since this is a continually growing collection the space problem has only temporarily been alleviated.

The project to tag the reference collection with electronic security devices was completed early in the fall, 1979. We also completed an inventory of the corporation annual report collection and based on the results of this inventory, we will selectively tag those portions of the collection that are vulnerable to theft.

During the year \$27,258.00 was spent on reference standing orders, \$30,924.00 on reference serials and \$11,643.00 on monograph purchases for the reference collection. The library check off project brought in \$10,474.00 which was used for monograph purchases. This translates into 611 new reference titles, 1114 added volumes (includes both standing orders and serials), and 19 copies added to the reference collection.

The collection of reference sources in microformat has continued to grow and necessitated adding a third microfiche reader to the reference area. The acceptance of the college catalog collection on microfiche and its currency led us finally to discard all the hard copy college catalogs. The telephone book collection was replaced by Phonefiche, a collection of phone books on microfiche for major metropolitan areas in the United States. A small collection of Michigan phone books has been retained and is being updated.

The Oakland Universities Libraries Union List of Serials, also known as ULOSSOM, or more commonly, the serials printout, was placed into service winter term, 1980. The Linedex was for all intents and purposes retired except that a reduced version of it has to be maintained for the documents serials and the underground newspapers since these materials were not incorporated into the printout. The printout has several advantages over the Linedex; copies can be maintained in multiple locations, it is portable, and the cross references and bibliographical information are more complete. However, against these advantages was the fact that users found the printout extremely confusing and difficult to use. The main problem is the presentation of the bibliographical data followed by Oakland's holdings labeled with the acronym MIRCO. MIRCO is constantly being misinterpreted as meaning microfilm and patrons have trouble distinguishing between the standard bibliographical data and Oakland's holdings. One other minor problem was the binding which could not stand up to heavy use. These problems were brought to the attention of the Serials Department with the request that corrective action be taken before a new edition of the list is prepared.

All in all, it was a productive year. Although no major changes are planned for the coming year, we will nevertheless be alert to ways of improving the services and activities of the unit in order to be responsive to our users' needs. The signage system is eagerly awaited and we anticipate that this will change somewhat the pattern of information inquiries, e.g. fewer directional queries. Beginning next fall, reference services will expand to include short reference assignments in the Documents Department on a regular basis for most of the reference staff. One area to be explored next year is expanding the reference use of the on-line data bases, in particular, the BRS data base. Also, a reference collection use study is planned in order to identify areas of the collection that are heavily used and ones that are under-utilized. Collection development implications of the study include decisions to add titles and copies, to move materials to storage or to withdraw them, and possible cancellation of serial titles.

DEVELOPMENT OF OAKLAND'S

AUDIO VISUAL SERVICES

Efforts to free libraries from the restraints of a totally print oriented mission have been underway for many years. The advent of the electronic media and new interests in instructional technology have reinforced this interest. One of the main reasons for change in attitudes on this subject on the nation's campuses have been a realization that the resources of campus libraries...have been inadequately utilized.¹

* * *

Since the publication of the Carnegie Commission's The Fourth Revolution: Instructional Technology in Higher Education, universities have responded to the increased utilization of communications media in education. That document outlined the major trends of instructional technology up to and throughout the early 70's, projecting future demands on campuses. The Commission presented the developmental stages of technology as ranging from routine audiovisual techniques through programmed and computer-assisted instruction to remote classroom broadcasting and response, student access to audiovisual recordings and computer-aided course design.

In their compilation of the report they could refer to programs already existing - Chicago TV College, the University of Illinois' Plato IV, and the Albany Medical School's Radio Network. These programs and many others utilizing radio, television, cable, telephone and

computer technology have been operating for over twenty-five years. They now serve as examples of the effective use of technology to improve access to higher education. Innovative methods of reaching out to learners and providing individualized learning situations are the result of a trend toward open learning, adult education and continuing education.

The use of audio visual materials in an instructional setting dates back to Leonardo's camera obscura. There are almost definable levels of support for the academic use of audio visual materials, though the variation in types of service are as numerous as the institutions of higher education.

At its most basic, audio visual services can provide equipment (hardware) and/or materials (software) to faculty for use in a classroom setting. The materials tend to be the popular 16mm film, videotapes, slide/tapes or other multi-media combinations. They are readily available from commercial producers, and often able to fulfill the educational objectives set by the faculty member. This service usually involves locating materials at faculty request by searching for their availability, ordering, receiving/returning and paying rental charges for their use.

Materials may be purchased in response to expressed faculty need, which leads to a listing or catalog of the materials available on campus for use by all faculty. This process often involves the evaluation of various materials on the same subject matter. With faculty input, the selection reflects the best material available.

Having audio visual materials to use necessitates providing equipment to playback or project the software. Locating the proper hardware, purchasing, providing maintenance and care for a centralized pool of equipment is a basic part of the services. Delivering, properly setting-up and picking up the equipment for instructors accompanies this type of service.

Production capability adds another dimension. Providing software in direct response to an instructor's request involves creating audio visual materials in a variety of formats. Graphics, transparencies, slides from copy work or original photography, audio tapes, video tapes and films are examples of possible software. There is a broad range between the minimum and optimum capabilities for each format. More importantly, there is a difference between responding to an instructor's request for classroom aids and providing original productions which meet an instructor's objectives. The latter ability is found within the overall precepts of instructional development, a systematic process leading to the improvement of instruction and learning. It involves working closely with an instructor who feels the need to better satisfy an educational objective. A statement made by SUNY Oswego's Office of Learning Resources defines instructional development:

Instructional development is a systematic, continuous process that will assist educators in developing the most effective and efficient learning experiences for students. During the process, the widest variety of teaching-learning options possible are identified, with selection made based upon the expected learning outcomes.²

The solution to an instructional problem can involve materials developed for use in the classroom or in an independent learning situation. It can range from the simple response of material which can be produced on-site to the complex development of course design.

A recognition of the variety of learning modes available has formed the basis for the learning resource center concept. This concept has been evolving for over twenty years and has sparked increased levels of audio visual services as well as the combination of library and audio visual services. Junior and community college learning resources centers are examples of higher education's response to the development of the concept.

Notable examples of universities that have adopted the concept include St. Cloud State, Wisconsin-Stevens Point, and Oral Roberts University. With the publication of The Fourth Revolution and other documents, statements such as the following substantiate the change from traditional library:

The Carnegie Commission believes that the library, by whatever name, should occupy a central role in the instructional resources of educational institutions. Its personnel should be available not only for guidance to materials held in the collections of the campus, but also should then, when qualified by subject matter expertise, be utilized as instructors. We also believe that nonprint information, illustrations and instructional software components should be maintained as part of a unified informational - instructional resource that is cataloged and stored in ways that facilitate convenient retrieval as needed by students and faculty members.³

The learning resource center concept corresponds directly to the philosophy of providing access to information that underlies library services. The expansion of audio visual services to encompass that philosophy dictates a link between the two theoretically. In actuality, the provision of access to all materials regardless of format is often a debated service, and varies at each educational institution.

Other levels of service provided by audio visual may include faculty development and research. Faculty development, as contrasted with instructional development, emphasizes personal growth and development:

It should be designed to encourage faculty to a gradual... metamorphosis in personal methodology, subject matter competence and individual understanding of themselves, their students, the student-faculty relationship and the interface between subject matter and people.⁴

Research services may include the development of research methodology and subsequent testing and evaluation to determine the effectiveness of various materials to educational objectives. It goes beyond the evaluation which accompanies a product of instructional development to the comparative effectiveness of a variety of formats, as well as research into the design and implementation of technological innovations.

The Carnegie Commission stated that college and university faculty members have had a push-pull relationship with audio visual methods and technology. The elements of levels of services available are found at many institutions of higher education and reflect that type of relation-

ship. Each level outlined below can be built upon and in turn build up other levels of service available to faculty. The strain of adding levels of service is constant as technological change pressures colleges and universities. Higher education is now dealing with "media sophisticated" students; those younger ones who came through educational systems that used audio visual formats to inform and older adult population that are accustomed to being educated by radio, television and other mass media.

In an effort to respond, to deal with the vast differences among students' information-gathering abilities and learning styles, the learning resource concept is adopted to provide individualized instruction, as well as audio visual materials to faculty who need support for in-classroom instruction.

CURRENT STATUS OF AUDIO VISUAL AT OAKLAND UNIVERSITY

The services available from the Oakland University Library's Audio Visual Center are almost totally directed to providing audio visual materials to faculty for use in a classroom setting. These services tend to be hardware oriented - distributing projectors, video and audio tape players and other equipment to campus locations at the request of a faculty member. As trends in instruction change, the type of equipment holdings will reflect that new technology.

Current policy states that equipment is readily available to academic division affairs faculty and staff. In a typical semester, over 1500 requests for equipment and film rentals are completed for academic users. Non-academic division users and students are able to rent equipment under a charging system.

The Audio Visual Center has developed and currently operates a system which utilizes an hourly schedule of equipment deliveries and pick-ups. Increased demand upon that system necessitates a re-appraisal of its usefulness. During peak periods there can be equipment requested for six different locations each hour. Using the ten minutes between classes can stretch the capabilities of Audio Visual to deliver equipment to each location and set it up properly before the the start of class. A major objective is to provide an effective delivery/pick-up system which can respond to any level of demand.

The Audio Visual Center provides the faculty with access to instructional materials through a variety of channels. The largest demand is for 16mm films. The Center has a collection of approximately 250 titles which reflect past and present needs of the

faculty.

Contingent upon funds available, software is acquired at the request of an academic department based on needs assessment and an evaluation process. Films purchased by academic units will be housed and maintained by Audio Visual. They are cataloged in Kresge Library's main catalog and available for use by the entire university community.

The majority of requests for 16mm films and other software are filled by renting the films from commercial distributors or universities which have film rental collections. For academic users alone, over 300 requests for rentals are filled on the average in one semester.

The increased use of educational films in the past ten years has led to a steady competition and subsequent overall improvement of educational films. The faculty are encouraged to explore possibilities to examine new films and are alerted when a distributor's annual releases are announced. A file of up-to-date catalogs from the commercial distributors are maintained and readily accessible to faculty.

Audio Visual has the in-house capability to repair and maintain a variety of brands and models of equipment. This service is available with no charge except for parts to academic departments who list equipment they purchase on AV inventory. Non-academic users are assessed charges for labor as well as parts. As new equipment is purchased by departments on campus, they contact Audio Visual to check the compatibility of equipment with other holdings to ensure that servicing is available.

The Audio Visual Center can produce software for use by faculty in a classroom setting. The Instructional Developer assists faculty in identifying an appropriate medium in which to produce an item satisfying

the objectives of the faculty member. "Faculty members need exposure to instructional development as a process that addresses the teacher, the learning process, content, methods and learning materials in all formats."⁵

Currently, photographic offerings are the processing of color slides, copywork and on-site photography.

Audio format materials are produced and reproduced, which includes duplicating from format to format or converting:

- phono disc to reel or cassette
- cassette to reel and vice versa
- multiple copies from any of above
- high speed duplication

Mixing more than one audio signal from several sources is possible, as well as the editing capability for adding or removing sentences, words, or syllables within locally or commercially produced tapes.

Video format materials include off-air recording, video tape reproductions and video program production systematically planned and developed, with the result aimed at meeting carefully identified instructional objectives. Programs are pretested, revised if necessary and evaluated.

FUTURE DIRECTION FOR THE AUDIO VISUAL CENTER

The Audio Visual Center acts as a resource for faculty and staff, providing many basic services to enhance the instructional program. Current policy reflects a philosophy that facilitates teaching by the faculty. Recent fiscal changes necessitated a re-appraisal of all services offered by Audio Visual. The resulting policies delineate levels of service that Audio Visual is capable of providing within its fiscal bounds. The future development of the Audio Visual Center will affect those levels of service.

While specific goals for the next five years have not been outlined at this time, some trends in development can be noted.

An informal open-ended survey was sent to all faculty in April of 1979. 18% of the faculty responded from which some information on their interests can be gleaned.

A desire to see the film collection increase in size and scope was noted on 80% of the surveys returned. This interest has been expressed in other forms as well, such as the faculty request to the Provost for funds to purchase films. Therefore, the acquisition of films and other software will continue. Evaluation by faculty members will be solicited prior to the selection of a film, to ensure that the collection addresses faculty needs.

As holdings grow, a catalog of titles with some subject access becomes necessary. Audio Visual intends to develop a catalog in the next year and update it regularly. Also included will be title lists of software held in departmental collections on campus.

Sixty percent of survey respondents expressed an interest in workshops on the utilization of audio visual materials, including television. Audio Visual intends to build and expand its offerings in terms of instructional development. A major objective will be to work closely with faculty on the development of in-class use materials.

The Teaching/Learning Committee of the University has proposed the development of an Instructional Services office on the campus. The need is felt for assistance to faculty in regards to the teaching process. Audio Visual has not been responding to this need in the past, nor was it looked upon as a possible source for assistance of this nature. Hopefully, a concerted effort in the direction of instructional development will respond to this expressed need.

As instructional development grows, the materials produced will be used to present educational concepts directly to the student. This means that students will need equipment to access the software, commercially and locally produced. The opportunity already exists on campus with the Language Laboratory, Instructional Materials Center, the Performing Arts Library and the Nursing Skills Lab. Chemistry's CAUSE project includes the development of a student center for access to audio visual materials. As well, Audio Visual accomodates student requests to view a film whenever space is available. The trend is to develop individual learning labs within each department.

The question of access to audio visual materials for students will be faced by the Library in the near future. The collection of all types of material is growing and limiting access is contrary to the underlying philosophy of the Library's role statement.

The matter of numerous collections of hardware on campus should also be addressed. Audio Visual's ability to service this equipment is dependent upon the brand name and models acquired. The cost effectiveness of various collections of hardware serving essentially the same purpose is questionable. Academic departments now buy equipment without checking to see if it is available from the Center for their use. Chemistry, for example, purchased overhead projectors which they felt they needed. Had they checked with Audio Visual, explaining their need, a number of overheads could have been placed in the department on extended loan. Since Audio Visual's overheads are gratis with the purchase of thermal acetate, cost savings are notable.

It is hoped that this dismaying trend can be averted with Administrative support for centralized equipment holdings.

A centralized pool of equipment will be based on the following assumptions:

- provides ease for both preventative and major maintenance
- standardization of brand names and models
- the possessiveness of departments which have equipment in individual collections can lead to ineffective utilization
- equipment will be available to all for permanent and/or temporary loan based on systematic needs assessment
- a systematic replacement/repair schedule based on amortization of the inventory of equipment will be followed.

Policy changes anticipated in the next five years will reflect the above mentioned concerns. Collection development of materials will presuppose that those materials contain information made available to

students, faculty and staff. Bibliographical control of materials means various collections will be identified to users. Hopefully, materials held in the Nursing Department will not be duplicated in Chemistry and Chemistry students can use Nursing's materials.

If a centralized location can be identified, both software and hardware can be accessible to all students. The potential for growth of all services in Audio Visual rests on clearly identifying the levels of service which best respond to all needs expressed by faculty, staff and students on the campus.

ENDNOTES

1. Carnegie Commission on Higher Education, The Fourth Revolution: Instructional Technology in Higher Education (New York: McGraw-Hill, 1972), p. 33.
2. T.R. Pfund, Instructional Development in Perspective (State University of New York, Oswego College of Arts and Sciences, 1975) ED 121 272, p. 6.
3. Carnegie Commission, The Fourth Revolution, p. 33.
4. Dwight F. Burlingame, et al. The College Learning Resource Center, Littleton, Colorado, Libraries Unlimited, 1978) p. 108.
5. Ibid, p. 108.