

**ANNUAL REPORT OF THE  
UNIVERSITY LIBRARY FOR 1976-77**

A number and a variety of personnel actions occurred in the library during this past year, several of them marking distinct individual achievements.

Having served the library and the university for nearly fifteen years in such areas as acquisitions, government documents, interlibrary loans, serials and, from 1970 to 1976, as the library's budget coordinator, Edith Pollock resigned last year and with her husband moved to their retirement home in Gatlinburg, Tennessee. Peggy S. Pearce, who served the Friends of Kresge Library for a full decade, during the past year as that organization's Executive Director, resigned this past spring as did Jean Valdron who served as secretary to the associate dean for public services for an equal span of time. Each of these individuals will be remembered throughout the university community for their unique contributions: Edith for her thoroughgoing efficiency, Peg for her vigorous leadership style, and Jean for her unfailing good humor.

In July of 1976, Indra David was appointed associate professor and assistant to the dean of the library. She had previously served on the English faculty at the University of Madras, and in the libraries of Syracuse and Queen's universities. At Syracuse Indra served in a number of capacities including that of acting assistant director of technical services. Linda L. Hildebrand was appointed assistant professor and catalog librarian in February of 1977. From 1970 until her appointment at Oakland she served in the library of the University of Notre Dame in several areas including reference and cataloging; most recently Linda served as the editor of the card catalog. Other appointments in the library this past year are those of Bernard Toutant, formerly assistant manager of university services, as budget coordinator; Rita Edwards, formerly with the history department, as secretary to the dean; Mary Kitto, formerly with the mathematics department, as secretary to the associate dean for public services; and Linda Pagan as clerk in the serials department.

On October 1, 1976 Robert Gaylor, associate dean for public services, undertook the office of president of the Michigan Library Association for a one-year term. The association, an affiliate of the American Library Association, represents some 2,400 librarians, trustees and friends of the library in the state of Michigan. During the association's annual meeting, October 27-29, 1976, Bob received the Trustee of the Year award for his outstanding contributions as a library trustee; he has served on the Avon Township public library board for the past seven years. S. Rita Sparks was elected president of the Michigan Chapter of the Special Libraries Association; she will take office in the fall of 1977 for a one-year term.

In addition, Rita completed her MBA degree at Wayne State University this past fall and is currently enrolled as a Ph.D. candidate in the Center for Higher Education at the University of Michigan. Eileen Hitchingham is also enrolled in a Ph.D. program; she is completing her work at Wayne State in the evaluation and research program in the College of Education. Other members of the library faculty who are engaged in degree programs are

Thomas Lyons, educational technology at Wayne State; Daniel Ring, English at Oakland; Janet Krompart, Chinese language and literature at the University of Michigan; and Elizabeth Titus, urban planning at Wayne State. Mildred Merz is extending her library science training at the University of Michigan. Tom and Millie are studying under the library development leave program; Dan is using this program to complete a study on "The Encouragement of the Fine Arts at Oakland University: the Meadow Brook Festival, 1964-72." Jennie Cross is presently on a six-month sabbatical leave. During this time she plans to complete a "Guide to Published Statistics in Michigan Documents." Early this year she received a grant of \$580 from the Research Committee to assist her in this work.

Other individual achievements by members of the library faculty and staff include publications, papers presented and workshops held. These achievements are listed below.

#### Publications

- George Gardiner -- "The Empirical Study of Reference," reprinted in Mary B. Cassata and Roger Cain Palmer, Reader in Library Communication (Englewood, Colo.: Information Handling Services, 1976), pp. 61-93.
- S. Rita Sparks -- "Library Management, Consideration and Structure," Journal of Academic Librarianship, 2:66-71 (May 1976).
- "Academic Library and Neighborhood Youth Corps = Action," Michigan Librarian, 42:4-5 (Winter 1976).

#### Papers

- George Gardiner -- "Appropriate Goals and Plan of Action for an Academic Friends of the Library Organization," organizational meeting of the Board of Governors of the Friends of the Alexander M. Bracken Library, Ball State University, Muncie, Indiana, May 14, 1977.
- Eileen Hitchingham -- "A Comparison of the Searches of the Chemical Condensates Data Base," American Society for Information Science, San Francisco, October 6, 1976.
- "Introduction to Machine Readable Data Bases," Workshop on Machine Readable Data Bases, Michigan Library Consortium, Detroit, April 13, 1977.
- Ava Tagore -- "Religious Beliefs and Fear of Death," Symposium on Death and Dying, Wayne State University, Detroit, March 4, 1977.

## Workshops

Robert Gaylor and Janet Krompart -- Library Administrators' Workshop, Oakland University, Rochester, May 24, 1977.

Ann Pogany -- Introduction to the Ohio College Library Center's On-Line Cataloging System, Oakland University, Rochester, September 17, 1976.

Elizabeth Titus and Shera Farnham -- Interlibrary Loans Workshop, Oakland University, Rochester, October 8 and 15, 1977.

As noted and presented in previous annual reports, most notably in 1974-75 and 1975-76, academic librarians in general and Oakland librarians in particular are committed to instructing members of the academic community in the identification and use of information resources in support of the broader objective of making the library an effective learning resource. In 1975 Elizabeth Titus and Eileen Hitchingham prepared A Proposal for a University Library Instructional Program "to provide a structured learning experience, packaged in discreet segments and approached by a student in either an individual or a cumulative format for mastering those skills necessary to access the universe of recorded knowledge." The segments of the proposed program range from the presentation of self-instructional tools to the provision of discipline-oriented bibliographical instructional lectures and elective courses. In the absence of a position funded for the development and coordination of the proposed program, members of the library faculty have continued to provide bibliographic instruction to Oakland students in Learning Skills, Nursing, Economics and Management, among other areas, primarily in the form of one to four-hour class presentations. In order to obtain funding for the provisions of bibliographic instruction members of the faculty have and continue to seek support from outside agencies. Below is a brief synopsis of these activities:

Eileen Hitchingham -- A Science Instruction Program, an on-line instructional project for students in the sciences, the Exxon Foundation, \$25,000, in process.

Eileen Hitchingham and George Gardiner -- Library Service Enhancement Proposal, a program to improve bibliographic instruction and access to on-line data base services to Oakland's science community, Council on Library Resources, \$20,000, not funded.

S. Rita Sparks and George Gardiner -- Library Service Enhancement Proposal, a bibliographic instruction program for non-traditional students, Council on Library Resources, \$20,000, not funded.

Elizabeth Titus -- Departmental Study Grant, a survey of bibliographic instruction programs offered in other academic libraries, Teaching and Learning Committee, \$1,000, funded.

Janet Krompart and Others -- College Library Program, a project to make the role of the library in undergraduate teaching in the humanities an integral part of the education process, Council on Library Resources and the National Endowment for the Humanities, \$75,000, in process.

Other grant activities being undertaken by members of the faculty but not noted in previous annual reports include:

Eileen Hitchingham -- "On-Line Search Performance," a study to examine the events occurring during the searcher-user interview and their relationship to user assessment of on-line search performance, National Science Foundation, \$35,020 (in process).

Eileen Hitchingham -- "On-line Information Retrieval," a study of the relationship between the pre-search interview of the intermediary searcher and the system user, and the assessment of search results as judged by the user, Library Demonstration Program, HEW, \$23,611, in process.

George Gardiner -- Library Materials under Title II, to support the library's collections development program, Office of Education, \$5,000, in process.

George Gardiner -- Bibliographic Control and Access to Selected American Black Studies Journals (1818-1940) and Newspapers (1837-1975), to index the collection periodicals and newspapers held in the Fisk University and Chicago Public libraries in cooperation with these institutions, National Endowment for the Humanities, \$600,000, in process.

Elizabeth Titus -- Materials and Equipment, to lease telefacsimile communication equipment for the improvement of interlibrary lending services, Research Committee, \$1,292, funded.

Wayne State University has submitted a proposal to the State Library for expansion of the Detroit Area Union List of Serials into the Union List of Select Serials of Michigan. Ten years ago the Wayne State medical library and eleven biomedical libraries in greater Detroit cooperated in the publication of a selected list of biomedical serial titles in metropolitan Detroit. That original list now includes some 30,000 titles held by fifty libraries in a four county area. The major contributors are Wayne State, 21,340 titles; Detroit Public Library, 8,220 titles; the University of Detroit dental library, 854 titles; and Oakland University, 1,200 science titles. This list is updated monthly at Wayne State's computing facilities and distributed quarterly to over fifty libraries in two microformats. It serves, as would the expanded listing, as a finding aid for interlibrary sharing. The expanded list, the Union List of Selected Serials of Michigan, would add 3,200 titles held by the State Library; 1,400 titles held by the Detroit Public; and 2,400 titles held

Center and the library. She included books, many of which were later donated to the library; art pieces; posters; crafts; as well as film and narrated tape presentations. At the formal opening of the exhibit, February 23, the Honorable Wojciech Jascot, envoy extraordinary and minister plenipotentiary of the Polish People's Republic, addressed the assemblage of Oakland faculty and students and prominent members of the Polish-American Community.

The University Library has completed its first full year employing the Ohio College Library Center for catalog card production. The Center, as detailed in previous annual reports, includes among its component systems an on-line, shared catalog production system with nearly three million bibliographic records in its data base. The CRT terminal, the system's user interface, was installed in March of 1976; by July this use of the system was fully operational. Costs incurred by use of the system have come in far below those we had projected. For the first year and one quarter we had anticipated costs to amount to some twenty thousand dollars. As a result of several factors, including a reduced rate of acquisitions at Oakland, lower-than-expected telephone and maintenance contract costs, efficiency in the operation of the Michigan Library Consortium, the actual costs associated with this system amounted to a sum just above fifteen thousand dollars. Several benefits resulting from use of the system can readily be identified. The average number of bibliographic searches completed using the OCLC system is approximately 25 per hour, compared to 12 under the former manual system which required the manipulation and search of book-formulated bibliographic tools. In pre-order searching 87 percent of the titles searched through the terminal are found in the data base; in catalog card production 92 percent of the titles searched are found. Although a large number of the titles searched for interlibrary sharing purposes are esoteric in character, e.g., foreign language or imprint materials, music scores, out-of-print medical titles, etc., the "hit rate" is about 50 percent. Forty-three libraries in Michigan, including the thirteen state-supported institutions of higher education, are currently participating in the OCLC program through the Michigan Library Consortium. That number is expected to rise to sixty or more libraries within the following year. As we shall outline below, of the four-year institutions of higher education only Oakland is adding its retrospective bibliographic holdings records to the data base. In addition to sharing information about its resources in this way, the library has made a special effort to inform and train the personnel in neighboring libraries on the use and procedures entailed in OCLC catalog card production through demonstrations and workshops.

A year ago the library received a Michigan Library Network Program grant from the Kellogg Foundation in the amount of \$7,700. While the intent of the grant was, in general, to enable Michigan libraries to improve their services through participation in the OCLC card catalog production program and, specifically, to provide for the purchase of terminal equipment and the training of personnel, the Foundation agreed to allow Oakland to use its grant funds both for the purchase of equipment and the inputting of its shelf list into the OCLC data base.

Approximately \$3,000 of the grant funds were used to purchase and attach a printer to the CRT terminal; the printer is capable of printing out all or part of the screen display. The paper copy of a bibliographic record eliminates the need to copy information from the screen manually and, consequently, decrease congestion in the use of the terminal, makes verification of data more efficient and eliminates the risk of loss of copy in the system's save file. The funds remaining in the Kellogg grant are being used to support the filing of Oakland's retrospective shelf list into the OCLC data base. The motivation underlying the implementation of this project are both externally and internally oriented. Externally, the objective is to contribute to cooperative goals of the Michigan Library Network Program by making full information about Oakland's cataloged holdings available to all users of the OCLC system. This information should prove especially beneficial to the interlibrary sharing and acquisitions programs of other Michigan libraries. In addition, Oakland has enlisted the cooperation of members of the library science faculties at Wayne State and the University of Michigan who will assist in this project by having students in those institutions tag and input complete records from Oakland's shelf list, not in the data base, under the close supervision of their instructors as part of their library science training.<sup>2</sup> Internally, the objective is to develop a foundation for improved library services at Oakland which may include an on-line public card catalog, an on-line circulation control system and a management data system capable of assisting in comparative collections development as well as monitoring the collections and user behavior in relation to the collections. While it is difficult to estimate at this time to what extent this project will be completed before the Kellogg funds are exhausted, planning for future support will continue as the project matures.

In March of this year President O'Dowd made a \$10,000 fund available for the purchase of materials of particular interest and usefulness to Oakland students. He asked George Gardiner and Janet Krompart of the library and Steven Cunnings of the University Congress to plan the selection of materials and the expenditure of these funds. By employing a suggestion box type of display, this committee elicited a number of responses from students that were helpful in selecting materials for purchase. The funding to acquire these needed materials this year has provided a timely opportunity to fill student needs for materials, about 200 titles, in a variety of formats and subject areas. Other purchases made with these funds were several years of the Times (London, 1906-1936) on microfilm, the complete indexes to which the library holds; Literary Writings in America, which provides access to important works by American authors (1850-1942) published in unindexed periodicals, and a number of replacements for periodical issues and monographs missing from the collections and considered essential for student study and research.

---

<sup>2</sup>Constance Rinehart and Judith Hopkins (University of Michigan) and Edith Phillips and Dianne Mervis (Wayne State) are the faculty members involved in this project.

The library developed two major statements of policy this past year: the one, a policy statement on the reprinting of materials held by the University Library; the other, a policy statement on lost and overdue books charged to faculty and staff. The former statement serves as a basis for negotiating contracts with reprint publishers, from time to time. In summary, the policy reaffirms the principle of making library materials available to commercial publishers for reprinting purposes in support of scholarship, places the burden for copyright and other legal compliances with the publisher, provides for full physical and intellectual protection of any item borrowed from Oakland's collections, and outlines acceptable terms for Oakland's reimbursement. The latter statement has evolved from the need to assure equal access to library materials for all members of the university community and to recover costs for lost and overdue materials from the few individuals who are responsible for those costs. In summary, the policy imposes a fee schedule for lost and overdue books charged to faculty and staff as well as the loss of borrowing privileges for failure to return or renew a book within a reasonable period of time. This policy becomes effective on August 15, 1977 and carries no import for materials borrowed from the library prior to that date.

The Library Council reviewed a request from the mathematics department that mathematical journals circulate among the faculty in mathematics for a one-week period after their receipt in the library. The proposal was referred by the Council to the library's committee on services. This committee recommended that the library retain its present policy that journals should continue to stay in the class of non-circulating materials. At its meeting of February 16, the Council discussed the proposal at length with members of the mathematics faculty. Representatives from this faculty pointed out the distinct needs of mathematics; namely, that in order to carry out its research role, the faculty must have ready access to its primary resource for this function, the mathematics journals. On April 6, the Council voted in support of the Services Committee recommendation but requested the dean of the library with other appropriate members of that faculty to meet with representatives from mathematics to seek mutually suitable arrangements to facilitate the fullest possible use of mathematics journals on the Oakland campus. The Council further requested that the dean make a progress report on this effort within six months. An ad hoc committee with equal representation from the library and mathematics is currently reviewing the several means by which the fullest utilization of mathematical journals can be achieved at Oakland.<sup>3</sup> The committee is expected to report its findings and make a recommendation by September 15.

In each of the past four years we have been able to report some progress in the plans of providing additional library space. This year is not exceptional in that respect. The schematic plans for the library

---

<sup>3</sup>Members of the committee are Curtis Chipman, Donald Malm, Richard Molnar (mathematics) and Eileen Hitchingham, Richard Pettengill, Elizabeth Titus (library).



addition developed by Rossetti Associates were reviewed and approved by the Joint Capital Outlay Subcommittee of the State Legislature on December 9, 1976. Since the committee gave its approval without funding, for preliminary planning, work on the library has been held in abeyance.<sup>4</sup> The Governor's Efficiency Task Force, however, has subsequently issued a recommendation that the proposed library addition is excessive as a consequence of misjudgments in enrollment projections and projected library utilization levels. The Task Force has recommended an addition of between 30,000 to 35,000 net assignable square feet, approximately one-third of what we have requested. However well-intentioned, the Committee would seem to have responded to its charge in an overzealous and shortsighted manner.

In the meantime, in order to plan for the relief of overcrowded conditions in the library an ad hoc committee was appointed last August to study and make recommendations on a remote storage facility on the Oakland campus to be used until the addition to the library has been completed.<sup>5</sup> The committee made its report on February 1. In summation, the committee recommended the placement of 60,000 volumes (50,000 monographs and 10,000 serial volumes) in remote storage over the next five-year period; the items placed in storage would be infrequently used materials; no new acquisitions would be cataloged for storage; items selected for storage would be chosen from existing collections; catalog cards would not be changed, other methods of bibliographic control would be employed; items in storage would be kept in normal shelf order and retrieved on a twenty-four hour basis. Additionally, the committee developed criteria and guidelines for the selection of materials for storage in each of the several classes of materials including monographs, documents, reference materials and serials. With the assistance of George Karas, university engineer, the committee located a suitable site for the first of two storage areas, the basement of North Foundation Hall. Shelving for the storage area has been ordered, the site is being treated with improved lighting and security, and, it is hoped, that implementation of this plan can begin this fall.

---

<sup>4</sup>The State Supreme Court has recently ruled that the State's Building Authority is legally empowered to sell bonds for the purpose of funding state-supported capital improvements. This action will permit the State to authorize in the next fiscal year at least four hundred million dollars in capital outlay projects. Oakland's library addition and the classroom/office building for the School of Education are just two of a number of capital outlay projects awaiting State appropriations. Approximately one billion dollars could be required to fund all of the capital improvement projects presently under consideration by the State.

<sup>5</sup>Members of the Ad Hoc Committee for Library Remote Storage Planning were Jennie Cross; Indra David; David Gustner, Chair.; Mildred Merz; Richard Pettengill; and Ann Pogany.

Several other ad hoc committees compiled and filed timely reports on matters of considerable importance to the university and the library during the year. This section of the Annual Report is concluded with summations of these reports and a note that the full texts may be obtained from the dean's office.

On October 19, 1976, President Ford signed the first comprehensive revision of the U. S. copyright law since 1909. It is Public Law 94-553. It is reprinted in its entirety as Appendix 4 in The Bowker Annual of Library and Book Trade Information, 1977. With certain exceptions the revised statute will become effective on January 1, 1978. The first effort to modernize the copyright law began in 1924; the latest effort, in 1955. In order to determine the impact of this legislation on the University Library an ad hoc committee on Copyright Compliance was created this past February and charged with studying the provisions of the new law, evaluating its impact on current practices and procedures and developing general guidelines and recommendations to assist the library in complying with the law.<sup>6</sup> The committee has completed the first stage of its task by preparing a clearly stated overview of the law; it will complete the second and third stages later this year, prior to the implementation of the law. The new law replaces the dual state-federal system with a single federal system of copyright protection. The duration of copyright protection for works created in and after 1977 will be in force throughout the life-time of the author plus fifty years. Works created prior to that date will be protected for a total of 75 years. The new legislation now recognizes the doctrine of "fair use," codifying judicial experience in determining whether the duplication of a copyrighted work is infringing or fair, and under the phrasing of "library photocopying" marks out the limits of library and archival reproduction of copyrighted materials.

While the full ramifications of this complex and detailed law are not entirely clear, it is clear that it will impact on such areas of the library as audio-visual services, interlibrary loans, public photocopying services and reserves. The Copyright Office will be responsible for the formal administration of the statute and will regulate its implementation. In July 1977 it will confer with various interested parties to the law on issues not yet resolved and, in 1981, will report to the Congress on its initial experiences with the new legislation.

A second Affirmative Action Committee of the library was convened in January and asked to (1) review and assess the library's progress in attaining the affirmative action objectives advanced in 1975 (2) advise the faculty of the library on new or changed, local and national affirmative action planning and (3) undertake specific studies which will assist the library in realizing its goals in affirmative action.<sup>7</sup> This committee,

---

<sup>6</sup>Members of the Ad Hoc Committee on Copyright Compliance are Daniel Brown; Indra David, Chair; David Gustner; Richard Pettengill; and Elizabeth Titus.

<sup>7</sup>Members of the Ad Hoc Committee on Affirmative Action were Indra David; Linda Hildebrand; Daniel Ring; and Rita Sparks, Chair.

as its predecessor had, prepared a well-reasoned report and is to be highly commended.

After pointing up two new broad developments in affirmative action matters including the federal revision of race/ethnic categories and the consolidation of Michigan's civil rights laws in Public Act 453, the committee presented the latest availability data, 1974-75, on the number of degrees awarded nationally in library education programs by race/ethnic and sexual compositions. Several interesting facts were noted. Of 5,659 degrees awarded in the U. S., 10 were awarded to American Indians; 128, to Asian Americans, exclusive of the Indian Subcontinent; 338, to blacks; 73, to Spanish-surnamed persons; and 112, to others. Of the total degrees awarded, 1,396 or 22 percent were received by males; 4,263 or 78 percent were received by females. In order to point up potentially fruitful areas for affirmative action recruitment, the committee prepared a table, reproduced below, summarizing the relationship between the social/ethnic categories of library school graduates and HEW regions in which their degrees were received.

Highest Number of Master's Degrees Awarded by Accredited  
U.S. Library Education Programs by Ethnicity  
of Degree Recipient and HEW Region

Ethnicity of Degree Recipient	HEW Region	Number of Master's Degrees Awarded
White	V (IL, IN, MI, MN, OH, WI)	1,332
American Indian	IX (AZ, CA, HI, NV)	7
Asian	IX "	62
Black	IV (AL, FL, GA, KY, MS, NC, SC, TN)	122
Spanish Surnamed	II (NJ, NY)	24
Others	II (NJ, NY)	30

The committee's review of library hiring practices pointed up the following observations. Of the total number of applicants for specific faculty positions in the library over the past three years 47 percent have been females, 4 percent have been minorities. Females made up 67 percent of the student work force in the library in 1976-77; minorities, 18 percent. Of twenty-four full-time clerical/technical staff members, 92 percent are female; 2 percent are of a minority designation, none of whom is black. There are no female or minority group members in the AP classification. Females make up 62.5 percent<sup>8</sup> of the library faculty and comprise 50 percent of the administrative group; minorities make up 12.5 percent of the faculty.

<sup>8</sup>At the present time females comprise 75 percent of the library's administrative group.

Based on an analysis of its findings, the committee made these among other recommendations:

- (1) seek out available minority and female personnel in filling open positions in accordance with their representation in the profession, especially from those institutions with large minority enrollments
- (2) achieve minority and female representation in the support staff groups in accordance to their availability in the local community, in cooperation with the Employment Relations Office and with the assistance of minorities and females currently employed on-campus
- (3) seek funding for a work-study program for minority persons in librarianship at Oakland University
- (4) join other affirmative action committees at Oakland in developing a suitable brochure to distribute to female and minority persons being recruited by the University
- (5) audit the library's faculty personnel files, determine if any disadvantages have accrued to long-term faculty as a result of changed personnel policies in the faculty agreements, and resolve such discrepancies
- (6) establish a standing committee on Affirmative Action within the library assembly.

Eileen Hitchingham was asked to serve as a committee of one and prepare a report this past spring on the feasibility of providing data base services to the university community for review and evaluation of the Critchfield Fund Committee, a joint committee of engineering and the library.<sup>9</sup> Data base services, as discussed in the Annual Report last year, result from an application of information science on computer technology and provide a very rapid and precise on-line means of searching a store of bibliographic information and compiling a well-defined listing of citations from that source.

The Critchfield Fund, detailed in an earlier Annual Report, 1974-75, is a one hundred thousand dollar bequest of Robert M. Critchfield, set up as an endowment fund in 1975 for the purchase of library and other reference materials for the School of Engineering. In requesting the feasibility study the committee envisioned the expenditure of approximately twenty-four thousand dollars from this fund for a period of three years to defray non-personnel start-up costs in providing the university's several schools and departments, especially the School of Engineering, with access to a limited number of data bases. These data bases include MEDLARS, BIOSIS, CA CONDENSATES, PSYCHOLOGICAL ABSTRACTS, CAIN, ERIC, NTIS, INSPEC, INFORM and POLLUTION ABSTRACTS.

---

<sup>9</sup>The Critchfield Fund Committee consists of Robert Edgerton (Engineering), George Gardiner, Co-chair; Eileen Hitchingham, Mildred Merz, Richard Pettengill; and Howard Witt, Co-chair (Engineering).

The Hitchingham report recommends employing the Bibliographical Retrieval Services Corporation (BRS) as the initial vendor for data base services at Oakland with a first-year contract of 60 hours at a cost of \$1,500. BRS offers access to a suitable set of data bases for Oakland's purposes and charges rates for communication costs, specific data bases and off-line prints which are considerably cheaper than the other major vendors, Lockheed and the Systems Development Corporation. Administrative organization of these services, including scheduling, search interviews, supervision of billing and related items, may, according to the report, be coordinated through the reference department with faculty throughout the library responsible for conducting searches on specific data bases. To provide these services will require the establishment of an additional .5 clerical position for record-keeping and billing purposes; in addition, librarians participating in this program will require training in the IBM STAIRS language which is used by BRS. The documents seminar room, adequately furnished and outfitted with the necessary search manuals and tools will provide a suitable location for the data office and conference area. The annual costs for the first year are projected in the table reproduced below.

#### PROJECTED DATA BASE SERVICE START-UP COSTS

<u>Terminal</u>	
Texas Instruments Model 735 (Leased, \$95/mo)	\$ 1,140
<u>Communications</u>	
a. Phone installation Room 14C	30
b. Monthly base rate (12 mo X \$12/mo)	144
c. Long distance charge to Telenet system in Detroit (5¢ X 60 hours/year)	180
<u>BRS System</u> (billed by BRS)	
a. guaranteed contract--60 hours/year @ \$25/hour <sup>1</sup>	1,500
b. Telenet (time-shared communication system)--\$3/hour \$3/hour X 60 hours	180
<u>Supplies</u>	
a. Paper, 500 foot/mo @ \$8.75 X 12 mo	105
b. Forms (publicity brochures, request forms, evaluation forms)	150
c. Searching manuals, thesauri, other tools	550
d. Filing cabinet	150
e. Microfiche reader (for using word frequency lists)	300
f. Shelving (for thesauri, manuals, etc.)	50
<u>Personnel</u>	
1/2 clerical time (\$7,500 + 20% fringe)	3,000
<u>Data Base costs</u> above the \$25/hour minimum with off-line print charges	
a. Data base--estimate 30 hours @ \$40/hour-25 = \$15/hour	450
b. Off-line prints--estimate 4/pg and 40 pgs/search @ 15¢/pg = \$4.50/search--for 180 searches	180
TOTAL <sup>2</sup>	\$ 8,739

<sup>1</sup>Additional charges are required for specific data bases and off-line print charges.

<sup>2</sup>Total does not include training costs, assuming that training can be arranged through the Michigan Library Consortium. If training is required from BRS, training costs are estimated at \$600.

Since the School of Engineering will be underwriting the start-up costs, an equitable and differential charge-back schedule will have to be developed for students and faculty outside of that program as well as for off-campus users of these services.

During the winter the library conducted its third serials review in five years. The results of the review were intended to determine which serial subscriptions should be (1) cancelled (2) continued (3) replaced by new subscriptions and (4) identified as part of a core list of 500-700 subscriptions that would be exempted from future reviews. Several factors were paramount in motivating this review. Inflation continues to be the most critical factor. Between 1971-72 and 1976-77, the average price of a serial title purchased at Oakland has nearly doubled, rising from \$38.23 in 1971-72 to \$70.49 in 1976-77. Since Oakland's curriculum has undergone considerable modification during the past few years, the need to eliminate or replace subscriptions no longer relevant to the university's academic program was a second important factor. Except for one, all of the academic units provided some form of feedback. About forty percent of the departments prepared some form of absolute ranking of titles in their areas; another forty percent grouped titles into four priority categories; the remaining units merely differentiated those titles which could from those which should not be cancelled. Of 1,552 titles under review, 103 were cancelled effective January 1, 1978; 14 new titles will be added effective the same date. In previous reports we have pointed out the fact that the continuing high rate of inflation on serials would in just a few years, result in the expenditure of the total general fund budget for all library materials for serials alone. The solution to the problem of making the serials literature available to the Oakland community cannot be achieved by adding funds to the serials budget each year, except in the short run sense of discontinuing the acquisition of monographic publications. The solution lies in the continued monitoring of the serials budget as well as patterns of serials use and need, and the provision of effective inter-library lending services. The provision of effective interlibrary lending services is, however, as much a national as it is a local problem. Within the past few months the National Commission on Libraries and Information Science has published the first national plan for Effective Access to the Periodical Literature: A National Program.<sup>10</sup> Along with other academic libraries we look forward to the creation of a National Periodical Center and the implementation of a national program for serials access and sharing.

We conclude this section of the Annual Report with some comments about annual reports. Since the preparation of these reports requires considerable time and effort on the part of many members of the library faculty and staff, we felt that an assessment of that effort was in order this past spring. Over the past several years, the report has consisted of the following topics supported by the related objectives:

---

<sup>10</sup> Copies of this report can be obtained by writing the National Commission on Libraries and Information Science, 1717 K Street, N.W., Suite 601, Washington, D.C. 20036.

<u>Topic</u>	<u>Objective</u>
1. The Year in Brief Review	to chronicle important events which took place in the library in the preceeding fiscal year
2. Trends in Library Development	to keep the university community aware of new or emerging trends affecting Oakland's library or libraries in general
3. State of the Library	to advise the university community primarily of the fiscal state of the library
4. Library Faculty Activities	to bring important activities of the library faculty to the attention of the university community
5. Significant Titles Purchased	to bring important titles purchased by the library to the attention of the university community
6. Selected Backruns Ordered	to bring important serial backruns purchased by the library to the attention of the university community
7. Fiscal Summaries	to provide the university community with detailed fiscal data on the library
8. Collection Summaries	to provide the university community with detailed data on the growth of the library's collections
9. Usage Summaries	to provide the university community with detailed data on the use made of the library

A number of individuals who read these reports each year were asked, among other considerations, to evaluate the comment on the worth of the objectives and topics, the extent to which the contents of the topics were meeting the objectives, and alternative formats in which the reports could be presented. The response to our inquiry indicated that topics (1) the year in review (2) trends and (3) the state of the library should be continued in the present format with the trends section emphasizing Oakland; that topics (4) faculty activities (5) significant titles and (6) backruns acquired should be either eliminated or included in the narrative; that topics (7) fiscal (8) collection and (9) usage summaries should be included only in support of narrative aspects of the report. For the most part we have heeded the advice of the surveyed group in preparing this annual report. In one respect we have failed. As a consequence, we have a commitment next year substantially to reduce its length.

## TRENDS IN LIBRARY DEVELOPMENT

### Audio Visual Services<sup>1</sup>

#### Audio-Visual Services in University Instructional Programs

The components of the typical audio-visual service program may be grouped into the following areas: materials, services and utilization.

##### Materials

Audio-Visual materials are defined as those non-print media used in instruction -- class or individualized -- which are an integral part of the professor's total instructional system. They include films, audio and video tapes, silent and sound film strips, slides, slide/tape and other multi-media productions.

These materials are either locally owned or obtained from remote library or rental sources. Providing high quality multi-media programs includes the following responsibilities: housing the collection, distributing materials in the collection to campus users and, perhaps, outside audiences as well; maintaining the collection; selecting films and other materials for purchase with faculty review and recommendation; and producing a well written, current catalog.

##### Services

In order for materials to be used properly and effectively, appropriate delivery systems must be created and maintained. Providing materials not locally available entails searching, ordering, receiving/returning and paying for all rentals; purchasing and maintaining equipment for the projection and playback of materials in all formats and delivering, setting up and operating this equipment in a wide variety of instructional spaces -- both on and off-campus.

By using media production facilities, a classroom audience can be multiplied or merely enriched with the addition of demonstrations or supplemental material in different forms. The commonly available production formats are television (video tape), audio tape, slides, film strips, illustrations/graphics and multi-media.

A production facility should be able to: create high quality video-tape programs for classes, individualized learning and other instructional uses; record audio messages for the same purposes; perform all post-production services such as editing and duplication of all recorded material; combine visual and sound messages in multi-media formats which usually are slide/tape presentations but, on occasion,

---

<sup>1</sup> This section of the Annual Report was prepared by Thomas Lyons, Audio-Visual Services Librarian.



can include other formats such as film, video tape, etc.; support all production systems with illustrations and graphics -- including slides, photos, drawings, charts/graphs, layouts and models; and provide playback equipment -- delivery, set up and operation or some other distribution system.

### Utilization

This activity includes three broad areas of action: MEDIA SELECTION AND USE requires consulting with faculty -- usually individually. INSTRUCTIONAL DEVELOPMENT involves using ID techniques to identify and find solutions to specific instructional problems. These include: analyzing the needs of learners, determining the tasks to be accomplished and writing objectives; determining the alternative teaching strategies, methods and materials to be used; designing and developing instructional components; providing assistance in administering, analyzing and revising materials; and guiding instructors in the management of instruction and utilization of new materials and methods; PLANNING NEW AND REMODELED SPACES FOR MEDIA USE requires active participation by the media staff in the planning stages for all campus facilities requiring audio-visual installations and services. This participation includes working closely with campus planners and architects in the design and specification stages; designing and sometimes fabricating specialized electronic devices not commercially available; and assuming the responsibility for operating and maintaining these systems after they are installed.

Audio-Visual tutorial systems have become an accepted part of the instructional system in many subject areas. Some reasons for their success include: a great amount of well conceived and produced material is commercially available; laboratory equipment systems have been developed which are efficient and dependable; learners may use stimulus materials -- tapes, slides, etc. -- along with printed response sheets to achieve self-paced, interactive learning; evaluation of learning is more exact because all learners are responding to the same presentation; and material can be changed or revised in response to learners' needs.

There are a number of clearly specifiable reasons for integrating audio-visual resources into the curriculum. It has been well established that their use enhances the student's learning experiences in one or more of the following ways:

#### By focusing attention on the material to be learned.

Through the use of high-intensity lighting, a compelling sound track and the involvement of more than one sense at a time, the learner's attention is better controlled.

By adding concreteness and realism to the learning process.

Learning theorists and psychologists generally agree that we learn a great deal of what we know by performing a particular activity. Interacting with instructional material generally results in greater learning.

By bringing remote events into the classroom.

Today's students have a broader view of the world because they have seen such events as the Moon landing, undersea world of Jacques Yves Cousteau, Roots and so forth.

By highlighting relationships among ideas, events and things.

Consider the advantages of using time-lapse photography to illustrate the growth sequence of a plant.

By stimulating interest by providing vivid experiences.

People often recall significant events in their lives by evoking visual images. The implications of "seeing a picture" are enormous for teaching purposes.

By making material available for continued and repeated study.

Through the use of films and tapes, the learning experience can be repeated exactly for different groups or adapted to individualized learning.

In light of these advantages in the use of instructional media, what is its current state of development on college and university campuses?

The use of audio-visual technology and radio and television instruction has greatly expanded in higher education in the past decade. Many experts believe that the potential of electronic media as learning aids has barely been tapped. Some envision that future developments of computer-assisted instruction, programmed learning with video and audio carrels and the use of both closed-circuit and broadcast television will revolutionize traditional methods of instruction. Remote terminal access to computers and to audio and video tape libraries, indeed, may reduce greatly the amount of instruction conducted by the traditional lecture-discussion methods and disperse the locations of learning activity away from the central core of the traditional campus.<sup>2</sup>

---

<sup>2</sup>National Center for Higher Education Management Systems, Higher Education Facilities Planning and Management Manuals, vol. 4, Academic Support Facilities (Boulder, Colo.: Western Interstate Commission for Higher Education, 1971), p. 64.

### The Current Status of Audio-Visual Services on the Oakland Campus

In September of 1974 the University Library assumed the administration of Audio-Visual Services. With the addition of this new program, the library has been able to provide the university with a fuller range of educational resources including instructional films and other commercially produced materials; display and delivery systems for various types of media; and, with the assistance of audio-visual specialists, the capability of producing many kinds of learning programs as well as designing the environments in which they will be used.

Audio-Visual Services has shown considerable growth in many areas over the past three years. Increased materials use and extended services demonstrate the effects of a more active response to users. Additionally, the collection and analysis of departmental use statistics have made it possible to fashion a periodic equipment maintenance program as well as a depreciation and replacement schedule. Since services to academic departments became essentially free in 1974, budgeting controls have brought about more cost-effective film rental procedures and other "actual cost" recovery mechanisms.

During this period of time improvements in the Studio and Control Room as well as the steady upgrading of equipment have increased the quantity and quality of television and audio production. The addition of a new slide copy service has also proved popular and is widely used.

#### MATERIALS

The individual faculty member must determine which types of media can be used most effectively in a given learning situation. The wide range of commercially produced material and its ready availability provides many choices.

Of the several media, 16 mm films continue to be the most popular type of material and their increased use -- up 400 percent in just three years -- illustrates faculty acceptance of this medium as an effective teaching tool. Instructional films are designed especially for educational audiences as opposed to theatrical, entertainment, sponsored or experimental films.<sup>3</sup> Although one might argue that many of today's films do not meet specific objectives in the purer sense, students still benefit from the great amount of care given to planning, scripting and production. Another value of film as a stimulator of student response is its ability to affect viewers on different levels of awareness with various degrees of involvement. In other words, a good film demands student interaction and response to its message.

#### SERVICES

A great deal of the day-to-day work involved in audio-visual services is accomplished by student employees. In a typical fall semester there are

---

<sup>3</sup>William D. Schmidt, "Analyzing the Design of Outstanding Instructional Films," Sightlines 10:6-8 (Fall 1975).

fifteen student assistance, about one-half of whom are new to the department. Because they may be the only departmental representative who comes in contact with users of audio-visual services, it is very important that they be trained quickly and efficiently in three vital areas: departmental policy and procedure, audio-visual equipment operation and the "aesthetics" of performing a job in the correct manner.

The department's ability to perform all equipment maintenance and repair "in house" is a definite advantage. The Audio-Visual and Television Engineers provide this capability.

The production of locally designed audio and video tape programs was an activity not available to early users of instructional media. The Second World War saw a vast increase in the production of training films which provided the foundation for the post-war educational film industry. The 1950's and 1960's witnessed the development of audio tape recorders and video tape systems which used magnetic tape. Now all kinds of programs could be produced locally and the tapes played back countless times or erased and used again. Examples of the types of programs have been produced in the Television and Sound Studio in Varner Hall are "How to Conduct a Recitative" produced by Dr. David Daniels, a single video tape unit, and the Chrysler Basic French Program created by Professor Don Iodice, a set of audio tapes.

#### UTILIZATION

The final responsibility of the Audio-Visual Services staff is to bring materials and services together in a coherent program. This activity encompasses problems ranging from how to locate a film on a specific subject, which projector to use with a particular type of material, to what is the most advantageous equipment or facility design for the intended program and use.

At Oakland there are two recent examples of the total approach to instruction which integrates the use of audio-visual technology with traditional lecture-discussion pedagogy. These programs have enjoyed success and paved the way for future improvements in the teaching and learning environment.

The faculty of the School of Nursing has developed an instructional system which depends on a variety of teaching methods and learning strategies. The Nursing Skills Laboratory is an integral part of the system. Here students develop competencies in a variety of skills and attitudes through lectures, visual demonstrations, seminar sessions and a variety of media presentations. Later they are called upon to demonstrate the learned competencies in actual clinical situations. The successful operation of this skills lab and the demonstrated ability of students who have participated in this approach to learning can serve as a model which other areas of the university may wish to adopt.

The FLEX Medical Review Program illustrates a comprehensive approach to restructuring the curriculum. The participants were foreign medical graduates preparing to take the Federal Licensing Examination, a three-day

comprehensive test which covers the entire range of basic sciences and clinical practice. The problem was to present a vast amount of information in a mere twelve weeks. The planners -- including subject specialists in the basic sciences, practicing clinicians and the Audio-Visual Services Librarian -- developed an integrated curriculum built around the major systems of the body, e.g., central nervous system, respiratory system, etc. In addition to lectures, the program also used video taped presentations, slides, films, audio tapes, roetgenograms, electrocardiographs and clinical case histories.

The role of Audio-Visual Services may be summarized as follows:

Materials -- Locating and providing the best available material (films, film strips, audio and video tapes, slides, etc.) for each teaching and learning situation as required by the faculty.

Services -- Assisting in the delivery of media messages by providing the proper equipment and technical assistance in the best available environment (adequately darkened room, well trained operator, etc.), as well as by designing effective message formats (audio and video tape, slides and multi-media productions) to accomplish stated objectives.

Utilization -- Using a combination of knowledge and skill to solve problems in matching material with the most appropriate and efficient delivery systems and display mechanisms.

#### Future Development of Media Services

"There are three traditional ways of looking into or thinking about the future: One may speculate; one may try to forecast; and, although no one accurately can, some try to predict the future."<sup>4</sup>

In many respects, the beginnings of the future are rooted in the present. It is the task of educational planners to survey all the possible educational possibilities and select courses of action based on their best forecast. In this case the process can begin with an examination of the library's projected role in instruction as viewed by Sparks:<sup>5</sup>

As the world of knowledge expands and the learning process becomes more invidiaulized, it is important for students to become familiar with the apparatus of research and communications in their academic specializations, how they underlie life-long learning, and the ways

---

<sup>4</sup>Gerald Leinwand, The Future (New York: Pocket Books, 1976), p. 23.

<sup>5</sup>S. Rita Sparks and Eileen Hitchingham, "Trends in Library Development: Library Instruction," in Oakland University Library, Annual Report: 1976-77 (Rochester, Michigan: The Library, 1976), p. 14.

in which they serve society in the broadest sense. Institutions of higher education have the responsibility of offering students a broad view of the world in addition to in-depth training in their major fields of study. Librarians can share in this responsibility. Unhampered by the vested interests of membership in any subject discipline, they are in an excellent position to see the students' academic careers as a whole. More than anyone they are sensitive to and have a commitment to learning resources as a means of unifying the total college experience.

## MATERIALS

Today's media formats will not remain static. New means of electronic storage, as videodiscs, are being developed and marketed. With each new product the problem of duplicating copyrighted materials and materials available in other formats will arise.

The question of whether to rent or purchase films will be settled, for the most part, with the ready availability of long-term lease agreements from most producers and distributors. Large state university film libraries will remain as the most reliable rental sources. The small Oakland film collection will grow slowly with the addition of "most used" titles -- those rented four times a year or more. The Departmental Film Rental Allocation, used for the first time in 1976-77, will be continuously revised to provide a fair distribution of film rentals and keep these costs in proportion to other Audio-Visual service and production priorities.

The present film catalog (1975) is being revised to include all films and video tapes owned by Audio Visual as well as other campus departments.

## SERVICES

The idea of serving students directly will become a reality in the years ahead. Most university departments will maintain information access centers where students can use CRT's for computer-assisted instruction, participate in simulation exercises or "hook in" to the national information bank for the latest information update.

Audio-Visual Services will also have sophisticated electronic distribution systems available to deliver a variety of programming -- campus events, lectures, video-taped demonstrations, audio-taped music, etc. -- to a variety of points on campus. Two-way telecommunications technology may even allow students to participate in scheduled learning experiences from their homes.

Improvements in equipment design and performance will allow many learners to take over their own productions. Portable video tape recording systems, single system super 8 mm sound movie equipment and cassette recorders that synchronize 35 mm slides with taped messages are available now. Future developments in equipment will allow do-it-yourself producers more opportunities to create high quality media messages. Perhaps future term papers will be in the form of video tapes, films and multi-media productions!

Even though formats may change, the process of producing instructional materials will remain the same. The professor will be in charge of the entire project from conception to finished product. The instructional design team of the future will assume the present role of the Audio-Visual Librarian and the Television Engineer as they guide the participants through the pre-production phase.

#### UTILIZATION

Media utilization and development are ongoing efforts of the Audio-Visual Librarian. As faculty become convinced that this type of activity has high level support, they will become more involved in instructional improvement. At some time in the future there will be a program coordinator, instructional development consultants, faculty development grants on a larger scale and -- perhaps -- even released time to work on course design projects.

It is important that Audio-Visual Services be an active partner in designing and creating learning spaces which lend themselves to effective media use. Many teachers will not fully accept the value of mediated instruction until such basics as room darkening, proper ventilation and adequate sound systems are provided for their use.

The more sophisticated electronic systems of the future -- computer assisted instruction, mediated lecture/demonstrations, student response systems, etc. -- will be adopted only when the faculty is convinced that present message delivery systems are acceptable as components in their individual teaching styles.

In looking forward to the university of the twenty-first century, it seems certain that information and media delivery systems will be at the heart of the learning environment. Students will react to this change by becoming more self-directed and career oriented. At the same time they will pursue their creative capacities by developing skills in listening, articulating ideas, adjusting to the thoughts and values of others and gaining competence in solving "real world" problems.

Although individualized learning cannot solve all instructional problems, it serves to involve the learner by stating objectives in measurable terms, allowing him to proceed at his own pace, keeping him posted on his progress and rewarding successful accomplishment. As this type of instruction comes to be accepted as a part of post-secondary education, new and more sophisticated systems will be designed to meet the requirements of tomorrow's learners. Students will become increasingly involved in guiding their own educational progress.

The curriculum will become increasingly interdisciplinary in nature. Students will create their own courses based on their skills, abilities, interests and career choices. Because of the rapidly increasing sum of man's knowledge, courses in all fields will be designed to provide search strategies as well as specific skills in the evaluation and use of data. Individualized learning will cause students to look upon their professors in a new way -- less as disseminators of knowledge and more as academic

partners motivating and guiding their learning progress. Simulation and gaming will provide learners with experience in meeting real life situations. One caution must be observed. Many people think of the future as a glorified extension of the present. Technology holds great promise for most Americans but, as Leinwand observes:

It becomes clear that fantasy, more than fact, has dominated much of our thinking about life in America in the year 2000. While vast technological changes can be anticipated, it is unlikely that these can be accomplished without even greater changes in our social and political institutions. The year has symbolic significance -- it represents to us all that the future holds in store for us. We must keep in mind that if life is to become better in the twenty-first century and the second millennium, social invention will have to be far more fantastic than technological invention, and of far greater impact on the day-to-day quality of our lives.<sup>6</sup>

---

<sup>6</sup>Leinwand, p. 18.



# State of the Library<sup>1</sup>

The budget for 1976-77 reads as follows:

TABLE 1: Library Budget

	Adjusted Allocations	Expenditures
<u>General Funds</u>		
Equipment:		
Library Materials	\$232,113 <sup>a</sup>	\$232,113 <sup>a</sup>
Movable (Lib)	3,330	2,852
Movable (AV)	<u>2,000</u>	<u>2,000</u>
	\$237,443	\$236,965
Salaries & Wages (Lib) <sup>b</sup>	\$560,196	\$555,678
Salaries & Wages (AV) <sup>b</sup>	<u>43,039</u>	<u>43,039</u>
	\$603,235	\$598,717
Supplies & Services (Lib)	\$ 70,283	\$ 67,504
Supplies & Services (AV)	2,258	2,258
Faculty Travel	3,608	2,100
Telephone (Lib)	6,405	6,405
OCS (Lib)	<u>10,050</u>	<u>10,050</u>
	\$ 92,604	\$ 88,317
Total: General Funds	<u>\$933,282</u>	<u>\$923,999</u>
<u>Non-General Funds</u>		
Audio Visual		
Revolving Account	\$ 97,357	\$103,178
University Research Grant	1,292	1,292
Departmental Study Grant	1,000	1,000
Miscellaneous Income Account		
(Library Materials)	11,498	11,498
Gifts & Grants		
(Library Materials)	<u>26,722</u>	<u>26,722</u>
Total: Non-General Funds	<u>\$137,869</u>	<u>\$143,590</u>
GRAND TOTAL ALLOCATION	\$1,071,151	\$1,067,689

<sup>a</sup> Includes funds for books and journals; includes original allocation of \$165,000 plus supplemental allocations of \$52,817 from General Funds and \$10,000 from the President's Student Fund for library materials.

<sup>b</sup> Excludes fringe benefits.

<sup>1</sup> This section of the Annual Report was prepared by Indra David, Assistant to the Dean of the Library

Library expenditures for materials are presented in greater detail in Table II.

TABLE II  
Expenditures for Library Materials, 1976-77

	Expenditures	Total
<u>General Funds</u>		
Departmental	\$ 36,405.08	
Standing Orders	41,065.57	
Serials	101,922.05	
Student Materials	9,726.10	
Desiderata	42,172.11	
Other	822.19	
		<u>\$232,113.10</u>
<u>Miscellaneous Income</u>		
Serials	\$ 9,806.19	
Other (Postage)	1,691.95	
		<u>\$ 11,498.14</u>
<u>Gifts &amp; Grants</u>		
Friends	\$ 11,422.17	
Other Funds	15,299.40	
		<u>\$ 26,721.57</u>
 GRAND TOTAL:		
Library Materials expenditures for 1976-77		<u>\$270,332.81</u>

The Association of College and Research Libraries' Standards for College Libraries is the most recognized authority today on standards for academic libraries. According to these standards, library budgets (exclusive of capital costs and the costs of physical maintenance) which falls below six percent of the college's total educational and general expenditures are seldom able to sustain the range of library programs required by the institution.<sup>2</sup> This percentage will run considerably higher during periods when the library is attempting to overcome past deficiencies, to raise its "grade" on collections and staff, or to meet the information needs of new academic programs.<sup>3</sup> In 1972-73, the library expended 5.2 percent of the University's total

<sup>2</sup>"Standards for College Libraries," College and Research Libraries, 36:298 (October 1975).

<sup>3</sup>Ibid.

budget, including the University's administrative and business support expenditures. The library's percentage steadily decreased to 4.5 percent by 1975-76.<sup>4</sup>

### Personnel

Regarding expenditures for personnel, A.C.R.L. recommends that between 50 and 60 percent of the library budget be expended for personnel.<sup>5</sup> For the last five years the actual national average for academic libraries has consistently been close to the top of the recommended range. Not surprisingly, O.U.'s library personnel costs have also been in the high range as Michigan has an expensive labor market and as Oakland University has a unionized faculty and staff that ensures competitive salary scales. Despite this, annual increases in library personnel costs have been very minimal (see Appendix A). In 1975-76 O. U. library expenditures for salaries actually decreased by .02 percent from the previous year and labor costs went down by .07 percent.

Personnel costs have been reduced over the years by the elimination of some library faculty and clerical/technical staff positions. Some of the funds from these personnel actions were absorbed by Ohio College Library Center's network costs while some went into the book fund.

A.C.R.L. Standards state that librarians will seldom comprise more than 25 to 35 percent of the FTE library staff, if library staff are employed as nearly as possible commensurate with their library training, experience and capability.<sup>6</sup> Currently librarians at Oakland, including academic administrators, comprise approximately 36 percent of the full-time library staff or 44. These figures include the personnel for Audio-Visual services. The number of faculty positions within the library was decreased from 20 in 1971-72 to 15 in 1976-77 and support staff was reduced from 32 in 1970-71 to 24.5 in 1976-77. (The 1976-77 figures exclude Audio-Visual services in order that comparisons with the 1970-71 figures are equitable since AV was not part of the library in 1971.) Personnel costs have thus been curtailed significantly in the last six years. With library faculty going on a ten-month contract this year, professional personnel resources will be spread even thinner than ever before.

The impact of the reduction in the number of personnel on library users and services is not readily ascertained. Cutting back on such services as professional reference assistance does not make headlines -- it affects the quality of service received by an individual user on a one-to-one basis. The impact of the reduction in personnel costs on the ledgers, however, is more obvious. In 1972-73, \$37,600 was transferred from the salaries and labor

---

<sup>4</sup>Oakland University. University Planning Committee Report on the Budget History of Oakland University. Handwritten manuscript, p. A-5, Table No. 5.

<sup>5</sup>"Standards for College Libraries," p. 299.

<sup>6</sup>Ibid., p. 292.

accounts to the library materials account (see Appendix A). In most of the other years the decrease (or only a slight increase) in personnel expenditures indicates that positions were either folded or frozen. It is unfortunate that in these years there was no corresponding increase in the materials budget to reflect the savings.

### Materials Budget

Depending upon local factors, between 35 and 45 percent of the academic library budget should be normally allocated to library materials.<sup>7</sup> It should be noted, however, that the estimated national average for actual expenditures in academic libraries has been lower in the last few years than the percentages recommended as standard by A.C.R.L. The national average has been on a downward trend since 1971-72, except for 1975-76. At Oakland University Library, this trend would have continued through 1976-77 had not the original materials budget been adjusted by increased funding later in the year (see Appendix B).

Price inflation in the book trade together with increase in personnel costs have caused a drop in monographic purchases, especially as serials costs have eroded more and more into the total materials budget. - The Book Industry Study Group's Comprehensive Study completed in 1976, "Library Acquisitions: A Look into the Future," generally projects higher acquisition budgets in the future but fewer numbers of materials purchased with these budgets.<sup>8</sup> The ratio between the expenditures for periodicals and that for monographs has to be determined by each academic institution. A.C.R.L. does not endeavor to set standards in this respect. The next table reflects the ratio between the library's expenditures for one-time cost items such as single volume works, multi-volume sets or back-runs and serial and continuation orders such as journal and series subscriptions. Funds for the latter must be committed automatically every year with a built-in annual increase for price hikes, if the current level of subscriptions is to be maintained.

Table III does not include Gift and Grant Funds which are usually used for acquisition of non-serial material with one-shot expenditures, such as monographs and sets of back-runs. Except for 1974-75 and again this year when additional funds were received at year-end for purchasing books and other library materials for new programs, it is clear that a large proportion of the allocation is increasingly being eroded by commitments for subscriptions and standing orders. This decreases the dollars available for the purchase of monographic materials and has caused a drop in monographic purchases. Even with increased book budgets in the future fewer numbers of library materials will be purchased with these dollars.

---

<sup>7</sup>Ibid., p. 299.

<sup>8</sup>"Publishers, Librarians Ponder BISG Study of Expected Lower Library Acquisitions," Publisher's Weekly 212:32 (March 28, 1977).

TABLE III  
Library Materials Expenditures from General Funds Only

Fiscal Year	Serials %	Standing Orders %	Committed Funds % (Continuations)	% Non-Committed (One-time cost items)	Total Expenditures %		
1971-72	47.1	+	19.3	=	66.4	33.6	100
1972-73	51.3	+	29.4	=	80.7	19.3	100
1973-74	37.9	+	13.5	=	51.4	48.6	100
1974-75	47.7	+	22.7	=	70.4	29.6	100
1975-76	55.9	+	22.1	=	78.0	22.0	100
1976-77	43.9	+	17.7	=	61.6	38.4	100

Experience has shown that even after collections have attained the standards set up by A.C.R.L., they can seldom retain their requisite utility without sustaining annual gross growth rates, before withdrawals, of at least 5 percent.<sup>9</sup> The effect of inflation and tight acquisitions allocations is apparent in the growth rate of the collection. Despite the fact that Oakland University Library's earlier growth rate was higher than the recommended minimum of 5 percent, it has dropped considerably in the last few years. 1975-76 was a lean year and 1976-77 would have been also had it not been for the increased funding later in the year (see Appendix B). This is not all bad, if the printed collection is supplemented by microforms and subject data bases. Though it is difficult to ascertain the quality of a collection by a mere quantitative measurement, quality cannot improve unless there is quantitative growth as well. In the University Library, there is a definite need to upgrade the quality and supplement the quantity of the collection to bring it up to recommended standards.

Library collection use may be monitored, to some extent, by relying on use statistics. At O. U. Library there has been a move toward increased use of library facilities in 1974-75 following a decrease in use in preceding years. Introduction of new programs such as Nursing, as well as efforts at some instruction in library use, may explain the increased use. Though the budget has no direct bearing on the use factor, the trend does have an impact on the library's collection and personnel. Available resources will have to be reviewed very carefully and exploited quite expeditiously to meet the demand.

<sup>9</sup>"Standards for College Libraries," p. 286.

# OAKLAND UNIVERSITY LIBRARY EXPENDITURES - AN ANALYSIS

YEAR	LIBRARY EXPENDITURES						OPERATING EXPENDITURES PER FYES	
	PERSONNEL		MATERIALS <sup>a</sup>		ALL OTHER			
	Estimated National Average <sup>1</sup>	O.U. Library <sup>2</sup>	Estimated National Average	O.U. Library	Estimated National Average	O.U. Library	Estimated National Average	O.U. Library
1971-72	57.2%	56.8%	32.7%	32.2%	10.1%	11.0%	\$94.76	\$104.16
1972-73	57.3%	61.2%	32.5%	27.6%	10.1%	11.1%	89.38	94.97
1973-74 <sup>b</sup>	59.1%	57.8%	31.3%	31.9%	9.6%	10.3%	93.24	97.58
1974-75 <sup>b</sup>	61.9%	63.6%	29.9%	27.8%	9.1%	8.6%	94.28	98.29
1975-76 <sup>b</sup>	63.4%	56.9%	27.8%	26.8%	8.6%	16.3%	96.95	97.04
1976-77 <sup>b</sup>	n/a	62.1%	n/a	28.0%	n/a	9.9%	n/a	88.05

<sup>1</sup>Source: Bowker Annual, 1977, pp. 266-267.

<sup>a</sup>Includes Gift and Grant Funds

<sup>2</sup>Source: O.U. Library Budget Office: Budget Reports

<sup>b</sup>Includes Audio-Visual, except revolving account

## OAKLAND UNIVERSITY LIBRARY COLLECTION GROWTH AND USE PATTERN

Year	COLLECTION GROWTH PER FYES			Oakland University Library Collection Use % Change from Previous Year			
	Estimated National Average*	Oakland University Library		Reference	I.L.L.	Circulation	Door Count
		Vols. per FYES	% Growth				
1971-72	48.2	31	12.9	-	-	-	-
1972-73	41.9	33	12.2	+ 21.2	+ 25.4	- 5.5	- 8.5
1973-74	42.3	32	6.2	+ 74.2	+ 2.8	- 7.6	- 10.2
1974-75	38.9	32	6.0	+ 48.8	+ 34.3	+ 12.5	+ 8.6
1975-76	39.1	33	4.6	- 36.2	+ 20.6	+ 8.5	- 5.1
1976-77	n/a	35	6.0	- 31.7	- 5.0	- .2	- 8.1

\*Source: Bowker Annual, 1977, pp. 266-267.

# OAKLAND UNIVERSITY LIBRARY

## GENERAL FUND EXPENDITURES<sup>a</sup>

Year	Salaries	Increase or Decrease	Labor	Increase or Decrease	Supplies & Services <sup>b</sup>	Increase or Decrease	Equip- ment	Increase or Decrease	Library Materials	Increase or Decrease	Total	Increase or Decrease	FYES	% Change
1969-70	\$309,513	22.3%	\$ 93,890	18.9%	\$ 86,603	19.7%	\$43,591	39.1%	\$188,825	11.7%	\$722,422	19.5%	5,905	21.7%
1970-71	\$352,806	14.0%	\$107,184	14.2%	\$ 82,410	4.8%	\$12,360	-71.6%	\$155,500	-17.6%	\$710,260	- 1.7%	6,643	12.5%
1971-72	\$360,697	2.2%	\$ 99,378	- 7.3%	\$ 76,568	- 7.1%	\$12,000	- 2.9%	\$170,612	9.7%	\$719,255	1.3%	6,905	3.9%
1972-73	\$358,251	- 0.7%	\$ 95,670	- 3.7%	\$ 68,600	-10.4%	\$11,835	- 1.4%	\$168,687 <sup>c</sup>	- 1.1%	\$703,043	- 2.3%	7,403	7.2%
1973-74	\$371,545	3.7%	\$ 93,632	- 2.1%	\$ 67,573 <sup>d</sup>	- 1.5%	\$13,150	11.1%	\$246,417	46.1%	\$792,317	12.7%	8,120 <sup>e</sup>	9.7%
1974-75 <sup>f</sup>	\$460,240	23.9%	\$105,348	12.5%	\$ 67,534 <sup>d</sup>	- 0.06%	\$12,378	- 5.9%	\$193,567	-21.4%	\$839,067	5.9%	8,537 <sup>e</sup>	5.1%
1975-76 <sup>f</sup>	\$451,265	- 0.02%	\$ 97,700	- 0.07%	\$ 82,137 <sup>d</sup>	21.6%	\$ 7,867	-36.4%	\$196,763	1.65%	\$835,732	0.39%	8,612 <sup>e</sup>	0.8%
1976-77 <sup>f</sup>	\$523,982	16.0% <sup>g</sup>	\$ 74,735	-24.0% <sup>g</sup>	\$ 88,317 <sup>d</sup>	7.5%	\$ 4,852	-39.0%	\$232,113	17.0%	\$923,999	10.0%	8,493 <sup>e</sup>	- 1.0%

<sup>a</sup>Includes matching funds; excludes fringe benefits.

<sup>b</sup>Includes CDPC charges.

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

<sup>d</sup>Includes Faculty Travel.

<sup>e</sup>Source: Budget Director's Office.

<sup>f</sup>Includes Audio-Visual Department, primarily Salaries and Labor.

<sup>g</sup>Three C/T employees shifted from Labor payroll to Salary payroll mid-year.