# ANNUAL REPORT

## THE OAKLAND UNIVERSITY LIBRARY

1975 - 1976

January 3, 1977

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# INTRODUCTION

The following report was originally prepared for the Board of Trustees. It was developed to provide the Board with a broad overview of the University Library and, thereby, to assist the Board in evaluating the progress of this program. With minor revisions, it is now being submitted to the University community as the Annual Report of the University Library, 1975-76.

## SUMMARY

This report covers some eight topics, the first of which is a brief background statement summarizing historical highlights in the library's development. The role of a university library is then discussed. In brief, it is to participate in and support the multiple aims of the parent institution. The Role Statement of the Oakland University Library concludes this section of the Report. The third topic concerns library personnel. The library staff consists of administrative professionals, clerical/technicals, librarians and student assistants. Each of these groups provides unique competencies, resources and skills in operating the library and serving the University community. The responsibilities and achievements of the Library Faculty, the library's plans for Affirmative Action and its personnel needs for the next five-year period are reviewed in this section of the Report. The next two topics, Collections and Services, are the essence of the library program. Each is presented with some explanatory details but without loss of broad perspective on the past and projected development of these areas. The collections are discussed in terms of their growth and development, their several types and forms, and their quality in relation both to the University's curricular programs and to the impact that prior and future cutbacks, a consequence of inflationary costs, will have on their ability to support the curriculum. The fifth topic is Services. A selection of both basic and potentially new library services are discussed in terms of their traditional functions and recent professional trends. The basic services reviewed are cataloging,

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circulation management, interlibrary lending and reference work; the potentially new services reviewed are archives, bibliographical instruction, and on-line bibliographical search services. Funding, the primary determinant of the quality and quantity of the library's collections and services, is the sixth topic presented. It is reviewed in terms of national and state trends, the impact of inflation, and unique conditions prevalent at Oakland. It is observed that the library materials budget will face an effective cutback of 30 percent in the next fiscal year. Library facilities planning, the seventh topic, considers the need for facilities expansion, a result of extensive growth in both the student body and the collections. This section of the Report reviews the most recent activity in facilities planning including the appointment of Rossetti Associates as architects for this building and their subsequent preliminary design. A discussion of interlibrary cooperation concludes the Report. While interlibrary cooperation is new neither to Oakland's library nor to libraries in the state of Michigan, over the past several years a new thrust in cooperative ventures among libraries in the State has emerged, largely as a result of the development of the Ohio College Library Center and, subsequently, the formation of the Michigan Library Consortium.

## BACKGROUND

Oakland University's book collection was organized as a library in 1959, a few months following the dedication of the University's first building, appropriately named North Foundation. In 1961, the entire collection was moved to the newly constructed Kresge library building. In December 1970 materials relating to dance, drama and music were collected together to form the basis of a Performing Arts Library which is located in Varner Hall. In 1973 the administration of Audio-Visual Services was transferred to the library. It is also housed in Varner Hall.

David Wilder (1959-64) served as the first university librarian; since that time guidance and leadership of the University Library has been shared by the following individuals: Floyd Cammack (1964-67), Royce Butler (1967-71), and George L. Gardiner since 1972.

As of September 1, 1976 the library's collections consist of approximately 31,000 government documents, 243,674 microforms, 6,868 phonoforms and 256,047 volumes, bringing the total collection to 537,589 items. The library faculty and staff number approximately 64 full-time equivalent persons, including 4.5 administrative professionals, 25 clerical/technicals, 16 faculty members, and 18 FTE student assistants. The Constitution of the University Library was approved by the University Senate in May of 1970. In 1971 the Board of Trustees approved faculty status for librarians.

In 1972 the Oakland County Library Board established an experimental county-wide reference hotline in the University Library as the primary means by which the local public community could access the resources of Oakland's library. In the following year funding for the hotline became a line-item in the County Library budget. In 1973 the University Library became a charter

member of the Michigan Library Consortium, a non-profit organization formed to enhance the availability of information resources to citizens of the State through resource sharing and linkage with national electronic bibliographical communication systems.

In 1962 C. Allen Harlan, founder of the Harlan Electric Company, offered the University his collection of nearly 1,000 books, as well as journals, pamphlets, letters and other memorabilia relating to American presidents and statesmen. The transfer of these materials was completed in 1973. The Harlan gift has been followed by other major gift collections including the (Mrs.) Carl R. Hicks Women in Literature collection of books by and about women from the seventeenth to the twentieth century; the Thelma Gray James collection of folklore; and, most recently, the William Springer collection of books and memorabilia relating to Abraham Lincoln.

The Library has also been the recipient of several major monetary contributions including a $36,000 gift from Benjamin H. Anibal, a $17,000 donation by Edward S. Wellock, and a $100,000 bequest by Robert M. Critchfield for the purchase of library materials in Engineering. A most unusual gift fund of $100,000 was established by Oakland University students as a memorial in honor of Matilda R. Wilson for the development of the library's reference collection. They assessed themselves $1 per student each term from 1967 to 1975 to amass this sum. This fund was matched by a $100,000 grant from the Wilson Foundation for general library collections development.

The Alumni Association and the Friends of the Library have also provided continued support over the years. Among other gifts, the Alumni Association has provided the library with funds for the establishment of the Alternative Press Collection, a representative assemblage of underground newspapers concentrating on Michigan and the Midwest. The Friends of the Library organization

was founded at Oakland in 1962. This group has not only fostered a strong spirit of public relations for the library in the local community but has greatly enriched the holdings of the library through material and monetary gifts. In recognition of their outstanding achievement of raising funds for the library through the annual Glyndebourne Picnic, the Friends were the deserved recipients of a John Cotton Dana award in 1973, sponsored jointly by the H. W. Wilson Company, publishers of the numerous Wilson indexing services, and the American Library Association.

## ROLE OF THE LIBRARY

Most simply stated the role of a library is to interface its users with recorded information. This is accomplished by identifying and acquiring relevant information, often with assistance from its users; by making the information acquired accessible to its users who typically have considerable variance in the skills with which they solicit information from a library; and by regulating the use that is made of the library, e.g., the control and monitoring of materials circulated by the library. The faculty and student body are the primary users of a university library; the staff, members of the local community, and other libraries comprise secondary clienteles.

Below is the Role Statement of the University Library, adopted by the Library Faculty on November 20, 1973.

### *Role Statement*

*The role of the Oakland University Library is to participate in, further, and supplement the multiple and diverse aims of the University community. As a consequence, the Library's role is complex and many-faceted. It finds expression in such goals as the following:*

*--to provide library materials and services that support undergraduate instruction;*
*--to advance scholarship by providing the material and services needed for graduate instruction and for both faculty and graduate research;*
*--to encourage continued learning by providing material to meet the needs of adults who are extending or revitalizing their educations;*
*--to take into account the needs of such special groups as the culturally or educationally disadvantaged;*
*--to provide the educational material needed for various specific professional curricula.*

*In addition, the Library sees some aspects of its role as removed from the fundamentally supportive and these aspects may also be expressed as overall goals:*

--to make available its intellectual and cultural resources to members of the surrounding communities;
--to go beyond the curriculum in providing library material to satisfy intellectual curiosity, and to encourage library users to grow in awareness and to develop as individuals with the ability to think, to analyze, and to arrive at independent judgments;
--to create an awareness of the Library's resources and services, and to provide for their effective use through instruction and assistance;
--to seek to extend the usefulness of the Library through such means as inter-institutional planning, inter-library cooperation, and shared library resources;
--continuously to evaluate the Library's internal effectiveness, and its usefulness to both the immediate and the larger University community; and
--to accept responsibility for protecting and preserving the documents of recorded knowledge--what Archibald Macleish has called "the records of the human spirit."

## PERSONNEL

* * * *

### Goals 1976-81

*To continue molding a competent, if not outstanding library faculty and staff in cooperation with the offices of Employment Relations and the Provost, among others, through such efforts as the following: (a) rendering of judicious initial appointment, re-employment and tenuring decisions (b) development of effective personnel policies and procedures (c) encouragement of faculty and staff self-development through participation in professional and career development programs, research and publication, and community and professional service activities (d) provision of in-service training and visitation with authorities within or in fields related to librarianship (e) support of faculty involvement in professional exchange programs, as the program sponsored by the Association of Michigan Collegiate Faculties (f) implementation of the Library's Guidelines on Affirmative Action.*

* * * *

The University Library is staffed by several interactive layers of personnel each of which provides important competencies, resources and skills in operating the library. The library staff consists of administrative professionals, clerical/technicals, librarians and student assistants. A general organization chart of the University Library follows the text of this section of the Report on page 12.

Among other duties, administrative professionals provide specialized services in accounting, audio-visual engineering and fund raising; they serve on library and university committees; they have substantial supervisory responsibilities for clerical/technicals and students. In addition to providing such basic support services as general office and secretarial work, clerical/technicals also contribute services which are unique to libraries, e.g., bibliographical searching, reference assistance and simple cataloging. Students

are employed to charge and discharge library materials, shelve and reshelve books, sort and file catalog cards, and so forth. It is frequently as a result of their employment in libraries during their undergraduate education, that student assistants enroll in graduate library programs and enter professional librarianship.

Librarians, as a group, comprise the library faculty. Like other faculties their role is to further the educative process, a process having the dual objectives of disseminating present knowledge and developing new knowledge. The library and its staff are committed to the implementation of these general objectives, as well as those specific objectives articulated in the University Role and MBO statements.

It is clear that the approach of librarianship in the dissemination of present knowledge differs from that of other disciplines. The concern is with students, in the broadest sense, their interest and their needs; with books and other means of communicating recorded information; with the environments in which readers and media come together. The approach is universal; it cuts across many disciplines. Librarians select and organize materials diverse in form, language and orientation in anticipation of the interests, needs and competencies of a variety of readers. Oakland University librarians, for example, prepare handbooks and other bibliographic aids which outline services and materials available in the University Library such as Oakland University Alternative Press Publications Guide (1972) compiled by Elizabeth Titus, the Student Library Handbook (1973), the Faculty Library Handbook (1974) prepared under the direction of Lois Reilly, Locating Information About Companies (1974) compiled by S. Rita Sparks and John Scheer, and Locating Information By and About Afro-Americans (1975) compiled by S. Rita Sparks and DeWitt S. Dykes.

In addition, University librarians provide group instruction and personal consultation. The library's principal task in disseminating present knowledge is to facilitate learning through reading and related learning processes.

As a result of their commitments to librarianship and to the University, Oakland librarians not only serve on a full complement of committees essential to the library's governance and operation, they also serve on numerous University as well as local, state and national professional committees. In the latter categories, for example, Robert Gaylor is President-Elect of the Michigan Library Association; Lois Reilly is a member of the American Library Association's Reference and Subscription Books Review Committee; Daniel Ring sits on the Archives Relations Committee of the American Society of Archivists; S. Rita Sparks is Program Chairman and President-Elect of the Michigan Chapter of the Special Libraries Association; Mildred Merz sits on the Committee on Bibliographic Instruction, Academic Division of the Michigan Library Association; Thomas Lyons is on the Conference Planning Committee of the Michigan Association for Media in Education; George Gardiner sits on the Executive Council of the Michigan Library Consortium and chairs its personnel and search committees; Eileen Hitchingham is chairperson of the Data Base Project Team of the Michigan Library Consortium; Janet Krompart serves as Secretary/Treasurer of the Technical Services Section of the Michigan Library Association; and Ann Pogany is a member of the Public Relations Committee of the Michigan Library Association. On page 13 is a listing of Recent University Service Activities of the Library Faculty.

The approach of librarianship in the development of new knowledge also differs from that of other disciplines. The concern is with students, their

habits and mental processes; with information, its storage and retrieval; with libraries as cultural institutions, as dynamic systems, as nodes in information networks. The approach is eclectic. Librarians freely share and borrow from the paradigms of the physical and behavioral sciences as well as from the humanistic studies. The task in developing new knowledge is to describe the phenomena underlying this unique experience and establish the general principles which underlie it. Under fortuitous circumstances the development of new knowledge enables librarians to improve the dissemination of present knowledge. On page 14 of this section of the Report is a listing of Library Faculty Publications, 1975-76.

As a result of the Faculty Agreement in 1973, librarians became eligible for the award of up to six development periods each year, each leave having a maximum length of sixteen weeks. These leaves were intended to make the working conditions of librarians who serve on twelve-month appointments more similar to those of the teaching faculty who, during the Spring/Summer terms, are free to pursue their study and research commitments and interests. The Library Council reviews proposals for these awards and has established the following categories for submission of proposals: (1) study of cognate disciplines or advanced study in librarianship (2) study or research intended to contribute to the educational mission of Oakland University or its library or (3) study or research of importance to librarianship in general. On page 15 of this section of the Report is a listing of activities in which library faculty have been engaged through the development leave program.

A competent and strong library faculty is developed only through the appointment and retention of individuals who exemplify the multiple roles of library service, scholarship, and University service in their daily work. Of

assistance in developing a strong faculty are such factors as sound hiring procedures; equitable and firm guidelines for initial appointment, retention and promotion; and the formulation and implementation of an effective affirmative action program.

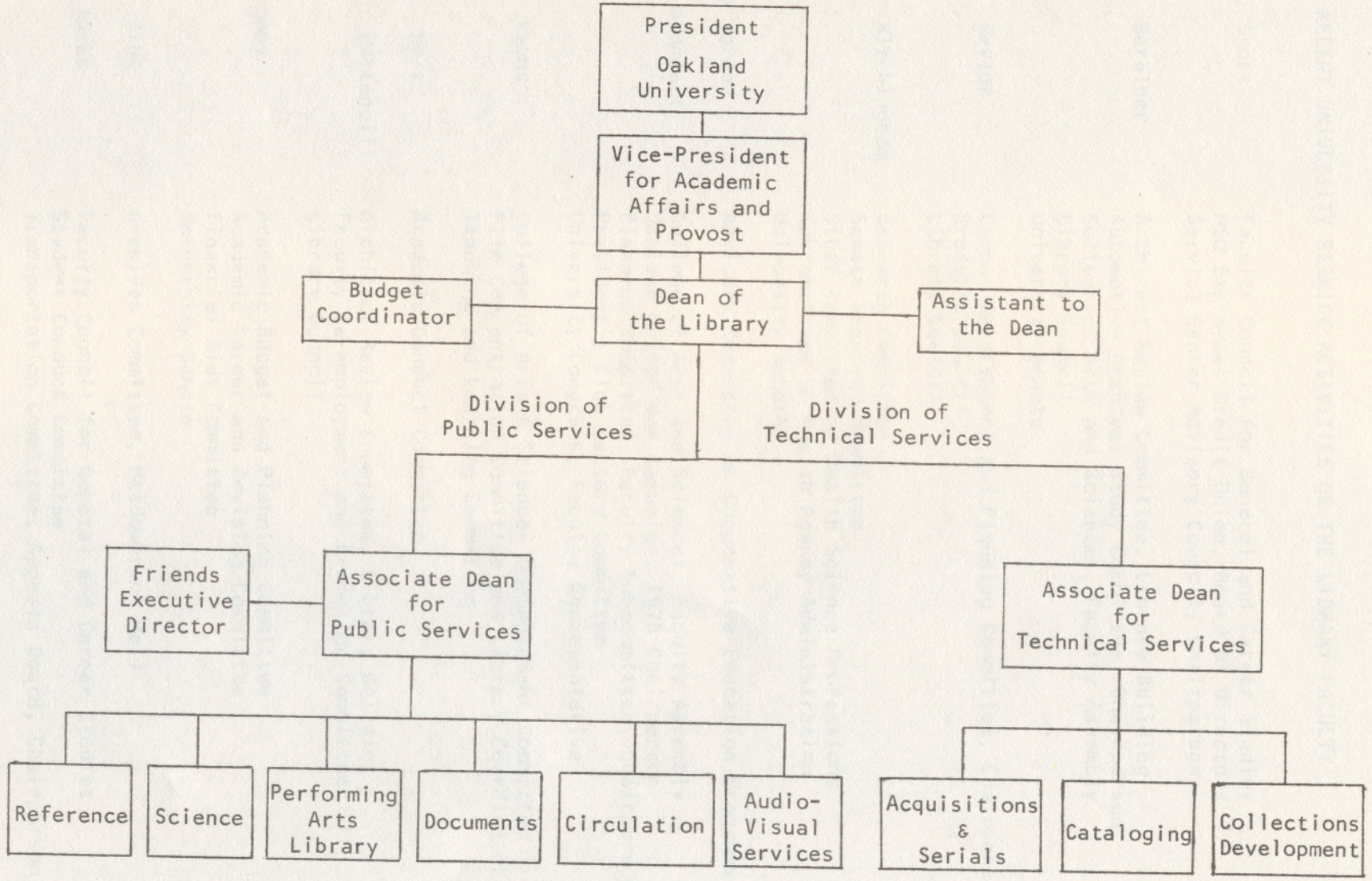
In January 1973, the Provost asked each of the deans and other persons responsible for the employment of faculty within the Division of Academic Affairs to prepare written affirmative action programs for their respective units, consonant with the guidelines published by the Office of Health, Education and Welfare. The programs were to focus on blacks and women and to include specific objectives and timetables. Until the program statements were completed and formulated into a university-wide plan, the Provost requested each unit to work towards the realization of a reasonably integrated work force.

The library responded to the Provost's request by appointing ad hoc affirmative action committees charged with the responsibilities of keeping abreast of local and national affirmative action guidelines and policies, collecting and developing affirmative action studies, and preparing a written affirmative action plan detailing the goals of the library with respect to overcoming any deficiencies discovered in the utilization of minorities and women within a four to six-year time frame. Paralleling this activity the library faculty also undertook the development of a set of hiring procedures for temporary, regular and administrative library faculty, and a reporting mechanism to aid in monitoring the affirmative-action recruitment process. These committees filed carefully detailed reports in April 1974 and July 1975. They reviewed the library's hiring policies and practices, the national availability of qualified minority and female librarians, and the current composition of the Faculty of the Library. They have recommended plans of

action, including minimal employment compositions for women and minorities, a timetable for achievement, an extensive list of desirable recruitment practices, the assignment of responsibility within the library for monitoring the plan; and have identified several areas for further study. As part of its 1976-77 MBO objectives the library will review its progress in affirmative action in this fiscal year.

Several observations on staffing needs over the next five years conclude this section of the Report. A search is presently underway for a catalog librarian who is experienced in Library of Congress cataloging methods, capable of handling music materials, and familiar with the Ohio College Library Center program. Other professional positions which it is desirable to establish within this time frame are that of University Archivist, discussed in detail in the section of Services; those of reference librarians, one with specialization in education and one with specialization in the humanities, to support two of the University's strongest programs; and that of library systems analyst, to provide in-house expertise on automated systems and bibliographic networking. Among the non-professional positions it is desirable to establish during this period, the most crucial at this time is that of microforms clerk to assist in providing service from a centralized microforms reading area. A full set of projected staffing needs, based on Oakland's curricular planning as well as library use and trends and prepared as part of the library's most recent management by objectives statement, appears below on page 16.

# OAKLAND UNIVERSITY LIBRARY
# ORGANIZATION CHART



## RECENT UNIVERSITY SERVICE ACTIVITIES OF THE LIBRARY FACULTY

| | |
|---|---|
| Jennie B. Cross | Faculty Council for General and Career Studies<br>MSU Employees Credit Union, Board of Directors<br>Service Center Advisory Council, Chairperson |
| George L. Gardiner | Architect Review Committee, Library Building<br>Automotive Archives Study Committee, Chairperson<br>College of Arts and Sciences, Faculty Assembly<br>Library Council<br>University Senate |
| Robert G. Gaylor | Campus Development and Planning Committee, Chairperson<br>Graduate Council<br>Library Council |
| Eileen E. Hitchingham | Research Committee<br>Senate Steering Committee<br>Study Committee on Health Science Professions<br>Subcommittee on Health Agency Administration<br>University Senate |
| Melbourne Jordan | Advisory Committee on Cooperative Education Programs |
| Janet A. Krompart | College of Arts and Sciences, Faculty Assembly<br>Oakland United Way Campaign, 1976 Chairperson<br>Planning Committee; Faculty Subcommittee, Chairperson<br>President's Club Lecture Committee<br>University Congress, Faculty Representative |
| Thomas H. Lyons | College of Arts & Sciences Commencement Committee<br>Film Concentration Committee and Library Coordinator<br>Teaching and Learning Committee |
| Mildred H. Merz | Academic Conduct Committee |
| Richard L. Pettengill | Architect Review Committee, Library Building<br>Faculty Re-employment and Promotion Committee<br>Library Council |
| Ann M. Pogany | Academic Budget and Planning Committee<br>Academic Career and Advising Committee<br>Financial Aids Committee<br>University Senate |
| Daniel F. Ring | Archives Committee, Meadowbrook Hall |
| S. Rita Sparks | Faculty Council for General and Career Studies<br>Student Conduct Committee<br>Transportation Committee; Appeals Board, Chairperson |
| Elizabeth A. Titus | Academic Policy Committee<br>Library Council<br>Research Committee |

# LIBRARY FACULTY PUBLICATIONS, 1975-76

Cross, Jennie "State Documents to the People," Michigan in Books, 13 (Winter 1975), pp. 1-4.

Gardiner, George L. "Computer Assisted Indexing in the Central State University Library," Occasional Papers, University of Illinois Graduate School of Library Science, 120 (October 1975), 24 p.

Hitchingham, Eileen E. "MEDLINE Use in a University Without a School of Medicine," Special Libraries, 67 (April 1976), pp. 188-94.

Hitchingham, Eileen E. "Use of Commercially Vended On-Line Data Bases by Academic Libraries," in Proceedings, American Society for Information Science (Washington, D. C.: The Society, 1975), pp. 158-59.

Jordan, Melbourne and Anne H. Jordan. Cannon's Bibliography of Library Economy, 1876-1920: An Author Index with Citations (Metuchen, N. J.: Scarecrow, 1976), 473 p.

Krompart, Janet. "Biographical Dictionary of Republican China Name Index Project," Chinese Republican Studies Newsletter, 1 (February 1976), pp. 15-18.

Ring, Daniel. "The Cleveland Public Library and the W.P.A.: A Study in Creative Partnership," Ohio History, 84 (Summer 1975), pp. 158-64.

Ring, Daniel. "The Temperance Movement in Milwaukee, 1872-1884," Historical Messenger, 31 (Winter 1975), pp. 98-106.

Sparks, S. Rita. "Library Management: Consideration and Structure," The Journal of Academic Librarianship, 2 (May 1976), pp. 66-71.

Sparks, S. Rita. "Tenure: Solution or Problem," Michigan Librarian, 41 (Fall 1975), pp. 9-10.

Sparks, S. Rita. "University Library Participation in the Neighborhood Youth Corps Program," Research in Education, 10 (November 1975), ED 108568.

Sparks, S. Rita and DeWitt S. Dykes. "Locating Information by and about Afro-Americans," Library Guide, Oakland University Library, 14 (1975), 17 p.

Titus, Elizabeth A. and Constance Kelmenson, eds. Oakland County Union List of Serials (Pontiac, MI.: Oakland County Library Board, 1975), 283 p.

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PROFESSIONAL DEVELOPMENT PERIODS COMPLETED BY LIBRARIANS

September 1973 - June 1976

| Librarian | Date(s) of Leave | Purpose |
|---|---|---|
| Janet A. Krompart | September 1973 - April 1974 | Graduate credit toward MA in Chinese, University of Michigan |
| S. Rita Sparks | January-March 1974<br>September-December 1975 | Graduate credit toward Master of Business Administration, Wayne State University |
| Melbourne Jordan | January-March 1974<br>April-June 1975<br>January-April 1976 | Graduate credit toward Master's degree in Anthropology, Wayne State University |
| Suzanne M. Tipler | June-August 1974 | Graduate credit toward Certificate of Advanced Study, Graduate School of Library Science, University of Illinois |
| Suzanne M. Tipler | September-December 1974 | Graduate Credit toward Ph.D. in Library Science, University of Michigan |
| Eileen E. Hitchingham | April-August 1974 | Investigation of use of on-line services for retrospective literature searching by academic libraries |
| Eileen E. Hitchingham | January-March 1976 | Graduate credit toward Ph.D., Department of Educational Evaluation and Research, College of Education, Wayne State Univ. |
| Lois L. Reilly | April-June 1976 | Research on sources of titles of works of literature |
| Thomas H. Lyons | April-June 1976 | Graduate credit toward Education Specialist Degree in Institutional Technology, Wayne State University |
| Elizabeth A. Titus | May-August 1976 | State-wide study of status of Interlibrary Loan Networks and Services in Michigan |

Detailed Personnel Projections

| Fiscal Year | Faculty | Administrative-Professional | Clerical-Technical | Hourly | FTE Students | Totals |
|---|---|---|---|---|---|---|
| 1976-77 | 3[a,b,c] | | 3[d,e,f] | | 1 | 7 |
| 1977-78 | 1[g] | 1[h] | 1[i] | | 1 | 4 |
| 1978-79 | | | 2[j,k] | | 1 | 3 |
| 1979-80 | 1[l] | | 1[m] | | 1 | 3 |
| 1980-81 | | .5[n] | 1[o] | 1[p] | 1 | 3.5 |
| Totals | 5 | 1.5 | 8 | 1 | 5 | 20.5 |

[a]Reference librarian with specialization in education

[b]Reference librarian with specialization in humanities

[c]Catalog librarian with specialization in general TS or OCLC systems

[d]Clerk for assisting in archives and government documents

[e]Clerk for assisting in microform reading area

[f]Clerk for assisting in serial services

[g]Systems librarian with specialization in library systems analysis, networking, or OCLC systems

[h]AP in charge of basic serials functions

[i]Clerk for assisting in film rental for Audio-Visual Services

[j]Clerk for assisting in reference and interlibrary loans

[k]Clerk for assisting in acquisitions

[l]Archives librarian with experience in special collections

[m]Clerk for assisting in science area

[n]Full-time Executive Director of Friends of the Library (from half-time)

[o]Clerk for assisting in systems analysis

[p]Hourly employee to assist in circulation control

## COLLECTIONS

* * * *

### Goals 1976-81

*With the assistance of the University's faculties to continue developing collections of books, journals, microforms and other media in the various disciplines for use in classroom assignments, scientific and scholarly research, reports and term paper assignments, cultural and recreational readings not encompassed by regular courses of study, and learning materials for independent study and self-development. To continue monitoring and evaluating the Library's collections in terms of current and prospective curricular offerings, use by students and faculty, and needs articulated by specific groups of students and faculty. To continue giving special attention to such subunits within the collections as archives, audio-visuals, government documents, performing arts, special and rare books, reference and science.*

* * * *

As of September 1, 1976, the University Library has a total of 537,589 pieces of library material, exclusive of unprocessed materials, manuscripts, memorabilia, museum pieces, and the like. Included in this count are 243,674 microforms (reels, fiche, and cards), 6,868 records and phonotapes, 35,359 periodical volumes, approximately 31,100 government documents, and 220,608 cataloged circulating and reference books.

The first hundred thousand volumes of cataloged materials were cumulated in the collections during the University's first decade; the second hundred thousand volumes were added during the five-year period, 1969-74. At the present rate of growth, about three percent a year, it will take between ten and eleven years to complete the addition of the third hundred thousand volumes to the library's collections. To maintain even this modest growth rate will not be an easy task in view of the fact that the costs of building library collections are tending to double every eight years. While it is

generally true that library collections have begun growing less rapidly in recent years, the pool of books and periodicals from which university libraries develop their collections continues to increase. In 1965, for example, 28,595 new books and editions, exclusive of government and similar publications, were issued in the United States. Ten years later, that figure had jumped to 39,372, an increase of 38 percent. World book production rose from an estimated 184,000 volumes in 1937, to 496,000 volumes in 1969, and 561,000 in 1972. The national response to continuing inflation on the cost and growth of information resources is to organize collections development more efficiently within institutions and to view the need for sharing collections among institutions more seriously.

Of the 220,608 cataloged volumes approximately 25,000 form the reference collection. The reference collection contains encyclopedias, dictionaries, atlases, bibliographies, and indexes which provide answers to specific questions as well as give guidance in the use of other portions of the collection. The reference area's greatest strength is in its broad selection of periodical indexes. Oakland receives virtually all of the major indexing services; patrons seeking information on almost any subject can be referred to an appropriate index. These indexes range from Index Medicus to Readers' Guide to Periodical Literature. While no one library can house all the periodicals indexed in these works, the indexes indicate the existence of relevant material which, if not available here, may usually be obtained through reciprocal interlibrary loan services. Other areas of reference strength include national bibliographies, major library catalogs, and reference tools which provide current data on a wide variety of topics. In addition to general biographical sources such as Who's Who in America, the

library regularly purchases titles that can provide brief information about persons as diverse as a visiting art lecturer, Who's Who in American Art, or a new leader of an African nation, International Year Book and Statesmen's Who's Who. There are also titles that provide summaries of the week's news, Facts on File; recent data on the organization and assets of banks and corporations, the serial services provided by Moody or Standard and Poor; and the organizational structure of any country in the world, Europa Yearbook.

The Performing Arts Library contains books, periodicals, musical scores, and phonorecords and tapes which to varying extents support curricula offered by music, communication arts, area studies, English, and the School of Performing Arts. In addition to books and periodicals about music, the library contains acting editions of plays, drama anthologies, recordings of literary works, and works on acting and play production. The Friends of the Library recently purchased more than 4,400 recordings of classical music from Collins George, former music critic for the Detroit Free Press.

Since 1964 the library has been a U. S. Government depository and as such receives about 70 percent of the depository items published each year. The library is also a depository for Michigan documents. Since the subjects of this material range from agriculture to nuclear fission, students and faculty from virtually all disciplines can find relevant information in that collection. In addition to the depository documents, the library subscribes to several services that index or supplement the depository items. For example, the library subscribes to the American Statistics Index which indexes all of the statistical publications of the U. S. Government. It receives on microfiche all of the non-depository material listed in that index.

Special collections represent another distinct and important portion of the library's holdings. The character and scope of these collections are briefly outlined below:

*The William Springer Collection of Lincolniana and Civil War Materials* is an amorphous collection, some of it exceedingly rare, of secondary source materials.

*The Bass Collection* is a representative collection of fine bindings.

*The Hicks Women in Literature Collection* is a collection of about 900 volumes written by or about women in the 17th, 18th, 19th, and 20th centuries.

*The James Folklore Collection* is a collection of 550 folklore monographs, some of which are very scarce.

*The Anglo-Irish Collection* is a small but very rare collection of monographs (including signed first editions of important works), journal runs, literary works in the original typescripts, signed poems and reviews, and original letters to and from famous literary figures, including 15 letters from T. S. Eliot to Donagh McDonagh, and others written by Sean O Faolain and Stephen Spender.

*The Billie Sunday Farnum Collection* consists of some 30 cubic feet of the correspondence and papers from Mr. Farnum's term of office as a Congressman in the House of Representatives during the 89th Congress (1964-66), his term as Auditor General of Michigan (1961-64), and other public and political offices.

*The Alternative (Underground) Press Collection* is one of the largest in existence anywhere. It focuses on Michigan and the Midwest.

*The Blake Collection* consists of 27 volumes of the works of William Blake in color facsimile.

*The University Archives Collection,* largely acquired through official deposit, consists of materials that are historically or legally significant to Oakland University.

*The Faculty Publications Collection* contains publications, both monographs and reprints from serials, produced by members of the faculty while teaching at Oakland University.

Serials are a vital part of the library's collections. Currently there are approximately 1,700 paid serial subscriptions. Since periodical prices are rising faster than the prices of other library materials, the library has been forced to reduce significantly its subscriptions by about 700 titles since fiscal 1972-73. At the present time a serials review, preliminary to another reduction, is planned for the winter term of the current year. Since additional programs are being added to Oakland's curriculum, new subscriptions and backfiles of new and currently received serials are of crucial importance for support of the curriculum. Since 1974-75 only 38 new subscriptions have been added; they have been added by cancelling titles already received. There has been no systematic ordering of backfiles since 1973-74.

The portion of the curriculum most heavily dependent on serials is science. The strengths of the serials collection are in this area. Biology, including the bio-medical sciences, and mathematics are probably the best supported areas; chemistry and physics have also received substantial support. Particularly strong are the areas of cellular biology as well as organic and physical chemistry. The University has graduate programs in all of these areas. Nursing, along with general science and biology, is one of the most used portions of the science periodicals. To provide initial support for the nursing program the library purchased selected items from the Providence Hospital School of Nursing collection in 1974 with funds made available by the Friends of the Library. In terms of both journal and monographic holdings this program is still in a developmental stage.

Programs in engineering have the potential for substantial support in the immediate future as a result of the $100,000 Critchfield bequest for library materials in Engineering.

The library's holdings in education have been reviewed during the past year to assess our ability to support a doctoral program in reading/language arts and a specialist degree program in administration, supervision, curriculum, and instruction. The library's holdings in reading and language arts form a sound basis on which to build a doctoral program. It is advisable, however, that we add several significant periodicals with backfiles and purchase other serial backfiles and monographs to provide strong support for this program. The library does not have sufficient holdings in administration, supervision, curriculum, and instruction to support a specialist degree program. Several periodical subscriptions basic to this program were cut in 1973. The book collection is obsolescent in all four areas. Of 150 titles listed in the card catalog under the heading "School Management and Organization," only 36 have been published since 1969. In broad support of education, the library has been able to maintain a standing order for the microfiche of research reports from the Educational Resources Information Center. Even with this significant asset, education on neither the graduate nor the undergraduate level can afford additional periodical cuts.

Both the School of Economics and Management and the Department of Psychology offer graduate degrees. The library is strong in the behavioral science aspects of management; it is weak, however, in the areas of accounting and advertising. As noted above, the library subscribes to the basic serial services in business and acquires the Business Periodicals Index. It does not, however, purchase the Accountants' Index. In 1972 the library's periodical holdings were judged to be adequate to support the Master of Science degree in management. That positive judgment has been severely weakened as a result of the two periodical cuts which have been instituted in the intervening years.

In the humanities the University offers graduate programs in English, history, and area studies. The graduate program in English like that of psychology has been severely damaged by the periodical cuts. In 1972-73 English was reduced by more than 30 subscriptions. History has faired only slightly better. The 1973 proposal for a Master of Arts in history states, "While the collection is adequate to begin the program, it is apparent that the holdings must be increased in the immediate future in order to support work in particular fields." Since that time there have been reductions rather than increases. The strengths of the history collection are in certain portions of United States and European history as well as in Chinese history. In 1974 in judging the collection's ability to support a graduate program in area studies, the library reported certain portions to be adequate, others to be less than adequate. Both monographs and serials were deemed sufficient for South Asia and East Asia. For the areas of Africa, the Slavic World and Latin America, serial support was considered to be insufficient. The proceeds of the 1975 Glyndebourne Picnic, sponsored by the Friends of the Library, are being used to bolster the area studies program.

All portions of the humanities, and to a slightly lesser extent the social sciences and sciences, have been especially hurt by the library's curtailment of the approval plan for university press books in 1974. Under this plan the library automatically received titles relevant to its curriculum as they were published by the university presses of this country according to a subject profile; the library held an option to return titles considered irrelevant upon examination. University press releases are vital to the acquisitions program of all academic libraries. However, continuance of this program would have caused an even higher proportion of the materials budget

to be committed before each fiscal year began with little left to purchase other important new materials or significant retrospective works.

The future development of the University's library collections is not encouraging. A simple example illustrates this point. Over the past several years serial prices, on a national basis, have increased an average of 13.5 percent each year. During the same period of time serial prices of materials purchased at Oakland have increased an average of 17 percent each year as detailed below:

SERIAL PRICE INCREASES

| | Nationally | At Oakland |
|---|---|---|
| 1969-70 | 11.8% | 15% |
| 1970-71 | 12.0% | 15% |
| 1971-72 | 13.5% | 16% |
| 1972-73 | 22.4% | 25% |
| 1973-74 | 9.3% | 12% |
| 1974-75 | 12.6% | 15% |
| 1975-76 | 12.9% | 22% |
| Average | 13.5% | 17% |

General fund expenditures for library materials at Oakland in each of the last two fiscal years has been approximately $197,000. Assuming this figure, $197,000, as the fixed level of general fund support for library materials over the last six years and the continuance of an annual inflation rate in the cost of serials of 17 percent, library expenditures for serials will equal general fund support for all library materials in just four years. In just six years library expenditures for serials will equal the combined current level of general, gift and grant support for library materials.

| | General Fund Support | Projected Serial Expenditures | Percent of General Funds for Serials |
|---|---|---|---|
| 1976-77 | $197,000[a] | $124,000 | 63% |
| 1977-78 | $197,000 | $145,080 | 74 |
| 1978-79 | $197,000 | $169,744 | 86 |
| 1979-80 | $197,000 | $198,600 | 100 |
| 1980-81 | $197,000 | $232,362 | 118 |
| 1981-82 | $197,000 | $271,864 | 138 |

[a]If the figure of $165,000, the current level of general fund support for library materials, were used library expenditures for serials will equal general fund support for all library materials in just four years.

Steps have been and will continue to be taken to make Oakland's collections meet most of the immediate demands of students and faculty for study and research materials. Obviously, as discussed in the section on Funding, increased fiscal support of the library's collections is a dire necessity. Since 1971 the Resources Committee of the library has been developing a detailed statement of acquisitions policy which it regularly reviews in light of changing curricula and budget restraints. Completed parts of this policy statement cover types of material according to physical form (newspapers, music scores, etc.), method of receipt (gifts, standing orders), and projected use (reference, recreational reading). Needless to say, this policy statement places high priority on acquiring material to support graduate and undergraduate instruction. It is by means of the established acquisitions policy that the Collection Development Librarian is able to review faculty requests and gift items and make judicious use of available library funding. A policy statement on the acceptance of gifts was developed in 1973 as an aid in maintaining a continuous and orderly flow of both material and monetary gifts. This statement of policy appears on page 27 at the conclusion of this section of the Report.

In the future still other steps must be taken. Cooperation among libraries must move ahead rapidly and more fully including the actualization of such proposed programs as assigned collections development of specific subject areas by each cooperating library and the free sharing of materials among cooperating libraries. As discussed in considerable detail in the section on Cooperation, the Michigan Library Consortium exists as a vehicle for efforts of this kind. Even at this level of cooperation, however, Oakland must maintain a strong and current basic collection in support of its curriculum.

# OAKLAND UNIVERSITY LIBRARY

## POLICY ON GIFTS

The objective of the gift program of the Oakland University Library is to promote the continued flow of those gifts which will augment the Library's ability to meet the informational needs of the university community. This objective is constrained only by such practical concerns as stated below.

Since gifts can greatly aid the educational programs of the Oakland University Library, the University Library welcomes and is appreciative of gifts, whether of a monetary or material nature. Monetary gifts may include endowment funds or cash; material gifts may include museum pieces, equipment, books or other reading matter. All gifts will be acknowledged by the Dean of the Library, as soon as possible, after they are received.

The Library favors unrestricted and unconditional gifts. Under the current provisions of the Internal Revenue Code conditions or encumbrances placed upon a gift by the donor may prevent it from being tax-deductible. For this reason, and to avoid administrative complications, the Library discourages conditional gifts. The Library will, nevertheless, give consideration to the acceptance of gifts subject to specific conditions or encumbrances proposed by the donor. Gifts which might entail excessive administrative attention or undesirable controversy may be respectfully declined.

Decisions regarding the acceptance and administration of gifts are the responsibility of the University Library subject to the approval of the Board of Trustees of Oakland University. Such decisions shall accommodate the intention of the donor to the extent that such intentions are consistent with the best interests of the University. The Library reserves the right to select from the donated materials those items it needs and to dispose of the remainder by sale, gift, exchange or other appropriate means. The University shall have the right to publicize all gifts to the Library in an appropriate manner unless the donor expressly requests to the contrary.

Gifts to Oakland University are tax deductible and unrestricted gifts to the Library are eligible for both federal tax deductions and state tax credits. Gifts in kind are deductible to the extent of their fair market value. The staff of the Library shall not undertake to appraise gifts in kind, or to endorse appraised valuations, but shall cooperate fully with any independent appraisers engaged by a donor, and shall provide the donor with any documentary aids in appraisal, such as auction records and dealer catalogues, as may be available in the Library. The Vice President for Business Affairs shall provide all donors with official University receipts for all monetary contributions and appraised contributions in kind.

## SERVICES

* * * *

### Goals 1976-81

*To continue providing basic library services as acquisitions, cataloging, circulation control, interlibrary loans, serials and reference as well as the more specialized services of audio-visuals, government documents, performing arts and science. To continue monitoring and evaluating library services in terms of current and prospective curricular offerings, use by students and faculty, and needs articulated by specific groups of students and faculty. To continue reviewing and advancing for implementation innovative and timely services which may include a program for university archives, a library instruction program, on-line bibliographic search services.*

* * * *

The University Library is organized to meet the information needs of the University community. Organizationally, as indicated in the section of Personnel, the library consists of three interrelated units: the administrative, public and technical services groups. The administrative unit provides general services in the areas of budgets, interlibrary cooperation, operations and management, personnel, public relations and fund raising; the public services unit, in the areas of audio-visuals, circulation management, government documents, interlibrary loans, performing arts, reference and science; the technical services unit, in the areas of acquisitions, cataloging, collections development and serials. We discuss below several of the basic and traditional services provided by the library--cataloging, circulation, interloans and reference--as well as several potentially new services--archives, bibliographic instruction and on-line bibliographic searching.

*Cataloging*

The primary responsibility of the cataloging department is to facilitate access to those parts of the library's collections that are enhanced by listing

and arranging before students, faculty and other library users attempt to identify and locate needed information. Periodicals, which can be alphabetically arranged and accessed through a variety of published indexes, and most documents, which are indexed by subject in the U. S. Superintendent of Documents Monthly Catalog, are not cataloged. But almost all other types of library materials such as books, phonodiscs, tapes, and dissertations require cataloging. The cataloging department assigns the classification numbers and special location designators that group material similar in subject or format for easy browsing and retrieval; prepares catalog cards which represent the material by author, title, subject and other entries likely to be searched by library users; designs and maintains the card catalog. This department also processes cataloged books, tapes, and microfilm for shelving and lending by doing light binding, labeling, pocketing, plating, keypunching circulation cards, and sending materials that require heavy binding to a book binder.

In March 1976, the University Library, through its membership in the Michigan Library Consortium, joined with the other state supported and most of the private institutions of higher education in Michigan in the Ohio College Library Center's shared cataloging system. This automated data base currently contains over 2.5 million bibliographic records formatted for catalog cards. A large share of these records are supplied by the Library of Congress, but records input by over 850 member libraries are also included. Approximately 90 percent of the library material acquired can be bibliographically verified via the OCLC terminal and the use of this terminal has increased pre-catalog searches from 10 to 25 per hour. Each record in the OCLC data base includes holdings information which indicates the libraries that own the item represented by that record. This information is valuable for interlibrary

lending activities and will undoubtedly prove useful in other networking ventures such as cooperative acquisitions.

Service is the essential goal of the cataloging department even though departmental staff do not usually have direct contact with library users. For that reason, members of the department are always alert for opportunities to invite students, faculty and others in the Oakland community to express concerns or make suggestions which will result in improved cataloging services. Another important goal of the cataloging department is to contribute to cooperation among libraries in Michigan. Since installation of the Ohio College Library Center terminal in March, the department has held two OCLC workshops attended by 21 librarians from academic, public and special libraries.

Materials cataloged at Oakland University are arranged according to the Library of Congress classification scheme and accessed through Library of Congress subject headings. At least 75 percent of Oakland's cataloging has traditionally been based on card copy from the Library of Congress. No more than 25 percent has been original cataloging prepared by librarians at Oakland. As a result of our participation in the OCLC program, the proportion of original cataloging at Oakland is now less than 10 percent.

Except for rush items, which are readied for use within 24 hours, most of the material processed through the cataloging department is now handled as follows:

> With a newly received book in hand, a staff member searches the OCLC data base through the CRT terminal until the appropriate record is found. While the full bibliographic record is displayed on the screen, it is edited to suit Oakland's specifications. By punching the proper button on the terminal keyboard, catalog cards are ordered from the Ohio College Library Center. At that point the book is sent to the processing section of the cataloging department where it is labeled and pocketed. Unless it must be sent to an outside bindery, it is usually ready for circulation or other

> library use within a week when the catalog cards arrive from Ohio. Upon receipt, cards are filed in the card catalog and the book is placed in its proper place on the shelves.

*Circulation*

Circulation services are responsible for the physical maintenance of the book collection, for charging and discharging library materials from the general collection, for retrieving overdue books and collecting fines, as well as for processing materials for the reserved book collection. In addition, this department provides photocopying services to library patrons, primarily through four coin-operated machines.

The reserved book collection is a collection of books, articles, pamphlets, tapes, etc. that faculty members have requested for use by specific classes. They may be required readings for all students in a class or recommended readings for those students who wish to pursue further a particular topic. The faculty member, sometimes with the assistance of the circulation staff, determines the number of copies needed and the loan period, e.g., two hours, two days, or one week, for each item. There has been extensive use of this service over the past several years. More than 6,000 items are typically placed on reserve during Fall and Winter terms each year. The School of Nursing, in particular, makes heavy use of this service.

A recent article in the Chronicle of Higher Education[1] has brought the problems of theft and mutilation of library materials to the attention of the higher education community. Without benefit of a costly and time-consuming inventory it is difficult to know the effect of theft on the Oakland collections.

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[1] Obrien, Gael M. "'National Crime Wave' Plagues University Libraries," Chronicle of Higher Education, 12 (April 9, 1976), p. 5.

Occasionally, evidence of mutilation comes to light. While it is impossible to stamp out either of these problems, it is possible to minimize their impact by keeping the library open a reasonable number of hours, making materials easily accessible, providing inexpensive duplicating services, carefully monitoring the flow of materials so that books do not remain charged out to individuals for excessive periods of time. It is sometimes possible to identify high risk items before they are made available for use. These items are placed on special reserve. Although they are listed in the public catalog and circulate like other items, they are not placed on the open shelves but are obtained from the circulation desk.

In February, 1966 the University Library installed its first automated circulation control system. Essentially an off-line, batch processing system, it utilized several IBM 357 data collection units and a 1620 computer with disk storage. A second system, the one currently in use, was designed and installed in July of 1970. This system utilizes a Mohawk data collection terminal directly wired to an IBM 360/40 computer with tape and disk drives attached. The system was never fully developed. Since the system employs complex and unstable techniques, it defies further development, is prone to malfunction and is costly to operate. Consequently, this system should be replaced, as soon as possible, by a thoroughly tested system which is compatible with the present configuration of campus computing equipment and the library's machine readable bibliographic data on its collections.

The circulation department records statistics in a number of categories in order to monitor the use that various materials and services receive and to note trends which may have impact on the provision of materials and services. Among the statistics reported on a monthly basis are the following:

1. Daily totals for number of people entering the building. Low and peak days are noted.
2. Total number of items circulated outside the building, from all service points.
3. Total number of items circulated within the building, from all service points.
4. Total number of copies made on all photocopiers and microform printers.
5. Total number of guest library cards issued.
6. Total amount of overdue fines collected.
7. Monthly totals of the number of items circulated in 45 different Library of Congress subject areas.
8. Monthly totals of items circulated according to borrower category (undergraduate, graduate, and faculty).

Below is a summary of select circulation statistics for the past five years.

SELECTED CIRCULATION STATISTICS
1971-72 - 1975-76

| | | |
|---|---|---|
| | I. Door Count | |
| 1971-72 | 325,637 | |
| 1972-73 | 297,822 | - 8.5% |
| 1973-74 | 241,225 | -19.0% |
| 1974-75 | 276,607 | +14.7% |
| 1975-76 | 280,856 | + 1.5% |
| | II. Circulation | |
| 1971-72 | 119,579 | |
| 1972-73 | 112,987 | - 5.5% |
| 1973-74 | 104,355 | - 7.6% |
| 1974-75 | 117,349 | +12.5% |
| 1975-76 | 127,287 | + 8.5% |
| | III. In-Library Circulation | |
| 1971-72 | 145,128 | |
| 1972-73 | 141,684 | - 2.4% |
| 1973-74 | 141,228 | - 0.3% |
| 1974-75 | 163,090 | +15.5% |
| 1975-76 | 186,794 | +14.5% |
| | IV. Photocopies | |
| 1971-72 | 169,738 | |
| 1972-73 | 171,241 | + 1.0% |
| 1973-74 | 233,179 | +36.2% |
| 1974-75 | 315,077 | +35.1% |
| 1975-76 | 396,891 | +30.0% |
| | V. Guest Cards | |
| 1971-72 | 908 | |
| 1972-73 | 404 | -55.5% |
| 1973-74 | 267 | -33.9% |
| 1974-75 | 283 | + 6.0% |
| 1975-76 | 354 | +25.1% |

Following several years of decline, during the first two years of this five-year period, library usage figures are generally on the rise. This is at least partially as a result of greater faculty use and promotion of the collections, increased graduate enrollments, and emphasis on library usage by such new programs as nursing. The upswing in in-library and photocopying usage can probably be attributed to the way a largely commuting student body uses the library. Working part or full-time they can afford to pay for nominal copying costs and simplify their schedules by essentially purchasing as opposed to borrowing the library materials they need. Education, and American and English literature continue to be the most frequently used areas of the library; usage in the areas of nursing and the allied health fields as well as economics and management are growing rapidly. The number of items circulated among undergraduate students over the past two years has remained relatively constant. The number of items circulated among graduate students and faculty, however, have risen by 41 and 28 percent respectively.

*Interlibrary Lending*

Interlibrary lending is based on a principle of reciprocity. Through this service members of the University community are able to obtain those materials essential to their study and research which are unavailable in the University Library's collections. In return, the University Library shares its resources with other academic, public and special libraries throughout the state and nation. On occasion, the library shares and borrows from libraries abroad.

Among the numberous kinds of materials shared among libraries through interloan services are books, copies of periodical and newspaper articles, theses and dissertations, films and documents in microform, music scores, research reports, and so forth.

For purposes of verifying titles and locating requested materials, this service requires the availability of an extensive set of bibliographic tools such as the national union catalogs including the Library of Congress, the British Museum, the Bibliotheque Nationale among others; the major indexes to domestic and foreign journals and newspapers including Biological and Chemical abstracts, Education Index, the New York Times Index, the Index Medicus, the Social Science Citation and the Science Citation indexes, to list just a few; tools developed locally such as the Oakland County Union List of Serials, a selected listing of the periodical holdings of 55 academic, public and special libraries in Oakland County, and the Detroit Area Union List of Serials, a selected listing of the periodical holdings of 42 medical libraries in the Metropolitan Detroit area as well as the Detroit Public, Wayne State and Oakland University libraries; the services offered by such organizations as Health Instructional Resources Associated which makes audio-visual materials and equipment available among its participants; and bibliographic data bases such as those developed by the Ohio College Library Center, the Education Research Information Service and the National Library of Medicine, again to note only a few examples.

Over the past five years interloan transactions in the University Library have more than doubled. Accounting in part for this dramatic upsurge in activity are interloan requests from students and faculty in history, psychology, biology, nursing and the other health fields as well as Oakland's greater visibility as a lending institution. In comparison with other academic libraries in the state, Oakland ranks fifth in interloan activity just behind the University of Michigan, Western Michigan, Michigan State and Wayne State according to the results of a recent state-wide survey conducted by the Michigan Library Consortium.

OAKLAND UNIVERSITY

Interlibrary Loan Transactions[a]

| Year | Number of Transactions |
|---|---|
| 1971-72 | 1,785 |
| 1972-73 | 2,238 |
| 1973-74 | 2,301 |
| 1974-75 | 3,090 |
| 1975-76 | 3,726 |

[a]These figures do not include transactions of the Oakland County Hotline.

The continued decline of library budgets relative to the costs of materials, the growth in the production and dissemination of information, the development of new fields of study and research along with the expansion of academic curricula, are the more general factors which have resulted in the greater need for and use of interlibrary lending services, both at Oakland and throughout the nation's academic libraries. Indeed, the provision of these services has become not only a state but a national concern.

Essential to the development of national planning for interloan services, is the development of local and state planning. Within each of the individual local areas, states or regions, libraries will find it necessary to develop networks characterized by referral hierarchies, each level of which is tapped and exhausted prior to proceeding to the next level. By instituting cost-recovery charges of $8 and up, the major national repositories of library materials, such as Harvard, Yale and Toronto, virtually prohibit access to institutions similar to Oakland except on rare occasions. Within the state of Michigan, aspects of a broad interloan network must include well delineated referral hierarchies, as noted above; mass, high density cooperative storage centers; the development of a statewide union list of serials and other

bibliographic access tools; and improved mechanisms for interlibrary communications and document delivery services. National planning for interloans must focus on the models explicit in both the Center for Research Libraries (Chicago) which houses and shares with its members a collection of more than 3 million little-used research materials and the British Library Lending Division (London) which provides rapid copying service from its collections of frequently-used periodicals, some 50,000 titles primarily in the sciences and technology. A national plan providing for the sharing of both little and frequently-used library resources must be supported by sound mechanisms for access and delivery at reasonable costs.

*Reference*

In a recent report of the Standards Committee of the Reference and Adult Services Division of the American Library Association, three levels of reference or information service activity are noted: personal assistance to the user, formal and informal instruction in the use of the library and its resources, and indirect reference service, i.e., provision of access to a wide range of informational sources such as bibliographies, indexes and information data bases.[2] This section of the Report considers the first level, personal assistance to the user. The second and third levels of activity, bibliographic instruction and on-line bibliographic searching, are discussed separately in this section of the Report.

The volume of information accessible to users with information needs is growing. In the sciences, for example, it has been estimated that a scientist

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[2] American Library Association. Reference and Adult Services Division, Standards Committee. A Commitment to Information Services: Developmental Guidelines (Chicago: The Association, 1976).

reading 200 to 300 words per minute, 24 hours per day, 7 days a week would need 50 years of reading to keep up with one year of published output.[3] Literature growth in other disciplines has paralleled that of the sciences. Increasingly more information is potentially available to the user. In addition to a growing volume of information there has been a corresponding increase in the complexity of formats in which information may be presented. Information is no longer confined to books or journal articles only. It may be available in report, tape, film or microformat as well.

Personal reference assistance provides an interface for the user attempting to access this large and complex information array.

The University Library provides personal assistance to the user by staffing a reference/information desk. Hours of staffing reflect periods of heavy library use. In general this means that for the fall and winter semesters reference assistance is available to users during the day, the evening and weekend hours. Scheduled assistance for the spring and summer semesters reflects student use during these periods. Because enrollment patterns differ from year to year, we are considering the development of a survey form to elicit student response as to hours of reference assistance they would find most beneficial. With this information we hope to attempt more flexible scheduling, directly responsive to student input.

Effective user assistance presupposes a collection of materials shaped to the information needs of the university community. The reference staff is directly responsible for selecting appropriate additions for a particular segment of these materials, the reference collection. Sources considered

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[3] Sarett, L. H. "The Scientist and Scientific Data," American Documentation 19:299-304 (July 1968).

for this collection include among others books that supply factual information (almanacs, general and specialized handbooks); books that provide an overview on a subject (encyclopedias), books that provide information about people (biographical directories), and materials that provide access to the increasing volume of periodical literature being published today (indexes).

Although the reference collection may be considered as core materials for meeting user information needs it would be parochial to rely only on these materials. In fact, in assisting users the reference staff ensures that relevant materials throughout the library are brought to the user's attention. Furthermore, since no one library collection can satisfy every information need that may arise, the reference staff is committed to the philosophy that Oakland students and faculty have the right to be aware of and to utilize materials in other information collections in this state, the country or throughout the world. To this end an aggressive interlibrary loan service is promoted by the staff.

While the three areas of assistance--at the reference desk, collection building and interlibrary loan--are generally considered to constitute the basic components of reference assistance, we can envision some changes that may both expand the services provided and focus our efforts more clearly on the user population. For example, personal assistance in its present configuration may be considered a passive service, i.e., one in which we respond to a user who approaches us because he is already aware of an information need and understands the reference function. It would appear useful for the reference staff to take a more active role in informing the university community of those library services available to them. Service activities that might be added to present capabilities include the compilation of bibliographies

which would be of use to students in particular subject classes and manual literature searches for faculty members to use in teaching and research. In addition, because of their greater contact with the library user population, the reference staff should work more closely with the Collection Development Librarian in building a total collection which is responsive to user needs. Finally, the present organization of reference services which conceptually and by physical location separates certain areas, e.g., science and documents, is clearly not the best method for promoting an integrated concept of reference. Consolidation of materials and staff efforts may be a more productive means of promoting a unified and interdisciplinary approach to information resources for the Oakland community.

*Archives*

Up to this point in time the University Library has had an informal archives program which has been supported by a number of interested individuals over the years. Consequently, the materials housed in the archives collection are somewhat limited in scope, lacking in completeness and, in many aspects, tangential to a university archives collection. The types of materials collected include Oakland's masters theses; both monographic and serial publications produced by the faculty during their employment at Oakland; agenda, minutes and reports of official governance bodies of the University as the University Congress, the Senate and the Board of Trustees; class schedules and catalogs; University newspapers, newsletters and brochures; and documents of historical or legal significance to the University cumulated largely by accidental circumstances.

Strictly speaking, the archives of a university or any institution is composed of records of lasting value that have been created by a person, an

office or the institution itself. Generally, the archives consist of the institution's non-current administrative office files. A good rule of thumb in determining what materials are archival is anything produced by the institution or organization in a planned and official way.

A university archives serves the needs of the administrator, the researcher and the teaching staff. Having all records in one central location contributes to the administrative efficiency and the financial economy of the university. Similarly, the archives become important research sources for those engaged in institutional research or for the professor who might use the archives as a research laboratory.

Used as a research laboratory, a university archives supplements its primary role as an administrative tool. Students in the field of education could use the university archives to document curricula changes or student proficiency and performance levels. History students could use the archives to document local aspects of political, intellectual and social history that are sometimes ignored by national historians. University archives can thus serve the immediate research needs of the young scholar as well as provide valuable primary sources for the mature scholar. Inasmuch as an archives is "the official memory of an institution," the records of the university and its students could also be grist for a future historian. Student matriculation records, for example, reflect upon the social structure of the community and the geographic and occupational mobility of the alumni.

While a university archives need not have any appreciable effect on the curriculum other than preserving the documentation of how the curricula changed over the years, once the archives is established and is administered according to accepted principles, the archivist could offer a practicum in archival

management. Such a course could be jointly sponsored by the University Library and the History Department.

The first step in creating a formal archives program at Oakland is the drafting of a policy statement and its acceptance by the Board of Trustees. One of the important aspects of such a statement is the declaration that all non-current records of the University are to be retained as its property unless authorized for destruction or disposal. A committee with administrative, Board, faculty and student representation, as well as legal advice should formulate such a statement. Additional steps in developing an archival program include the appointment of an archivist and the development of archival procedures including a schedule of participating offices, guidelines on what materials are considered archival and timetables for transferring materials from the various participating offices to the archives.

*Bibliographic Instruction*

During the past ten years academic librarians have become increasingly involved in developing and implementing bibliographic instruction programs.[4] These programs are intended to provide students with the necessary skills for accessing recorded information. Interest in bibliographic instruction complements a parallel movement emerging in higher education, the movement for continuing self-education and self-learning. Taking into account the increasing mass of accessible recorded knowledge, the Carnegie Commission on Higher Education has observed:

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[4] Kirk, Thomas, ed. Academic Library Bibliographic Instruction: Status Report, 1972 (Chicago: Association of College & Research Libraries, 1973), ED072 823.

> The teaching of existing knowledge becomes comparatively less essential to the task of higher education and the imparting of skills for continuing self-education comparatively more, particularly in independent study and through the library.[5]

For several years the University Library has offered an informal bibliographic instruction program. This program has provided one or two-hour classroom lectures in learning skills and other courses of instruction. These lectures give the student a minimal acquaintance with and facility for using the resources available in the Oakland Library and similar repositories. Utilization of this program since its initiation in 1972 is outlined below.

BIBLIOGRAPHIC INSTRUCTION
1972-73 - 1975-76

| | 1972-73 | | 1973-74 | | 1974-75 | | 1975-76 | |
|---|---|---|---|---|---|---|---|---|
| Class | Classes | Students | Classes | Students | Classes | Students | Classes | Students |
| Learning Skills | 53 | 1,060 | 43 | 1,010 | 58 | 1,297 | 54 | 1,078 |
| Other | 15 | 450 | 27 | 844 | 35 | 900 | 25 | 756 |
| Total | 68 | 1,510 | 70 | 1,854 | 93 | 2,197 | 79 | 1,834 |

Total library commitment to bibliographic instruction efforts is reflected by participation of library faculty from both the Technical and Public Services divisions. Participants have been active in developing a core of instructional materials used in the presentations; they include a slide-tape show, bibliographies, index guides and discussion outlines.

Although the present program meets some very basic needs it suffers from several obvious drawbacks. Limited to a one or two-hour lecture,

[5]Carnegie Commission on Higher Education. Reform on Campus: Changing Students, Changing Academic Programs. (New York: McGraw-Hill, 1972), pp. 23-24.

students receive only a most cursory overview of types of materials of potential interest to them. Since students come to Oakland with varying levels of sophistication in those skills useful in making the most productive use of bibliographic resources, it is exceedingly difficult to meet all of the needs of all of the students in a one or two-hour time frame. In addition, the lectures are set in a vacuum. They are not reinforced with assignments that provide immediate use of materials and feedback on the student's progress in developing bibliographic skills.

A substantive bibliographic instruction program requires more structure, more tailoring to students' individual needs, more student learning options, and the creation of a faculty position in the library specifically to develop and coordinate the program: a structured bibliographic learning experience, packaged in discreet segments which may be used in part or whole. In brief outline, the program would (1) provide additional self-instruction tools for those students preferring this mode of learning (2) offer upon the request of an instructor a brief instructional unit, typically of three one-hour sessions, which broadly outlines the structure of a library, presents general search strategy techniques and provides exercises on subject heading and index use (3) provide individual students with consultation on search strategy development for term paper projects and independent study programs (4) provide a pre-entry program that ensures basic introduction to and actual use of the primary sources and services of the University Library (5) provide an introductory course in bibliographic search skills as an elective option to undergraduates, particularly those enrolled concurrently in a course requiring a research paper and (6) provide a discipline-concentrated bibliographic instruction course as an elective for graduate students or those students who have previously completed an introductory course.

*On-Line Information Retrieval Service*

Advances in on-line technology, the expansion of time-sharing networks, and the advent of commercial vendors of bibliographic data bases are prominent among the factors which have created a climate favorable to the utilization of on-line data bases as information sources in higher education. The product of an on-line search is a list of citations or citations and abstracts of published literature, reports and research in progress. Subject coverage of data bases available for searching include medicine, psychology, education, government research reports, engineering, the sciences, and the social sciences.

On-line literature searching has several advantages over traditional manual searches of printed indexes. One advantage is that more complex search questions can be formulated in an on-line mode, allowing for considerable flexibility for a general or specific response. For example, a student searching for information about the response of young children to hospitalization after surgery when using printed indexes is likely to look under the term CHILD, HOSPITALIZED. From the titles of articles listed under this term the student must make two judgments: (1) does the article deal with surgery? (2) to what part of the age spectrum, 1-12 years, does child refer? Since titles of articles in many cases are not indicative of the content of the article this is often difficult to determine. Consequently, valuable information may be missed or valuable time may be lost in reading irrelevant articles. In contrast, on-line search parameters can be set up in a manner that takes advantage of searching all components of the citation including title, index terms and abstract, if available. In the example above, an on-line search could be formulated in a manner which produced citations to all articles which included the three terms "child," "hospitalized" and

"surgery" as well as their synonyms: CHILD, HOSPITALIZED AND SURGERY AND AGE GROUP, e.g., 2-5 years old.

A second advantage of on-line searching is speed. Through a single query several years of literature can be searched. Search time can be measured in minutes rather than hours.

A third advantage of on-line searching is the multiple uses which can be made of the system. In addition to retrospective searches, current awareness searches, i.e., searches of the same topic for the most recent literature produced that month, can be offered. Graduate students working on a particular research problem can receive monthly updates of new articles relevant to their fields of study.

A number of academic libraries view the provision of access to automated searching services as an appropriate expansion of traditional reference and information services. Approximately 30 percent (N = 472) of the institutions responding to a recent survey of on-line users were colleges or universities.[6] The Reference and Adult Services (RASD) Division of the American Library Association has recently approved the formation of an RASD Discussion Group on Machine-Assisted Reference Service (MARS).[7]

For the past several years the University Library has provided limited access to the MEDLINE (Medical Literature Analysis and Retrieval Systems On-Line) data base. Access to the system is made possible through an agreement

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[6] Wanger, Judith et al. Impact of On-Line Retrieval Services: A Survey of Users, 1974-75 (Santa Monica California: System Development Corporation, 1976).

[7] "Librarians on MARS: Session Probes New Machine-Assisted Reference Services," American Libraries, 7:504 (September 1976).

with the Shiffman Medical Library at Wayne State University which allows the Science librarian to use Shiffman's communication terminal. MEDLINE has been well received by the Oakland University community. More than 90 percent of users responding to an evaluation survey indicated that the searches were of major or considerable value.[8] In addition to satisfaction with MEDLINE, users indicated interest in access to other subject data bases, particularly in psychology and education. They further indicated that charges for the immediate costs for on-line time and printing would be acceptable in return for the increased value of these literature resources.

The most immediate obstacle to the expansion of on-line services now offered by the University Library is the lack of in-house communication equipment and support staff to handle billing and record keeping attendant to the provision of these services. Such expansion is desirable. Oakland students and faculty need not be information poor in an age in which technology has put improved access to information within reach of those who may use it most effectively.

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[8] Hitchingham, Eileen E. "MEDLINE Use in a University Without a School of Medicine," Special Libraries 67:188-194 (April 1976).

# FUNDING

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## Goals 1976-81

*To continue seeking maximal library funding from state sources through the offices of the Provost and the President of the University, from federal and state grant agencies through the Office of Research and Instructional Services, from private foundations through the office of Special Projects, from the alumni through the office of Alumni Affairs and from the local public community through the Friends of the Kresge Library organization. During this period of reduced state and federal funding of higher education, in seeking funding for the library greater emphasis will be placed on private funding sources, innovative ways of securing funding and new, untapped sources of funding. During this period funding should be sufficient to permit the collection to grow at an average of 10,000 items per year.*

* * * *

The Carnegie Foundation reports that higher education in the United States is undergoing the greatest long-run decline in its history.[1] While institutional operating costs are rising at a constant growing rate, institutional income is rising at a constant declining rate.[2] No less dramatic than its decline was the expansion of higher education and its various institutional components, including libraries, in the last two decades preceding the seventies. These two decades of extraordinary affluence resulted in unprecedented growth in enrollments, curricula, technological innovation, research, and facilities as well as in unprecedented growth in the production and the purchase of books, journals and other materials by the nation's libraries. These two decades ended, of course, in student

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[1] Carnegie Foundation for the Advancement of Teaching. More Than Survival. (Washington: The Foundation, 1975), p. 1.

[2] Carnegie Commission on Higher Education. Sponsored Research. (Washington: The Commission, 1973), p. 291.

turmoil and violence. They were, in turn, succeeded in the seventies by uncertain enrollments, unionization of faculties, the energy crisis, unemployment in the professoriate, and runaway inflation.

Over the past decade, the Higher Education Price Index has risen 77.2 points over a base index of 100 in 1967. Of each $100 expended by higher education in 1976, $6.60 was consumed by inflation.[3] The most rapidly inflating item in higher education during this time has been fringe benefits. They rose from 162 points in 1971 to 266.7 points in 1976. Second only to fringe benefits has been the inflation on the cost of library materials. Inflation on library books and journals has risen from 144.8 points in 1971, to 195.3 points in 1974 and 251.8 points in 1976.

Ten years ago, higher education was a high priority state service in Michigan: 20 percent of the State's general fund expenditures were used in support of the State's institutions of higher education. In 1976 only 14.2 percent of these funds were allocated to support higher education.[4] Ten years ago, the University allocated 8.5 percent of its general funds in support of the University Library. Since that time the percentage of University general funds allocated to the library has steadily declined to 5.2 percent in 1974, 4.9 percent in 1975 and 4.5 percent in 1976. This is not to suggest that general fund support of the library be set at 8.5 or any other particular percentage but rather to point up the rapidity with which a trend of declining general fund support of the library is taking place.

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[3] The Chronicle of Higher Education 13 (September 20, 1976), p. 9.

[4] Presidents' Council, Michigan State Colleges and Universities. Higher Education, 1976, and a Review of the Decade, 1966-1976 (Lansing: The Council, 1973) p. 4.

Five years ago, Oakland's library ranked eighth in general fund expenditures for library materials among the thirteen state-supported institutions of higher education in Michigan. In 1976 Oakland's library ranks ninth on this dimension. During this period of time, ten of these institutions have increased their general fund expenditures for library materials by an average of 30 percent. Oakland has increased its general fund expenditures for library materials by about one-half of that percentage or 15.33 percent during this time. (See Comparative General Fund Expenditures for State-Supported Academic Libraries in Michigan, on page 54 of this section of the Report.)

During the past five years the University Library's support from general funds in relation to the other major units within the division of Academic Affairs, has sharply declined. The number of support staff, administrative professionals and clerical/technicals, has remained unchanged in the library but has increased by 1.5 percent in other sectors of this division. The number of faculty positions in the library has declined by 5 percent but has increased by 11.7 percent in the other sectors of this division. Overall budget allocations in the library have increased by 12.87 percent compared with a 48.73 percent increase among other major academic units of the University over the past five years. (See the Number of FTE, AP, CT and Faculty Positions and the Basic Budget Allocations for Major Academic Units, pages 55 to 57 in this section of the Report.)

The impact of the decline of library fiscal support on Oakland's student population is illustrated in the relationship between expenditures for materials and number of Full Year Equated Students enrolled at Oakland.

LIBRARY MATERIALS EXPENDITURES PER FYES

| | 1968-69 | 1969-70 | 1970-71 | 1971-72 | 1972-73 | 1973-74 | 1974-75 | 1975-76 |
|---|---|---|---|---|---|---|---|---|
| Materials Expenditures (General Funds) | $34.84 | $31.98 | $23.41 | $24.71 | $22.71 | $30.75 | $22.67 | $22.85 |
| Materials Expenditures (General, Gift & Grants) | $58.74 | $39.74 | $34.90 | $37.80 | $27.70 | $30.64 | $27.75 | $27.70 |

During this eight-year period general fund expenditures for library materials per FYES have declined by 34.4 percent; expenditures for library materials from all sources per FYES have declined by 52.8 percent. During this same period of time the cost of library materials has more than doubled. The net effect of the drop in library expenditures per FYES and the rise in the costs of library materials is that in 1968-69 the library purchased about 3.87 new books and about .35 journal titles per FYES; in 1975-76 the library purchased about .73 new books and .19 journal titles per FYES. While the emphasis of this section of the Report is obviously on the funding of library materials, it may be appropriate to point out that general fund expenditures for library salaries and wages per FYES have declined by 8.5 percent, during a period of uncommonly high salary and wage settlements, and that general expenditures for the category of library supplies, services and movable equipment, per FYES, has declined by 52 percent during this eight-year period.

The library's total operating budget for fiscal 1976-77 reads:

Library

| | |
|---|---|
| Equipment[a] | $168,330 |
| Salaries & Wages[b] | 548,689 |
| Supplies & Other Expenses[c] | 68,000 |
| Sub-total | $785,019 |

AV Services

| | |
|---|---|
| Equipment[a] | $ 2,000 |
| Salaries & Wages[b] | 38,863 |
| Supplies & Other Expenses[c] | 50,038 |
| Sub-total | $ 90,901 |

Other

| | |
|---|---|
| Gifts, Grants and Income | $219,264 |
| GRAND TOTAL | $1,095,184 |

---

[a]Includes funds for books, journals, movable equipment and other library materials.

[b]Excludes fringe benefits.

[c]Excludes telephone costs.

The library's 1976-77 budget for the purchase of books, journals and other materials from all sources reads:

| | |
|---|---|
| Departmental Allocations | $ 38,000 |
| Earmarked Gifts | 26,237 |
| General Orders | 25,700 |
| Postage | 2,000 |
| Replacements | 1,400 |
| Serials | 124,000 |
| Standing Orders | 46,000 |
| Total | $263,377 |

It is apparent from these figures that the library's present continuing commitments for the purchase of serials and standing orders, $170,000, alone are greater than its general fund support excluding movable equipment, $165,000. As pointed out in the section on Collections, in the 1978-79 fiscal year the library's current serial subscription costs will exceed its present level of general fund support.

Since fiscal 1973-74 the library has instituted one major cutback in the purchase of monographs when it cancelled its university press approval plan and substantially reduced its allocations to departments in subsequent years. In addition there have been two significant reductions in the number of standing orders and two major cutbacks in the purchase of serials, reducing the purchase of journal titles from about 2,400 in 1972-73 to 1,700 in 1975-76.

A third major cutback in serials as well as major cutbacks in standing orders, departmental allocations and other categories of the library's materials budget, can be anticipated in the next fiscal year. On the basis of current indicators, these cuts will amount to at least $75,000 or 28 percent of the present budget for library materials. Unlike previous fiscal years, gift funds will not be available to reduce partially the impact of these cuts on the purchase of monographs. Only designated gift funds will remain at the conclusion of the 1976-77 fiscal year amounting to approximately $122,600[5] of which $101,300 is specifically earmarked for long-term purchases in Engineering.

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[5]Includes 1976-77 Critchfield investment income and proceeds of 1976 Glyndebourne picnic.

Comparative General Fund Expenditures for State Supported Academic Libraries in Michigan

1971/72 - 1975/76

| Fiscal Year | Central | Eastern | Ferris | Grand Valley | Lake Superior | M.S.U. | Michigan Tech. | Northern | Saginaw | U of M | Wayne | Western | Oakland |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1971-72 | 354,320 | 335,239 | n/a | 151,634 | n/a | 872,190 | 153,413 | 348,901 | 88,000 | 812,000 | 1,022,686 | 498,269 | 170,612 |
| 1972-73 | 438,763 | 397,200 | 77,126 | 154,628 | n/a | 966,753 | 165,414 | 392,850 | 58,300 | 835,000 | 998,443 | 519,983 | 168,687 |
| 1973-74 | 641,714 | 426,359 | 84,380 | 193,310 | n/a | 1,173,422 | 199,676 | 400,317 | 35,000 | 1,070,000 | 1,047,614 | 572,757 | 246,417 |
| 1974-75 | 857,286 | 370,912 | 72,153 | 207,761 | 70,937 | 1,129,533 | 220,072 | 369,032 | 32,700 | 1,167,000 | 1,127,548 | 493,475 | 193,567 |
| 1975-76 | 647,458 | 363,629 | 69,145 | 191,241 | 63,581 | 1,147,662 | 237,807 | 282,346 | 131,431 | 1,244,833 | 1,152,907 | 489,101 | 196,763 |

| | % Change from previous FY | % Change from previous FY | % Change from previous FY | % Change from previous FY | % Change from previous FY | % Change from previous FY | % Change from previous FY | % Change from previous FY | % Change from previous FY | % Change from previous FY | % Change from previous FY | % Change from previous FY | % Change from previous FY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1971-72 | 354,320 | 335,239 | n/a | 151,634 | - | 872,190 | 153,413 | 348,901 | 88,000 | 812,000 | 1,022,686 | 498,269 | 170,612 |
| 1972-73 | 23.83 | 18.48 | 77,126 | 1.97 | - | 10.84 | 7.82 | 12.60 | - 33.75 | 2.83 | - 2.37 | 4.36 | - 1.3 |
| 1973-74 | 46.26 | 7.34 | 9.41 | 25.02 | - | 21.38 | 20.71 | 1.90 | - 39.97 | 28.14 | 4.92 | 10.15 | 46.08 |
| 1974-75 | 33.59 | - 13.00 | - 14.49 | 7.48 | 70,937 | - 3.74 | 10.71 | - 7.82 | - 6.57 | 9.07 | 7.63 | - 13.84 | - 21.45 |
| 1975-76 | - 24.94 | - 1.96 | - 4.17 | - 7.95 | - 10.37 | 1.60 | 8.06 | - 23.49 | 301.93 | 6.67 | 2.25 | - 0.89 | 1.65 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| % Change from FY 1971/72 to FY 1974-75 | 82.73 | 8.47 | n/a | 26.12 | n/a | 31.58 | 55.01 | - 19.08 | 49.35 | 53.30 | 12.74 | - 1.84 | 15.33 |
| Average Annual % Change | 19.69 | 2.72 | 7.29 | 6.66 | n/a | 7.52 | 11.70 | - 4.20 | 55.41 | 11.68 | 3.11 | - 0.06 | 6.25 |

ID:re
11/2/76

NUMBER OF FTE C/T AND AP POSITIONS IN MAJOR ACADEMIC UNITS ON GENERAL FUNDS*

1971/72 - 1975/76

| Name of School | | 1971-72 | 1972-73 | | 1973-74 | | 1974-75 | | 1975-76 | | Change Since 1971-72 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # of FTE Positions | # of FTE Positions | % Change | # of FTE Positions | % Change | # of FTE Positions | % Change | # of FTE Positions | % Change | # of FTE | % |
| Arts & Sciences | C/T | 24.5 | 23.5 | | 26.25 | | 25.25 | | 25.25 | | 1.5 | |
| | AP | 5.0 | 7.0 | | 7.0 | | 8.0 | | 8.0 | | 3.0 | |
| | Total | 29.5 | 30.5 | 3.3 | 33.25 | 9.0 | 33.25 | 0.0 | 33.25 | 0.0 | 4.5 | 12.7 |
| Econ. & Mgt. | C/T | 3.0 | 3.0 | | 4.0 | | 4.0 | | 3.0 | | 0.0 | |
| | AP | 0.0 | 0.0 | | 0.0 | | 1.0 | | 1.0 | | 1.0 | |
| | Total | 3.0 | 3.0 | 0.0 | 4.0 | 33.3 | 5.0 | 25.0 | 4.0 | -20.0 | 1.0 | 333.3 |
| Educ. | C/T | 6.0 | 6.0 | | 7.0 | | 9.0 | | 6.0 | | 0.0 | |
| | AP | 2.0 | 2.0 | | 1.0 | | 1.0 | | 2.0 | | 0.0 | |
| | Total | 8.0 | 8.0 | 0.0 | 8.0 | 0.0 | 10.0 | 25.0 | 8.0 | -20.0 | 0.0 | 0.0 |
| Engin. | C/T | 7.0 | 7.0 | | 6.0 | | 6.0 | | 4.0 | | -3.0 | |
| | AP | 3.0 | 2.0 | | 2.0 | | 2.0 | | 2.0 | | -1.0 | |
| | Total | 10.0 | 9.0 | -10.0 | 8.0 | -11.1 | 8.0 | 0.0 | 6.0 | -33.3 | -4.0 | -40.0 |
| Library | C/T | 31.0 | 32.0 | | 25.0 | | 25.0 | | 22.0 | | -9.0 | |
| | AP | 1.0 | 1.0 | | 1.0 | | 1.0 | | 2.5 | | 1.5 | |
| | Total | 32.0 | 33.0 | 3.13 | 26.0 | -0- | 26.0 | -21.2 | 24.5 | - 1.5 | -7.5 | -23.4 |
| Total Excluding Library | | 50.5 | | | | | | | 51.25 | | | 1.5 |

*Excludes School of Performing Arts, Vice Provost's Area and Graduate Study

ID:re
10/13/76

NUMBER OF FTE FACULTY POSITIONS IN MAJOR ACADEMIC UNITS ON GENERAL FUNDS[a]

1971-72 - 1975-76

| Name of School | 1971-72 | 1972-73 | | 1973-74 | | 1974-75 | | 1975-76 | | Change in # of FTEF since 1971-72 |
|---|---|---|---|---|---|---|---|---|---|---|
| | # of FTEF | # of FTEF | % Change | # of FTEF | % Change | # of FTEF | % Change | # of FTEF | % Change | |
| Arts & Sciences | 214.5 | 235.0 | 9.5 | 225.1 | - 4.2 | 242.6 | 7.7 | 213.3 | -12.0 | - 0.56 |
| Economics & Management | 13.0 | 14.0 | 7.6 | 19.7 | 40.7 | 22.3 | 13.2 | 22.5 | 9.0 | + 9.5 |
| Education | 32.5 | 29.0 | -10.7 | 46.6 | 60.6 | 52.7 | 13.0 | 58.1 | 10.2 | +25.6 |
| Engineering | 17.4 | 17.8 | 2.3 | 14.1 | -20.7 | 17.6 | 24.8 | 16.0 | - 9.0 | - 1.4 |
| Nursing | -0- | -0- | | -0- | | -0- | | 7.3 | - | + 7.3 |
| Library[b] | 20.5 | 20.5 | -0- | 17.5 | -14.6 | 17.5 | -0- | 15.5 | -16.2 | - 5.0 |
| Total excluding Nursing and Library | 277.4 | | | | | | | 309.9 | | +11.7 |

[a]Excludes School of Performing Arts, Vice Provost's Area and Graduate Study

[b]Excludes Audio-Visual Services

Source: Based on Michigan Council of State College Presidents' Survey of Academic Staff.

ID:re
10/13/76

BASIC BUDGET ALLOCATIONS FOR MAJOR ACADEMIC UNITS[a]

General Funds: 1971/72 - 1975/76

| Name of School | 1971-72 | 1972-73 | | 1973-74 | | 1974-75 | | 1975-76 | | % Change in Allocations Since 1971-72 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Budget Alloc. | Budget Alloc. | % Change | Budget Alloc. | % Change | Budget Alloc. | % Change | Budget Alloc. | % Change | |
| Arts & Sciences | 3,240,006 | 3,528,680 | 8.9 | 3,993,326 | 13.1 | 4,554,653 | 14.0 | 4,755,000 | 4.3 | 46.76 |
| Economics & Management | 256,394 | 316,506 | 23.4 | 417,949 | 32.0 | 522,103 | 24.9 | 542,000 | 3.8 | 111.39 |
| Education (including Inst. Mat. & Phys. Ed.) | 594,121 | 872,110 | 46.7 | 1,073,447 | 23.0 | 1,165,103 | 8.5 | 1,358,000 | 16.5 | 128.57 |
| Engineering | 384,646 | 449,457 | 16.8 | 478,983 | 6.5 | 525,381 | 9.6 | 486,000 | 7.4 | 26.35 |
| Library[b] | 691,764 | 670,149 | - 3.1 | 784,561 | 17.0 | 855,459 | 9.0 | 780,815 | - 8.7 | 12.87 |
| Nursing | -0- | -0- | | 13,600 | -0- | 34,465 | 153.4 | 227,000 | 558.6 | |
| Total Excluding Library & Nursing | 4,475,167 | | | | | | | 6,655,972 | | 48.73 |

[a]Excludes School of Performing Arts, Vice Provost's Area and Graduate Study
[b]Excludes Audio-Visual Services

Source: Based on O.U.'s Appropriation Summaries. (Excludes Fringe Benefits, Unemployment and Workman's Compensation. Includes open positions and travel.)

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10/13/76

## FACILITIES

* * * *

### Goals 1976-81

*To continue developing both short and long-range library facilities planning in cooperation with the offices of Campus Development, the Provost, the Secretary to the Board of Trustees as well as the architectural firm selected by the Board to design the addition to the Kresge Library building. This planning will encompass (a) basic maintenance and capital improvements for existing library facilities (b) design and construction of the proposed library addition and (c) design and implementation of an interim remote book storage system and will require the advice and involvement of library faculty and staff as well as the community of library users.*

* * * *

The primary library facility at Oakland, the Kresge library building, was erected with private funds and completed in 1961. This building was designed to provide space for approximately 200,000 volumes, 50,000 units of microform and 1,200 study stations. It was intended to serve a population of some 4,800 students. In 1961 the Oakland University community totaled 765 FYES students and 48 FTE faculty. By 1966 the number of students had jumped to 2,551; the number of faculty to 175. The 1972-73 FYES enrollment was 7,405 with an FTE faculty count of 375. In 1961 the combined collections of the University Library included 20,627 volumes. Within five years there were 113,610 cataloged volumes, 2,693 units of microform, and 968 current periodical titles. As of June 30, 1973 the collections of the library included more than 245,000 cataloged volumes, 170,000 units of microform and 2,400 current periodical titles.

As a result of the critical demands for space imposed by the growth in the student body and faculty as well as by the growth of the collections and their use, it has been necessary to (1) shrink staff working areas and, as a result,

both impede the flow of work and decrease the work efficiency of library personnel (2) compact all stack areas and, thereby, not only greatly inconvenience persons using the library but also nearly double the costs associated with stack maintenance and book retrieval and (3) reduce significantly the space available for student and faculty study such that there are fewer than 700 study stations presently available, i.e., study stations sufficient to accommodate less than ten percent of the student enrollment. The impact of the inadequacy of the number of student study stations is made more obvious when we note that on an average day during the Fall and Winter semesters more than 1,200 students use the University Library; on a typical day during examination periods more than 2,200 students use the library.

Space required to house additional library materials has been gained in recent years only by replacing study areas with stack areas, at the rate of loss of 70 - 80 study stations a year. This process will probably be continued as a temporary mode of relief, resulting in the provision of seating for less than five percent of the University's enrollment by 1977. By that time it will be necessary to resort to the exceedingly expensive expediency of remote book storage.

Library building expansion, as presented in the 1973 library building prospectus, is needed in order to enable the University Library to continue to provide the university community with sound library service. It is anticipated that new library construction will provide: (1) stack space sufficient to house future collections (2) staff and service areas sufficient to ensure efficient and productive work (3) study stations sufficient to accommodate increased numbers of students and (4) facilities sufficient to expand the use of such non-print media as films, and videotapes in addition to the more traditional types of library materials.

The general objectives to be met through new library construction are

(1) Interrelating the new library facility with existing campus facilities, such that persons in transit to and from other campus facilities are permitted quick and convenient access. Centrality of location will be essential in meeting this objective.

(2) Coordinating the proposed structure with the existing library building, resulting in (a) a cohesive organization of facilities (b) minimized operating costs and (c) smooth and rapid flows of human and material traffic. Implicit in this objective is the principle of maximum centralization of library materials, personnel, and functional areas such as circulation and exit controls, lobbies, public service desks, etc. This objective is constrained by architectural considerations which may, for example, require two as opposed to one exit control for the combined library facilities.

(3) Creating both a flexible exterior in order to allow future building expansion and flexible interior areas in order to anticipate change (a) among users--their numbers, patterns of use and demand for services--and (b) in library techniques--technological innovation, integration of non-print resources, functions and services provided. This objective emphasizes the long-term usefulness and adaptability of the proposed facility.

(4) Designing the internal environment so that (a) the library will be responsive to persons having specialized needs such as the physically handicapped, e.g., areas of book stacks should be interspersed with reading areas; a variety of study arrangements should be available including individual study tables, small group study areas, carrels, lounge chairs and conference rooms (b) the organizational structure of the library will be readily comprehended by those who use it (c) interaction among librarians and users will be facilitated and (d) the library will prove to be a place conducive to frequent study and sustained work.

(5) Planning the construction phases so as to minimize the time from start to finish and to reduce interruption of normal library operations to minimal levels

The spatial requirements of library facilities may be expressed as the sum of three capacities: (1) collections (2) seating and study and (3) staff and service areas. The collection capacity is that square footage required for housing library materials including shelving, microfilm cabinets, phonodisc racks and the like. The seating and study capacity is that square footage

required by library users including chairs, carrels and seminar rooms. The staff and service capacity is that square footage required for acquisitions, processing and control of the collections, instruction on the use of the collections, and management of the library, including card production and reproduction equipment, offices, public and non-public catalogs, service counters, work tables, and so forth. We compute the collection capacity at a standard of 60 units of library materials including cataloged volumes, journals, units of microform, etc. per FYES student, allowing 10 such units per square foot. The seating and study stations are projected to accommodate 25 percent of the FYES enrollment, allowing 25 square feet per FYES student. The staff and service capacity is computed at a standard of one FTE library staff member per 100 FYES students, allowing 220 assignable square feet per staff member. It is understood, of course, that these standards are guidelines, not precise formulas.

Library facilities expansion at Oakland is being planned to accommodate an FYES student body of at least 12,000 and an FTE faculty of 600. We project a total requirement of 155,000 assignable square feet, that is, an expansion of approximately 100,000 assignable square feet plus the 55,000 square feet available in the Kresge building. At the conclusion of this building stage the combined Oakland Library facilities will include:

| Space | Assignable Square Feet | Units/ Volumes Shelved | FTE Staff Work Stations | Student/ Faculty Study Stations |
|---|---|---|---|---|
| Administration | 1,500 | NA | 10 | NA |
| AV Services | 10,000 | 1,000 | 10 | 20 |
| Materials Processing | 11,850 | NA | 44 | NA |
| Seating and Study | 50,300 | NA | NA | 1,780 |
| Shelving | 37,400 | 606,000 | NA | NA |
| Staff and Service | 43,950 | 143,000 | 61 | 375 |
| TOTALS | 155,000 | 750,000 | 125 | 2,175 |

In December of 1975 President O'Dowd asked Kenneth H. Coffman, Vice President for Campus and Student Affairs, to convene an ad hoc committee to review the credentials of architectural firms who had indicated an interest in contracting for the proposed library building. Other members of the committee were Ruth Adams, Board representative; Gerald A. Alt, student representative; Richard Pettengill, Library Faculty representative; George Karas, University Engineer; and George L. Gardiner, Dean of the Library.

During the month of January 1976, the committee interviewed thirteen firms in a preliminary review. Eight of these firms were interviewed in a finalist review. Upon completion of the interview process, the committee recommended three firms to the Board of Trustees. They were Harley, Ellington, Pierce and Yee Associates; Albert Kahn Associates; and Rossetti Associates. In April the Board named Rossetti Associates as architects for the new library building.

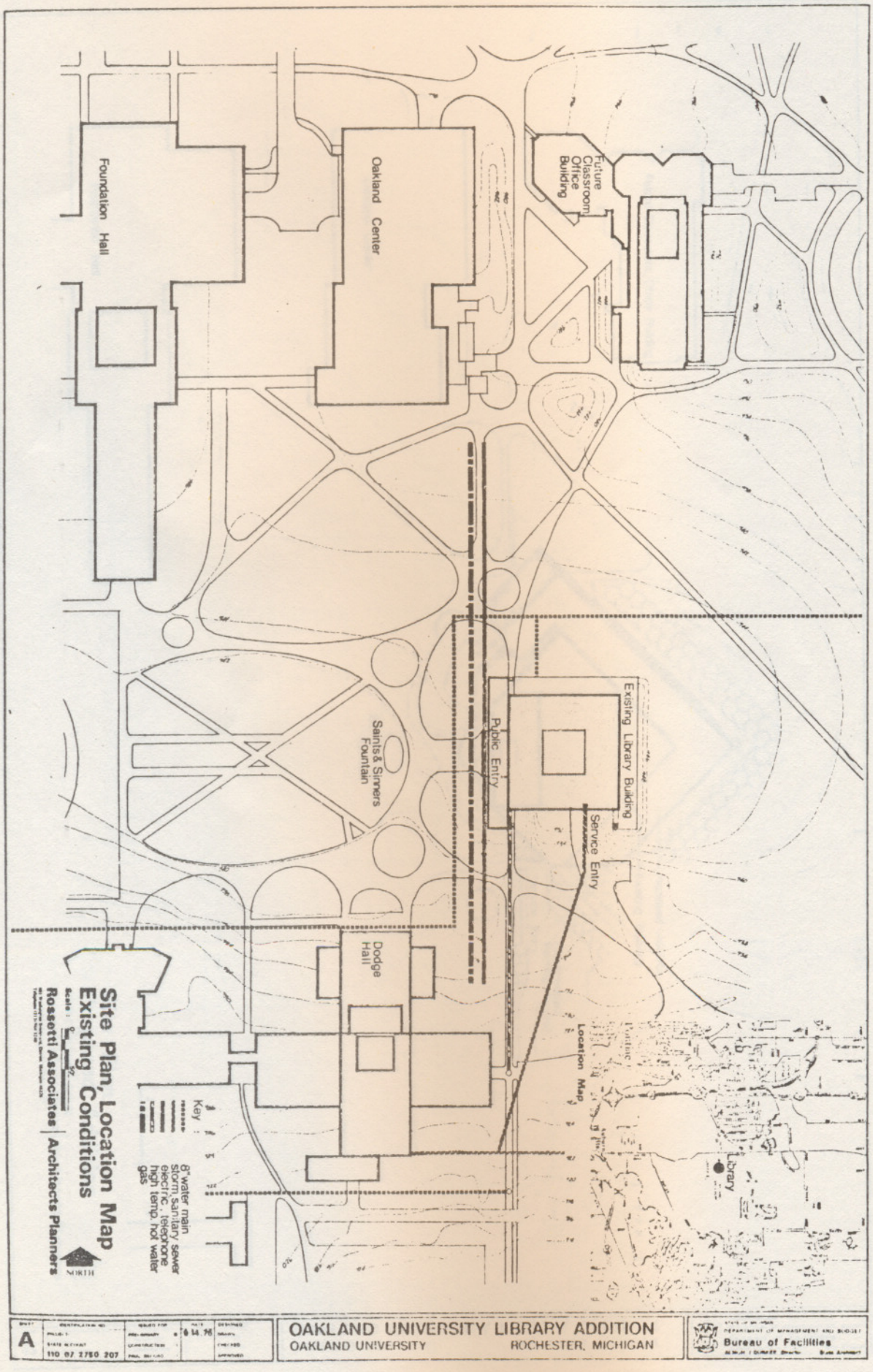
The State's Joint Capital Outlay Subcommittee's project planning procedures require a sequence of six planning stages for all state-funded projects. They are (1) program development including a prospectus justifying the need for and describing the proposed project (2) program analysis including a program statement, interior and exterior space relationship studies, and project cost approximation (3) conceptual design including graphic site, floor, form and mass studies, and descriptions of material and engineering systems (4) definitive documents including dimensional floor plans, construction details and specifications, itemized equipment and furnishings list, construction and project cost estimates, and schedule of building phases through occupancy (5) construction documents, bids and bid analysis and (6) construction administration.

As of October 1, 1976 the conceptual design stage has been completed. Immediately following this section of the Report on pages 65 to 72 is a set of graphical representations of the new library building, a design featuring the envelopment of the existing structure on three sides. This design maintains a single control point, develops floor areas of approximately 50,000 gross square feet per floor and through a series of three light courts allows the entrance of natural light into the interior of the building. These light courts serve several other important functions. They provide a self orienting effect on the facility by opening vistas of activities and functions from any one of the four levels of the building. In addition, they permit the construction of the enveloping areas with minimal interruption of the normal operation of the library in the existing structure. Upon completion of the new structure, library activities and services will move to the new structure while the existing structure is renovated. Once this phase has been completed, Oakland will have a fully integrated library facility.

The gross area of the new facility will be 245,777 square feet of which 155,000 is assignable. The construction cost estimate is 8.3 million dollars; the full project cost estimate including costs for construction, furniture and movable equipment, renovation and site work is 11.7 million dollars, based on the letting of bids in October 1977.

During the planning stages of the new building several library committees are at work developing recommendations on important issues relating to the continued provision of sound library service to the Oakland community. One committee has been developing plans for effective library space utilization within the existing structure. Another is preparing equipment and furniture specifications for the combined facilities, as well as studying space relationships among the various functional units of the library. A third committee is

studying on-campus, remote storage for infrequently used library materials, an operation planned for implementation in the fall of 1977 and for operation through occupancy of the new building.


Foundation Hall
Oakland Center
Future Classroom Office Building
Existing Library Building
Public Entry
Service Entry
Saints & Sinners Fountain
Dodge Hall
Location Map
Library
Key
8" water main
storm, sanitary sewer
electric, telephone
high temp. hot water
gas
NORTH
Site Plan, Location Map
Existing Conditions
Rossetti Associates | Architects Planners
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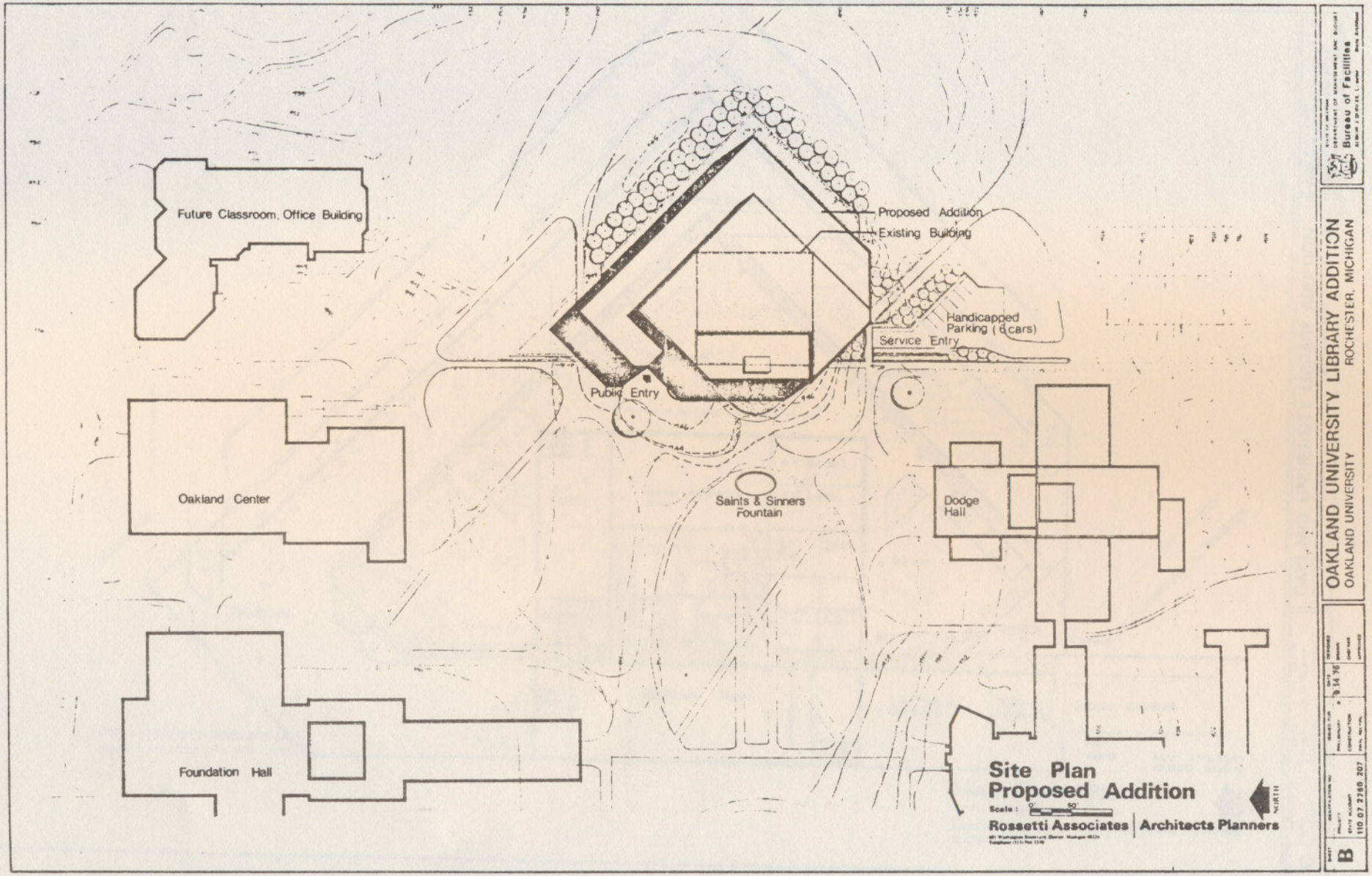
OAKLAND UNIVERSITY LIBRARY ADDITION
OAKLAND UNIVERSITY ROCHESTER, MICHIGAN
Bureau of Facilities


Future Classroom, Office Building
Proposed Addition
Existing Building
Handicapped Parking (6 cars)
Service Entry
Public Entry
Oakland Center
Saints & Sinners Fountain
Dodge Hall
Foundation Hall
Site Plan
Proposed Addition
Scale : 0 50'
Rossetti Associates | Architects Planners
OAKLAND UNIVERSITY LIBRARY ADDITION
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ROCHESTER, MICHIGAN
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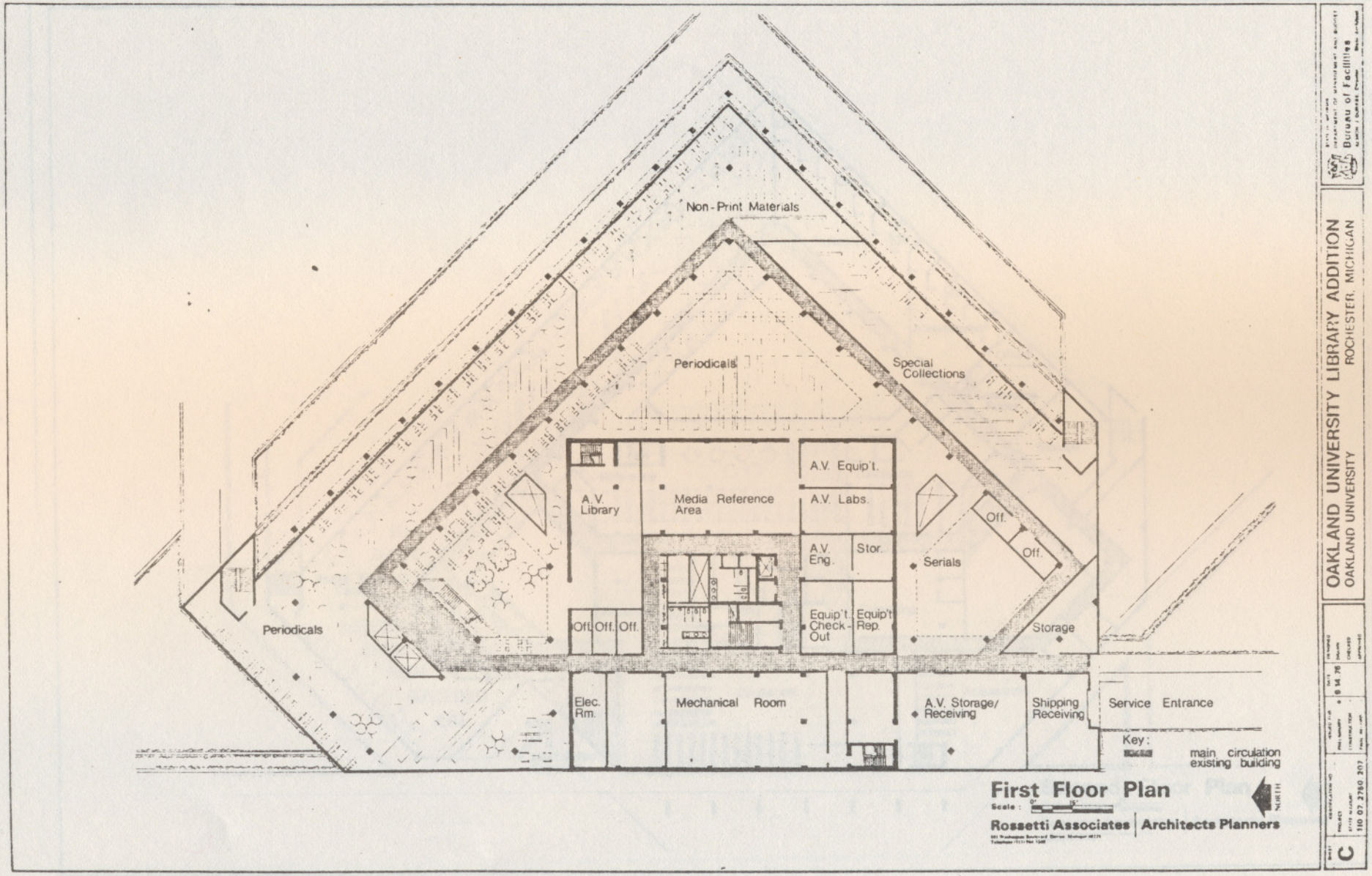
Non-Print Materials
Periodicals
Special Collections
A.V. Library
Media Reference Area
A.V. Equip't.
A.V. Labs.
A.V. Eng.
Stor.
Equip't. Check-Out
Equip't Rep.
Off.
Off.
Off.
Off.
Off.
Serials
Storage
Periodicals
Elec. Rm.
Mechanical Room
A.V. Storage/ Receiving
Shipping Receiving
Service Entrance
Key:
main circulation existing building
First Floor Plan
Scale:
Rossetti Associates | Architects Planners
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ROCHESTER, MICHIGAN
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OAKLAND UNIVERSITY LIBRARY ADDITION
OAKLAND UNIVERSITY
ROCHESTER, MICHIGAN
Bureau of Facilities
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NORTH
Second Floor Plan
Rossetti Associates | Architects Planners
Off.
Off.
Off.
Reference
Off.
Administration
Office
Conference Room
Storage
Cataloging
Cataloging
Acquisitions
Circulation
Reference
Reserves
Main Public Entrance
Public Card Catalog

OAKLAND UNIVERSITY LIBRARY ADDITION

OAKLAND UNIVERSITY ROCHESTER, MICHIGAN

Bureau of Facilities

Third Floor Plan

Rossetti Associates | Architects Planners

NORTH

Photo Duplication

Faculty Studies

Faculty Studies

Seminar Rooms

Lockers

Student Carrels

OAKLAND UNIVERSITY LIBRARY ADDITION
OAKLAND UNIVERSITY ROCHESTER, MICHIGAN

Bureau of Facilities

Fourth Floor Plan

Rossetti Associates | Architects Planners

NORTH

Student Carrels

Faculty Studies

Photo Duplication

Seminar Rooms

Lockers

OAKLAND UNIVERSITY LIBRARY ADDITION
OAKLAND UNIVERSITY
ROCHESTER, MICHIGAN
Bureau of Facilities
H
Exterior Elevations
Rossetti Associates | Architects Planners
North Elevation
South Elevation

OAKLAND UNIVERSITY LIBRARY ADDITION
OAKLAND UNIVERSITY ROCHESTER, MICHIGAN
Bureau of Facilities
West Elevation
Section b.b
Building Section, Elevation
Rossetti Associates | Architects Planners

## COOPERATION

* * * *

### Goals 1976-81

*To continue advancing and participating in local, regional and national library cooperative and networking ventures both in the collection and dissemination of information, the processing of information and information media, and the development of informational services. At this time greatest emphasis will be placed on local and regional networking activities, building upon such activities as the Oakland County Hotline, the Oakland Union List of Serials, and the Michigan Library Consortium.*

* * * *

The National Commission on Libraries and Informative Science (NCLIS) was created in 1970 for the purpose, among others, of developing overall plans for meeting the nation's library and information needs. Since that time American libraries have become more intensely involved than ever before in library cooperation through networking. By networking is meant a cooperative effort among a group of libraries to enhance each member's ability to improve or augment its user services, at least in part, through interactive computer systems. The University Library's primary vehicle for networking activity is the Michigan Library Consortium in which we hold a charter membership.

The Michigan Library Consortium (MLC) traces its beginnings to the Conference on Michigan Academic Library Cooperation held at Michigan State University in November, 1973. The 67 participants, representing 45 Michigan institutions, proposed the formation of a not-for-profit organization to be supported by membership fees and constituted in a manner which would facilitate contracting with the Ohio College Library Center for services to Michigan libraries.

Richard E. Chapin, Director of Libraries at Michigan State University, was elected chairman of the new organization. Under his direction, executive

and advisory committees were formed. Efforts of these committees culminated in a set of by-laws for the Consortium and its incorporation under state law in 1974. The Consortium was formed exclusively for the purpose of (1) facilitating the sharing of resources among the libraries in Michigan (2) enhancing the availability of information resources to the citizens of the State (3) encouraging libraries in Michigan to initiate such cost-effective practices and procedures which are possible only through state-wide interlibrary cooperation and (4) enabling Michigan libraries to interconnect and interact with regional and national electronic bibliographical communication systems. Upon incorporation the MLC applied to the State Library for a grant under the Library Services and Construction Act (LSCA), Title III. The proposal was funded in the amount of $50,000 in May of 1974.

During the same month the by-laws and articles of incorporation were distributed to the original conference attendees and the representatives of other institutions providing library services to non-profit clienteles. By August, 46 institutions had paid membership fees of $50 each and submitted letters of intent to participate in Consortium activities. At a meeting held in September, 1974 at Michigan State University, delegates of the participating institutions voted themselves trustees. They, in turn, elected Richard E. Chapin, Chairman; Warren Board of Kalamazoo College, Vice Chairman; and Judith Murray of Oakland Community College, Secretary-Treasurer, as officers of the Consortium. An eleven-member Executive Council was also selected at this time.[1] Two standing committees were created, one on

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[1] Ex-officio members of the first Executive Council were Vern Pings, Frederick H. Wagman, Richard E. Chapin, Francis X. Scannell and Florence Tucker; at-large members were Eleanor Pinkham, George L. Gardiner, Mary Daume, Michael Krenitsky, K. J. Uniechowski, and Ellen Person.

membership and fees, the other on program development. At this meeting the Board of Trustees appointed Vern Pings, Director of Libraries at Wayne State University, Acting Director of the Consortium. In less than a year, as a result of these events, the Consortium had evolved from a concept and a series of discussions to a legal entity with funding available for implementing cooperative library programs which would impact upon all libraries in the state.

In January of 1975 the MLC negotiated a contract with the Ohio College Library Center for a two-year period ending in January, 1977. OCLC is a non-profit organization chartered in 1967 and located on the campus of the Ohio State University. Presently it provides on-line card catalog production services to more than 800 libraries in 35 states from a data base of more than 2.5 million bibliographic records. OCLC's objectives are to increase the availability of library resources to individual library users while reducing the unit rate of rise of library costs. Within the next several years OCLC plans to have seven on-line components systems in operation for use by its affiliate libraries: (1) shared card catalog production (2) serials control (3) general technical processing (4) remote public catalog and circulation control (5) union catalog access by subject and title (6) an interlibrary lending sub-system and (7) integrated access to indexing and abstracting services. At the present time only the shared catalog production component is fully operational; the other component systems are in various stages of development and testing. The shared cataloging system provides printed catalog cards and, through the on-line union catalog of participating libraries, a means of improving present acquisition and interlibrary loan services. In 1975-76, libraries participating in the OCLC program cataloged 5,707,828 books

or double the number of books, 2,555,055, cataloged in 1974/75 by this group of libraries. Moreover, participating libraries found cataloging information available in OCLC files for 91 percent of the books cataloged; this measure of economy in shared cataloging rose by 6.3 percent from 1974/75. In September, 1976 the OCLC Board of Trustees appointed a thirteen-member advisory council, composed of prominent citizens from Ohio as well as other states, to investigate and recommend a plan for extending governance of the organization to a national membership. As a result of this action and OCLC's continuing investigations into the provision of its services overseas, it is probable that the Center will reorganize into a national corporation in the near future and an international corporation in the more distant future.

While participation in the OCLC network is the primary impetus for the formation of the Michigan Library Consortium, linkage with OCLC is not the Consortium's sole concern. In its report to the Board of Trustees in May of 1975 the Program Development Committee recommended a set of program proposals through which Consortium objectives could be implemented. They were

(1) To identify, describe and make the library resources of Michigan as widely available as possible.
(2) To provide the Consortium with continuous, centralized administration and leadership through a permanent director and staff, supported by member institutions.
(3) To initiate a state-wide series of discussions among libraries of all types in order to determine the appropriate role of each in a network of Michigan libraries and library systems.
(4) To broaden the scope of Consortium programs and memberships so that no area of library service in the state is excluded.
(5) To create a state-wide interloan system, including a state union list of serials, a communications system, e.g., TWX, and a document delivery system.
(6) To encourage the participation of one or more Michigan libraries in the Conversion of Serials Project (CONSER), an international project designed to build a serials data base within the OCLC system.
(7) To encourage member libraries to adopt the policy and practice of open access of their collections to all citizens of the state, within appropriate constraints, under the guidance of the state library agency.

(8) To encourage member libraries to adopt standards for equipment, for certain types of microform materials, and for certain aspects of cataloging policy as the descriptive cataloging of serials.
(9) To encourage staff development among all members of the MLC, especially in all program planning and development efforts of the Consortium.
(10) To implement those programs which have a high priority among member institutions while holding such less pressing programs as providing (a) access to commercial machine data bases (b) centralized book storage facilities and (c) an inventory of specialized staff resources in abeyance for the present time.
(11) To appoint project teams for collaborative collections development, state-wide interloans, and data base access.

In order to establish a broad understanding of the Consortium's objectives and goals, a series of five regional meetings was held throughout the State in November and December of 1974. Oakland hosted one of the meetings involving 20 libraries in Macomb, Oakland and Wayne counties. These five meetings were attended by 59 individuals representing 35 institutions. They resulted in the articulation of several common concerns by the participants: that the Consortium would (1) negotiate a contract with the Ohio College Library Center and make the services of that organization available to Michigan libraries (2) stimulate both member libraries and their supporting institutions in ways which would further library services to all of the citizens of the state (3) serve as a unifying force in bringing diverse library groupings together to meet common ends and reduce the fragmentation of individual efforts in providing library services in the State (4) provide mechanisms for the collection and disbursement of funds necessary for the development of mutually beneficial programs among consorting libraries and (5) serve as an agent of change in creating new and innovative services and revitalizing established, dependable services throughout the State.

During the spring of 1975 the Consortium's staff began the preparatory work of linking up the first wave of Michigan libraries with OCLC. The MLC

sponsored three profiling workshops--profiling is the means by which each member library is able to retain distinctive features in its card catalog production while using standardized bibliographic records. Additionally, the MLC sponsored training workshops in workflow--the adjustment of acquisitions and cataloging workflow in relation to the new system; in searching--accessing the data base for bibliographic data through a CRT terminal and in tagging--recognition of identification tags for the various elements in a machine-readable bibliographic record. A grant of $50,000 in LSCA funds was received by the Consortium in May to provide start up support for OCLC linkage for a one-year period. Oakland's OCLC CRT terminal was purchased and installed in March of 1976. By May Oakland's cataloging staff was communicating with OCLC's computers, inputing original and retrieving existing catalog data.

In April of 1976 the Kellogg Foundation unveiled a national program to assist citizens in life-long learning through a number of grants to individual academic and public libraries, library systems, library networks and state library agencies for the extension and improvement of reference and inter-library loan services. The Kellogg grants will amount to more than $4.25 million. The Ohio College Library Center received a grant of $339,319 from the Foundation to link that system up with other on-line data bases, i.e., indexing and abstracting services, in such fields as education, law, medicine and the sciences, in order to make these services available to OCLC users. The Foundation has offered $1.5 million to Michigan's 472 academic and public libraries to permit the linkage of all libraries in the state with the State Library and the regional library systems; to allow the linkage of all academic, large public and system libraries with the Ohio College Library Center; and to support the MLC and the State Library in providing training for librarians

in the application and use of new library technologies. Oakland has accepted and received a grant in the amount of $7,700 to be used for the purchase of OCLC terminal equipment and the training of library personnel in the use of OCLC services; funds not used in these ways may be applied to network use fees by June 30, 1978.

In October of 1976 the MLC received a grant of $145,000 from the Kellogg Foundation. This grant provides for developmental funding in five areas: (1) to accelerate and refine the process of bringing approximately 75 Michigan libraries into the OCLC system within the next two to three years (2) to promote the use of abstracting and indexing data base services and develop new information services among Michigan libraries (3) to organize effective and efficient document delivery services among the libraries of the State in response to new demands which can be anticipated as a result of the resolution in document location problems through the widespread use of OCLC and the creation of a proposed state-wide union list of serials (4) to develop a plan of cooperative acquisition within the state and of shared materials storage facilities and (5) to educate and train library users and user groups, including professional, social and scientific users, so that they can expand and improve their exploitation of the State's library resources.

The MLC is a complex organization. It has a director and staff as well as an executive council who jointly provide the organization's operational leadership. It also has a chairman, officers and a board of trustees, two trustees from each member institution, who jointly govern the organization. The MLC has a number of standing committees including committees for membership and dues, programs, and personnel; it has several project teams for collections development, data bases, and interloans. In order to provide for the exchange of information between the network coordinator's office and library

personnel working directly with the OCLC system, two specialized committees have been created. They are the Peer Council, to insure the maintenance of quality in catalog card production, and the OCLC Discussion Group, to serve as a general forum for the discussion of practical matters relating to OCLC. In addition, the MLC holds membership in two external organizations, the Council for Computerized Library Networks (CCLN) which provides a forum for the discussion of common problems among network coordinators and the Midwest Region Library Network (MIDLNET), a multi-state consortium. Fred Wagman, director of libraries at the University of Michigan, serves as the MLC's representative to MIDLNET and was elected that organization's first president. During January 6 through 8, 1976 MIDLNET held its first annual symposium on the roles of local, state and regional networks in the emerging national library network at Meadowbrook Hall on the Oakland University Campus.

As of October 1, 1976 the Michigan Library Consortium has 66 member libraries. There are 35 academic libraries, 11 community college libraries, 2 hospital libraries, 15 public libraries, 2 school system libraries and the State Library. Of the 66 member libraries 25 participate in the OCLC program; 24 have paid initial fees for OCLC participation. In addition, 18 libraries have recently petitioned for membership in the MLC.