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Guest Editorial

The Spirit of Networking: Beyond Information Resources

In some sense, networking is everywhere. It is a term which is used in a number of contexts to mean different things. As a result, the impact and import of its essential meaning are often missed in our social and professional discourse. In the space allowed I would like to focus on that essential meaning as it is manifested in several distinct areas of professional concern.

Today the most frequent context for the use of networking is in relation to the electronic connections that allow us to contact people and access information resources around the world. In the discourse I sense a certain boastfulness about the scope of the network and its ability to deliver unimaginable information resources. Often in those discussions the extensiveness of a Gopher's reach is held up as a major accomplishment, for example.

But are we networked with our customers? In other words, are we listening to our patron's wishes? When I talk to faculty and students they tell me they are drowning in information resources. What is needed is not more access but better access. Librarians need to find ways to help customers sift through the mountains of information.

In response to these patron needs there is a strong current of professional thinking within the information community that believes software design, database management techniques, and artificial intelligence will eventually solve these problems. I hear, for example, prognostications of custom-designed abstracting and altering services. I also see new indexing, abstracting, and alerting services being created to address some of the problems of information overload. However, my sense is that these efforts contribute to the problem. New layers of access tools and new interfaces, while solving some access difficulties, add further confusion to an already bewildering amount of information and modes of access.

The trends I see in the electronic network world echo the approaches used in the world of print information: gather and organize as much information as possible and develop new access tools to help the patron locate information. I have no sense that these techniques will be any more effective in the electronic networking field than they are in the realm of print material.

It is my conviction that what our customers, both students and faculty, need in addition to better tools, is a better understanding of the organization of information and the fundamental techniques for accessing information. An important part of library service should be instruction in the use of information resources and access tools. The new electronic resources make such training even more critical and increase the complexity of the needed instruction.

Furthermore, this instruction, especially in the use of electronic resources, is not exclusively the responsibility of librarians. Because of the electronic changes, other information professionals, such as those in computer centers, must be involved. It is time for classroom faculty, librarians, and other information professionals to build on the work that each group has contributed separately—rarely in cooperation—to develop
a curriculum of information accessing skills that the educated of this country can use effectively. This curriculum must become an integral part of educational programs at all levels from elementary school through the doctorate and beyond. To achieve this response in an effective manner will require a heretofore unrealized effort towards cooperation among information professionals and classroom faculty at all levels of education.

While electronic networks become omnipresent in our professional lives and the information retrieval activities of all, there is another revolution occurring in our academic and research institutions; libraries are becoming enriched by diversity. More men are joining what remains a largely female profession, but salary discrepancies between the genders continue and women are less likely to be represented in upper management positions. There are more Afro-Americans, Hispanics and other minorities in the profession, but they are still underrepresented. These social conditions reflect realities in the larger society, which makes the solutions all the more difficult, but these facts do not excuse the present situation within the profession. We, as librarians, face the significant challenge of forming coalitions with other groups in order to see that our library institutions provide equitable employment opportunities for all and meet the information needs of the diverse populations we serve.

Our roles as professional academic and research librarians have been discussed many times. But rarely do I see much discussion of the academic and research librarians as independent individuals who have responsibilities for addressing these issues. What is, or will be, your role in improving employment equity for library staff? What are academic and research librarians doing to see that state legislatures, local school districts, and government units adequately address the needs of school and public libraries? With whom will you connect to solve these problems in our institutions and in our society?

The essential ingredient of the definition of networking that underlies all of the issues I have addressed above is the interconnectedness that ties us individually and as a profession to other persons and groups in our society. It is a truism to say that our welfare and our success in achieving the goals outlined above are directly related to our ability to connect with others. Yet far too often we act as though we can independently achieve our goals in spite of or over the objections of others. While most of us understand networking as "connecting," we must take it one step further. We must recognize the interdependent relationships that are involved. The failure to acknowledge that interdependence is a fundamental weakness in developing strategies to achieve our goals.

Perhaps one example from my experiences as a bibliographic instruction librarian will illustrate the point. I can develop a program to teach students the use of library resources and connect with faculty to tell them about the content of those resources. I can stress how valuable it is for students to learn to use the library. However, no matter how much publicity I create and how good the program might be, it will not be successful unless the instruction is integrated (i.e., interconnected) with course assignments that require library use to achieve the goals of the course. Unless the instruction program recognizes the dependence of our instructional efforts on the context of course assignments and the motivation and direction that context creates, our program is not successful. The same is true with all other aspects of our efforts. Gaining equity for women employees and ethnic minorities, serving the diversity of our customers, improving school and public libraries, and gaining political and societal support for libraries all involve a fundamental commitment to acknowledging and honoring the interrelatedness of our existence by building relationships with others. It is only through those relationships that we will truly achieve our professional goals.

THOMAS G. KIRK
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Anyone familiar with higher education is aware that cultural diversity has become an important issue on campus. Student demographics are changing; people of every racial and ethnic group are making up a larger proportion of the student body. This proportion is expected to grow as the United States population itself undergoes a similar transformation. Academic administrators want to respond to the changing campus demographics and to the heightened sensitivity about cultural diversity issues. Evidence of their desire is reflected by the increasing number of advertisements in the Chronicle of Higher Education inviting applications from culturally diverse individuals in any academic discipline. This study sought to determine whether opportunities for advancement for women and minority librarians had changed in light of the changing campus climate.

Affirmative action and equal employment opportunity are not new issues. They have been of concern to the library profession for more than twenty years. Recently, the emphasis has shifted from compliance to concern about career advancement for individuals from culturally diverse groups. At the end of 1990, the Executive Committee of the Association of College and Research Libraries (ACRL) established a standing committee to stimulate employment opportunities for culturally diverse librarians. The ACRL’s move was based on a report by a task force on minority recruitment. Despite the committee’s efforts, little is known about the ethnicity or gender of managers hired by academic libraries claiming to be affirmative action, equal opportunity employers—AA/EEO. (For reasons unknown, the more common abbreviation of equal opportunity employer seems to be EEO rather than EO.)

Essentially, equal opportunity employment means no discrimination on the basis of gender or ethnicity in hiring, treatment, or promotion. Affirmative action means actively seeking to hire or promote women and persons whose
ethnic heritage is Hispanic, African, Asian, or native American.

Although the task force report included no numerical evidence, it cited "patterns of low recruitment efforts and minimal attention to the advancement and retention of underrepresented groups." One area that the committee targeted for action was barriers to advancement for minorities. It referred to these barriers as "glass ceilings," "early plateauing," and the "cycle of frustration" which inhibit the advancement of minorities and, in some cases, lead to resignation.

Despite the concerns expressed by ACRL and the growing interest in accommodating cultural diversity on campuses, the profession has little information on whether gender or ethnicity are related to the outcomes of the search and screen process for middle and senior management positions in academic libraries.

Recruiting anyone, culturally diverse or not, from outside the library for supervisory positions hinders the opportunities for advancement of individuals already on the staff and eager to move up. Yet, organizational policies of promoting from within have long been recognized as beneficial to both the employer and the employees. Opportunities for internal advancement serve as strong motivators to sustain job performance. Supervisors promoted from within understand their jobs, the positions that they supervise, and the organization as a whole.

PROBLEM STATEMENT

Despite the concerns expressed by ACRL and the growing interest in accommodating cultural diversity on campuses, the profession has little information on whether gender or ethnicity are related to the outcomes of the search and screen process for middle and senior management positions in academic libraries. Nor does it have any indication of how affirmative action may be affecting opportunities for promotion from within to senior level positions. This study gathered data about managerial jobs and applicants in an attempt to draw conclusions regarding the extent to which AA/EEO guidelines have affected recruitment and promotion for the groups covered by those regulations. The study also sought to determine to what extent internal candidates, especially those acting in the advertised positions, have or have not been affected by AA/EEO policies.

The objectives of the study were to:

- collect data about the gender and ethnicity of applicants, the candidates interviewed, and those selected for management positions in academic libraries
- ascertain the success of applicants covered by AA/EEO in obtaining management positions
- determine opportunities for internal promotion to management positions

FINDINGS FROM THE LITERATURE

Two surveys investigating the selection process for filling senior library positions found that internal promotions are not common within academic libraries. An Association of Research Libraries (ARL) survey on filling assistant/associate director positions among fifty-one libraries observed that "internal recruitment is rare." Further, the report said:

While there are some strong arguments in support of external searches, including affirmative action compliance, they do imply that it is difficult to build a successful managerial career within one institution. Staff morale also can be adversely affected if senior positions always are filled from the outside. Over-reliance on outside hiring also raises questions about the library's training and developmental programs for professional staff.

Ruth J. Person and George C. Newman, reporting on the selection of academic library directors, noted that "in the five searches studied, current library staff members were rarely considered as
viable candidates or included in a final 'short list.'" Their report recommended that universities pay attention to developing managers in their libraries with the aim of increasing the pool of potential applicants for future director searches.3

Library literature contains little information about the hiring of affirmative action candidates either from the outside or by promoting from within for supervisory positions. Only Barbara B. Moran's article, which compared the number of women holding middle and senior academic library positions in 1972 and 1982, offered any numeric data. She concluded that "the position of women improved slightly during the decade. . ."4

A 1991 article on the development of an affirmative action plan for the University of Arizona Library noted that a search of the literature since 1985 "revealed little applicable information other than summaries of affirmative action case law."5 Another survey about recruitment of middle and upper level managers does not even address the affirmative action issue, although its authors commented that there was little information about the subject of recruiting these managers.6 This paucity of information seems curious, considering the fact that since the early 1970s, advertisements from educational institutions have carried statements about endorsing equal employment opportunity and affirmative action.

The best information about multicultural employment in libraries comes in two studies conducted by the Office of Library Personnel Resources within the American Library Association in 1980 and 1985. The latter study concluded:

Comparisons with the 1980 data . . . [show] there has been very little change in the racial, ethnic group or gender of academic and public librarians. . . Black librarians remained almost constant (4.0 in 1980 as compared to 4.1 in 1985). Asian/Pacific Islanders declined slightly. . . from 5 percent (1980) to 4.5 percent (1985). . . Hispanic librarians show . . . a very slight decrease (1.7 percent in 1980 to 1.5 percent in 1985). The percent of American Indians/Alaskan Natives remained exactly the same—0.2. . . (p.6). The study found that the proportion of females in academic libraries had increased from 62.3 percent in 1980 to 65.9 percent by 1985. Although whites represented 89.7 percent of librarians overall, they filled 93.6 percent of the upper-level jobs. Women accounted for 65.9 percent of all academic librarians, but occupied only 48.2 percent of higher positions. Whites of both sexes held 89.9 percent of branch and department head positions. Women from all ethnic groups held 66.4 percent.7,8

Although acting appointments, especially for middle and senior levels, are common in academic libraries, "the subject of acting librarians is a topic that has not been addressed in the professional literature," according to Claire-Lise Benaud and David G. Null.9

**AFFIRMATIVE ACTION REGULATIONS**

No affirmative action regulation requires an employer to hire any applicant who is not qualified for the position. However, Supreme Court decisions have concluded that affirmative action allows consideration of race or sex as another desirable characteristic in evaluating applicants for employment or promotion.10 Later, handicapped and Vietnam veteran status qualified as additional positive factors in selecting employees.

By law, any institution that takes money directly from the federal government in grants or contracts, or indirectly in the form of student fees, must develop, maintain, and update written affirmative action plans describing goals and timetables for countering the effects of discrimination. Federal regulations also require these employers to send all job applicants a questionnaire inquiring about their gender and ethnicity, although the applicants are not required to respond. Because completing and returning the questionnaire is voluntary, it is impossible to obtain data detailing the gender and ethnicity of every applicant for every job.
According to Jay Stauss, former associate vice-president for affirmative action at the University of Arizona, institutions must maintain a log of all applications for each position. Information recorded in the log includes the position's title, the applicant's name, the date the application was received, the results of the screening, and the date the applicant was notified of elimination or granted an interview. After concluding the search, the hiring unit must complete another report detailing, when possible, the ethnicity and gender of applicants. Both the logs and the summary statements must be kept on file for three years.

**ADVERTISED POSITIONS**

ACRL is the major professional affiliation for academic librarians. All members receive its newsletter, *College & Research Libraries News*. Advertisements from all 1990 issues of *C&RL News* constituted the pool used to identify the management positions available. Positions selected were those for director, deputy, assistant/associate director (hereafter called AUL), branch head, department head, and section head. In this study, the term *section head* refers to positions below that of department head, such as head of monographic cataloging. During 1990, *C&RL News* carried advertisements for 238 positions classified as managerial. Public institutions placed 155 of these. Private nonsectarian schools accounted for another sixty-five, and religious institutions for eighteen. Libraries holding membership in the Association of Research Libraries (ARL) placed 104 of these advertisements (43.7 percent). Because forty-four libraries advertised two or more jobs, only 157 separate institutions are represented.

**DATA COLLECTION**

Information taken from the advertisements included level and type of position, salary stated, qualifications required and desired, and the forcefulness in the wording of the AA/EEO statement. Also noted was the status of the advertising library as part of a public or private institution and ARL membership.

Subsequently, a letter outlining the study and a questionnaire were sent to the persons designated in the ads to receive applications. Usually these were campus personnel or library personnel officers. For director positions and some departmental libraries, the designated person was either the chair of the search committee or the office of an academic administrator. The questionnaire addressed the gender and ethnic composition of the applicant pool, the candidates interviewed, and the person finally selected. The questionnaire also sought information on acting positions, such as whether the acting person was a candidate and if that person was subsequently selected.

By law, any institution which takes money directly from the federal government in grants or contracts, or indirectly in the form of student fees, must develop, maintain, and update written affirmative action plans describing goals and timetables for countering the effects of discrimination.

**FINDINGS**

Most of the job titles advertised clearly indicated the level of the position. Job titles such as head of fine arts collection were placed in the subject department category. Table 1 shows that department head was the most frequently advertised position, and deputy director was the least advertised.

The advertised positions covered more than twenty different types of library activities. Table 2 covers ten types of activities, all of which were represented by ten or more advertisements. Administration, which accounted for the largest number, includes director and deputy jobs as well as some (AUL) positions having responsibility for general administrative services. AULs for public or technical services were placed in those categories because of the background knowledge required for these specialized areas. Reference refers to
jobs involving direct information assistance for clients, whereas public services encompasses the administration of reference and other units interacting directly with clients.

The areas shown in table 2 equal nearly 85 percent of all the advertisements for management positions. Areas such as media services, preservation, government documents, interlibrary loan, and bibliographic instruction had three or fewer advertisements.

Salaries
Advertised salaries ranged from $19,000 to over $80,000. (These may or may not be the amounts finally negotiated.) Although C&RL News has a policy requiring that a salary or salary range be stated, twenty-three advertisements did not mention salary. Of these, fourteen were for director positions. The salary data were computed from the advertised salary or from the midpoint for advertised ranges. The median salary for all advertised positions was $34,000. Table 3 displays the mean salaries in two contexts: by type of parent institution, and between ARL member and non-member libraries.

The largest disparity—$33,795—occurred between published salaries for ARL directors and directors of other libraries. The difference was 70.5 percent. Part of the difference can be attributed to scope of responsibility, since the ARL libraries are larger, and therefore, require more responsibility. However, the dollar differences between ARL libraries and non-ARL libraries offered for the other position levels are much more modest, ranging from negative 7 to 16.25 percent. These differences seem anomalous when compared with the directors’ salaries.

Qualifications Required and Desired
All but one position required a master’s degree from an ALA-accredited

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### TABLE 1
**LEVELS OF POSITIONS ADVERTISED**

<table>
<thead>
<tr>
<th>Level</th>
<th>No. Advertised</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>45</td>
<td>18.9</td>
</tr>
<tr>
<td>Deputy director</td>
<td>6</td>
<td>2.5</td>
</tr>
<tr>
<td>Assistant/associate director</td>
<td>39</td>
<td>16.4</td>
</tr>
<tr>
<td>Branch librarian</td>
<td>23</td>
<td>9.7</td>
</tr>
<tr>
<td>Department head</td>
<td>105</td>
<td>44.1</td>
</tr>
<tr>
<td>Section head</td>
<td>20</td>
<td>8.4</td>
</tr>
<tr>
<td>Total</td>
<td>238</td>
<td>100.0</td>
</tr>
</tbody>
</table>

---

### TABLE 2
**MOST COMMON TYPES OF POSITIONS ADVERTISED**

<table>
<thead>
<tr>
<th>Type of Position</th>
<th>No. Advertised</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>General administration</td>
<td>55</td>
<td>23.1</td>
</tr>
<tr>
<td>Subject department head</td>
<td>27</td>
<td>11.3</td>
</tr>
<tr>
<td>Cataloging</td>
<td>20</td>
<td>8.4</td>
</tr>
<tr>
<td>Technical services administration</td>
<td>19</td>
<td>7.9</td>
</tr>
<tr>
<td>Reference</td>
<td>17</td>
<td>7.1</td>
</tr>
<tr>
<td>Acquisitions</td>
<td>16</td>
<td>6.7</td>
</tr>
<tr>
<td>Public services administration</td>
<td>16</td>
<td>6.7</td>
</tr>
<tr>
<td>Systems</td>
<td>11</td>
<td>4.6</td>
</tr>
<tr>
<td>Special collections</td>
<td>10</td>
<td>4.2</td>
</tr>
<tr>
<td>Access/circulation</td>
<td>10</td>
<td>4.2</td>
</tr>
<tr>
<td>Percentage of all advertisements</td>
<td></td>
<td>84.2</td>
</tr>
</tbody>
</table>

---

### TABLE 3
**MEAN SALARIES BY LEVEL OF POSITION AND INSTITUTIONAL AFFILIATION**

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Private</th>
<th>Religious na</th>
<th>ARL Member $29,133</th>
<th>Nonmember $25,060</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section head</td>
<td>$27,405</td>
<td>$34,500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department head</td>
<td>33,680</td>
<td>31,030</td>
<td></td>
<td>$29,214</td>
<td>33,659</td>
</tr>
<tr>
<td>Branch head</td>
<td>35,437</td>
<td>48,000</td>
<td>$45,000</td>
<td>37,500</td>
<td>38,500</td>
</tr>
<tr>
<td>AUL</td>
<td>47,732</td>
<td>45,111</td>
<td></td>
<td></td>
<td>49,028</td>
</tr>
<tr>
<td>Deputy</td>
<td>39,250</td>
<td>40,000</td>
<td>$48,000</td>
<td>39,000</td>
<td>41,750</td>
</tr>
<tr>
<td>Director</td>
<td>58,915</td>
<td>48,625</td>
<td>$39,333</td>
<td>81,666</td>
<td>47,871</td>
</tr>
</tbody>
</table>
program. Other qualifications, when enumerated, were more frequently desired than required. Because the number of required qualifications was so small, both required and desired are combined in this analysis.

Over 42.8 percent, or 102, of the advertisements stated a preference for applicants possessing a second graduate degree. The type of work influenced the desirability of an additional degree. Of the forty-five ads for director, 80 percent required or desired an advanced degree. Other jobs most likely to prefer a master’s or doctoral degree were special collections/rare books (80 percent), collection development (75 percent), reference (53 percent), and subject departments (40.74 percent). Curiously, except in a few cases, the subject of the degree was unspecified. A small number of libraries explicitly stated that a second graduate degree was mandatory for appointment as assistant professor/librarian or for receiving tenure. Only one position, for a director, specifically required the Ph.D. as opposed to other types of doctorates.

Non-ARL libraries wanted additional degrees more than twice as often as ARL members. The preference of non-ARL libraries for directors with advanced degrees and the unimportance of such credentials in ARL libraries is reconfirmed. Of the 103 schools desiring additional graduate credentials seventy-three were non-ARL libraries and thirty were members.

The preference for a second graduate degree may discourage applications from minorities. The cost of obtaining a degree is high both in terms of educational expenses and foregone income. Since the subjects of the desired degrees were not usually specified, it seems questionable that these degrees are essential for the work performed. Therefore, libraries seeking multicultural applicants should reconsider the rationale of this qualification if not required to perform the job.

Knowledge of another language was less often specified than the possession of two graduate degrees. Only thirty-six (15.1 percent) of the 238 advertisements wanted such facility, and only nine stipulated a particular language. The desire for foreign-language ability was strongest in acquisitions and cataloging. Even though ARL libraries purchase more foreign-language materials, they placed only 45 percent of all the advertisements desiring applicants with knowledge of a second language. One explanation may be that department heads in large libraries focus more on administration than those in smaller schools. At smaller schools department heads are likely to continue doing cataloging along with administrative duties.

Since all the positions included in this study were supervisory, it is surprising that nearly one-fourth (23 percent) of the advertisements did not mention prior library experience as a qualification. Among those specifying a particular amount of experience, the most common period was five years. In fact, only one position specifically required more years in management.

**Professional Activities**

Few of the job announcements expressed a preference for scholarly and/or professional activities. Only twenty-eight (11.7 percent) positions wanted evidence of scholarship and only forty-one (17.2 percent) expressed interest in professional association activities. The relative unimportance of these activities across all levels and all types of positions remained constant, with one exception: nearly one-fourth of the schools wanted the applicants for director to have evidence of professional association involvement.

**Affirmative Action**

It has become common practice for employers to indicate in their advertisements that they do not discriminate on the basis of gender, religion, ethnicity, or disability. Originally, such notice was stated as: Affirmative Action/Equal Opportunity Employer. Later, the statement often became abbreviated as AA/EEO. As some organizations tried to increase the hiring of women, the culturally diverse, and the disabled, their state-
TABLE 4
ANALYSIS OF AA/EEO STATEMENTS BY TYPE OF ORGANIZATION

<table>
<thead>
<tr>
<th>Type</th>
<th>Public</th>
<th>Private</th>
<th>Religious</th>
<th>ARL</th>
<th>Non-ARL</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No statement</td>
<td>13</td>
<td>3</td>
<td>6</td>
<td>12</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Label only</td>
<td>82</td>
<td>43</td>
<td>9</td>
<td>59</td>
<td>75</td>
<td>134</td>
</tr>
<tr>
<td>Inviting</td>
<td>38</td>
<td>15</td>
<td>1</td>
<td>19</td>
<td>35</td>
<td>54</td>
</tr>
<tr>
<td>Strong</td>
<td>22</td>
<td>4</td>
<td>2</td>
<td>14</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>155</td>
<td>65</td>
<td>18</td>
<td>104</td>
<td>134</td>
<td>238</td>
</tr>
</tbody>
</table>

ments expressly solicited such applications. For example, one advertisement states: “[Name of institution] specifically seeks candidates who can make contributions in an environment of cultural and ethnic diversity.”

The preference for a second graduate degree may discourage applications from minorities. The cost of obtaining a degree is high in terms of educational expenses and foregone income.

As shown in table 4, the label “Affirmative Action/Equal Opportunity Employer” or the abbreviation “AA/EEO” appeared in 57 percent of the announcements. Advertisements specifically saying “Women and minorities are encouraged to apply,” or “Applications from women and minorities are welcomed,” amounted to 22.7 percent. Slightly under 12 percent of the total expressed strong interest. Nearly 39 percent of the public institutions and 29 percent of the private ones placed ads encouraging or strongly urging affirmative action applicants.

Although religious organizations are exempt from AA/EEO guidelines, two-thirds of the ads from church-affiliated institutions contained an AA/EEO statement. Curiously, nearly 10 percent of the advertisements from C&RL News used in this study carried no information about AA/EEO policies. Even a small proportion—8.3 percent—of public colleges and universities omitted the AA/EEO. Also lacking the statement were 11.5 percent of the ARL libraries. There is no way to know if these omissions were simply an oversight or not. AA/EEO statements may have been included in the job announcements routinely sent to library schools and other libraries. The difference in enthusiasm for AA/EEO applicants expressed in the ads by ARL and non-ARL libraries was slight. Nearly one-third of the ARL libraries’ announcements contained encouraging or strong AA/EEO statements. This was similar to the 36.5 percent from non-ARL libraries.

Overview of the Respondents

Because 44 institutions advertised two or more positions, the 238 advertisements represent only 157 separate schools. Questionnaire responses also totaled 157; these came from 104 institutions. One library not counted as a respondent specifically declined to participate. In all, 138 of the openings advertised by the 157 respondents were filled.

The recession which began in 1990 negatively impacted some searches. Ten were suspended indefinitely because of budget cuts. Another five libraries reopened their searches but had not concluded them by spring 1992. In the four remaining cases, existing positions assumed the duties of the job advertised, or the job was eliminated.

Gender and Ethnicity of the Applicant Pools

The Previous Supervisors. In order to determine whether applicants covered by AA/EEO guidelines were being selected in greater numbers for management positions, it was necessary to determine the gender and ethnicity of the previous supervisors. Table 5 shows these data.
The overwhelming proportion (95.4 percent) of previous supervisors were white, and 58.3 percent of them were women. About 46 percent of the men held AUL, deputy, or director positions. Although women occupying jobs at those levels were nearly equal in terms of absolute numbers, the proportion of women in upper-level positions was smaller (25.6 percent) because there are many more women in the pool. Culturally diverse representation was extremely small—six individuals (five Asian females and one African American male), amounting to less than 4 percent. The single African American male served as a director. Three of the Asian females were department heads and two were branch managers. These six worked in public, private, and religious institutions and in ARL and non-ARL libraries.

One issue explored was the opportunity for professional staff, regardless of gender or ethnicity, to advance into management positions within their own libraries.

**Acting Appointments.** One issue explored was the opportunity for professional staff, regardless of gender or ethnicity, to advance into management positions within their own libraries. Therefore, the questionnaire asked about the appointment of acting managers and whether those acting persons were considered for permanent appointments. Surprisingly, only seventy-nine persons (59.8 percent) were appointed as acting. Nearly two-thirds of these already worked within the same unit. Many libraries reported that another administrator on the staff had shouldered the responsibilities of the vacant positions as additional duties. Another fifteen advertisements were for new positions.

In filling those seventy-nine appointments, the proportion of white individuals declined slightly from 95.3 to 94 percent. As a group, white females made the largest gains. Their proportion increased from 52 to 59 percent. Even more significantly, they assumed higher-level positions. There were twelve acting appointments made at both the AUL and director level. Women were designated acting for two-thirds of those vacancies. The only acting deputy appointed was also female.

Although only four culturally diverse individuals were named for acting appointments, the group was more ethnically diverse: one Hispanic, one Asian, and one African American. All were women. There was a single male who was African American. Three of these appointments were as department head, the other as branch librarian. These four appointments were equally divided between ARL libraries and nonmembers. Three of the acting persons were chosen by public institutions, and the fourth by a private school.
TABLE 6
SELECTION OF ACTING, INTERNAL AND EXTERNAL APPLICANTS

<table>
<thead>
<tr>
<th>Level of Position</th>
<th>Acting</th>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section head</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Department head</td>
<td>6</td>
<td>11</td>
<td>46</td>
</tr>
<tr>
<td>Branch/subject</td>
<td>4</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>AUL</td>
<td>1</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Deputy</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Director</td>
<td>4</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>16</td>
<td>104</td>
</tr>
<tr>
<td>Percentage of total</td>
<td>13</td>
<td>12</td>
<td>75</td>
</tr>
</tbody>
</table>

Whatever the reasons, 60 percent of those acting managers chose not to become candidates for the positions that they were filling. Of the 40 percent who did apply, almost all were accorded an interview. Yet, the candidates already acting in the job who applied had only slightly better than a fifty-fifty chance of appointment. In the end, only eighteen of the seventy-nine acting managers were selected. Thirteen others who competed in the search lost to external candidates; one was rejected for another person on the staff. Another fifteen internal candidates were chosen for positions where no acting personnel had been appointed or the acting personnel declined to apply. Because external applicants received 472 interviews and internal candidates only seventy-four, it is not surprising that the outsiders won appointment overwhelmingly (see table 6).

The data in table 6 confirm the strong preference for external candidates mentioned in previously cited studies. While 20 percent of the new directors were internal promotions, only two of twenty-seven libraries chose to fill an AUL or deputy director position with a person on staff. Perhaps the relatively low percentage of internal promotions reflects the desire for new blood or at least fresh perspectives at the administrator level.

An important consideration in hiring an unknown external candidate is whether that person can perform the job in a satisfactory manner. Considering the time and costs involved in the recruitment process, the investment in choosing managers is substantial. The typical search in this study covered six months and cost the libraries who paid from their own funds a total of nearly $6,000, not counting staff time for the selection process. Six of the external appointments already have left their positions. Half accepted a position in another library. The other half were either terminated, or the contract was not renewed because of dissatisfaction with performance. Nine of the previously acting heads resigned.

The Applicant Pool. Many of the applicants—965—could not be identified by ethnicity because they chose not to reveal their backgrounds or because of inadequate record keeping by the libraries. In several instances, the person responding to the questionnaire could not decide ethnicity when the applicant’s heritage included two minority groups, such as Hispanic and Asian. Ethnicity could not be determined for 540 males and 425 females. Nevertheless, the information supplied for the other 1,883 candidates still gives a good indication of the ethnicity of the applicant pool. In all, 143 culturally diverse candidates were identified; over half (seventy-five) were Asian. However, these applicants represented all AA/EEO ethnic groupings. Culturally diverse candidates sought positions at every level from section head to director. They also sought positions at public, private, and religious universities. They applied for ninety positions in ARL libraries and for fifty-three in non-ARL libraries.

Although studies have shown repeatedly that women librarians outnumber men by a rather wide margin, in this study male applicants outnumbered women—1,525 to 1,438. These figures include persons whose ethnicity is undetermined. Men were much more likely to apply for jobs as director, associate director, and department head. Women were more likely to apply for positions as section head, branch librarian, and deputy.

Of the 143 culturally diverse applicants, only thirty-three were interviewed. This study did not explore the
reasons why any applicants were deemed unsuitable. According to a 1990 survey of ARL libraries, "The consensus among respondents on the major barriers to minority recruitment are lack of qualified applicants . . . and lack of knowledge on the part of the recruiter about where to find qualified minority librarians." It is not uncommon for persons lacking the required qualifications to apply, though how many did cannot be determined in this study. However, it seems unlikely that all 110 of the culturally diverse applicants (77 percent) rejected for interviews lacked credentials for the positions that they sought. Table 7 shows the gender and ethnic backgrounds of all candidates interviewed. The last column in Table 7 gives the percentage of candidates interviewed in relation to the number of applicants for each gender/ethnic category. Based on the numbers represented in the pool, Hispanic females had the best chances because two-thirds who applied were interviewed. African American females also did well; 54.5 percent received interviews. Overall, females were more likely than males to be interviewed. The situation for male candidates was mixed. Twenty percent of African American and white males were selected for interviews. But the chances for the other males were poor, ranging from 9 percent for Asians to zero for Hispanics and Native Americans. Overall, only six males (8.8 percent) from the culturally diverse pool were interviewed. Three were Asians and three were African Americans. Yet, 36 percent of the females in the pool were interviewed. About two-thirds of the culturally diverse candidates were considered for lower-level positions—section or department head and branch librarian. However, African American females were more likely to be interviewed for higher level jobs. Eight of the twelve were contenders for AUL or director jobs. The remaining AA/EEO candidates interviewed for upper level positions included one Asian female, one Asian male, and one African American male. Of the 143 culturally diverse applicants, only thirty-three were interviewed. Although every type of institution interviewed these applicants, public colleges and universities conducted the most—75.8 percent. Only the religious schools interviewed more men than women. There was little difference between ARL members and the other libraries. ARL institutions interviewed 57.6 percent of the minority applicants, and the nonmembers interviewed 42.4 percent.

Final Appointments. The gender and ethnicity of the candidates finally selected for these management positions strongly resemble those of their predecessors, as shown in Table 8. Women selected as managers increased slightly from eighty-two to eighty-five. Representation of the culturally diverse rose
TABLE 8
COMPARISON OF GENDER AND ETHNICITY OF PERSONS APPOINTED WITH PREVIOUS INCUMBENTS

<table>
<thead>
<tr>
<th></th>
<th>Previous</th>
<th>Acting</th>
<th>Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>White males</td>
<td>49</td>
<td>28</td>
<td>50</td>
</tr>
<tr>
<td>White females</td>
<td>77</td>
<td>47</td>
<td>76</td>
</tr>
<tr>
<td>Asian females</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic females</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>African American males</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>African American females</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>New positions</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

from six persons to eleven. These include one Hispanic and four African American females. Two universities reported that diversity candidates had declined their offers.

Culturally diverse individuals were more likely to apply when the advertisement contained an encouraging AA/EEO statement.

A chi-square statistic was computed to test the null hypothesis that there was no significant difference in appointments based on the proportion of whites and minorities in the applicant pool. The chi-square value of 0.03 with one degree of freedom was not significant at the 0.95 level, confirming the null hypothesis. This study found that culturally diverse candidates were hired in proportion to their representation in the applicant pool. However, there is no statistical evidence that they received affirmative action despite the current emphasis on cultural pluralism on campus and ACRL concerns about advancement for culturally diverse librarians.

The levels for which these candidates were selected have changed slightly. While most are still at the section head or department head level, two African American females were appointed as associate director and one African American male was appointed as deputy. A small private college chose the only minority director. Again, there was no difference in selection patterns between ARL and non-ARL libraries. The ARL schools chose five diversity candidates and the nonmembers appointed six.

Did the AA/EEO Statement Make a Difference? Did the advertisements containing encouraging or strongly worded AA/EEO statements attract more applications from minorities than those which carried only the label or no statement? Did those schools encouraging applications actually hire culturally diverse applicants in greater proportions than the schools with less encouraging statements?

Table 9 shows the ethnicity of applicants responding by the type of affirmative action statement. The numbers in parentheses indicate the persons appointed from each group. Culturally diverse individuals were more likely to apply when the advertisement contained an encouraging AA/EEO statement. For the twenty-eight ads containing statements categorized as “strong,” twenty-four culturally diverse individuals applied. Another twenty responded to the fifty-four ads inviting them to apply. In contrast, the twenty-two ads containing no label attracted only nine such applications. Evidently the encouragement published in the AA/EEO statements had no bearing on the outcome. In fact, the reverse seemed to apply. Eleven minority candidates secured management positions. Libraries whose advertisements contained only the label or no AA/EEO statement chose eight of these applicants. Of these, three were hired by one library. The institutions inviting culturally diverse applicants appointed two. The libraries making the strongest statements hired none.

Table 8 shows the comparison of gender and ethnicity of persons appointed with previous incumbents.
TABLE 9
AA/EEO STATEMENT AND GENDER AND ETHNICITY
OF APPLICANTS AND (APPOINTMENTS)

<table>
<thead>
<tr>
<th></th>
<th>None = 22</th>
<th>Label = 134</th>
<th>Inviting = 54</th>
<th>Strong = 28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>White</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>53 (3)</td>
<td>435 (32)</td>
<td>279 (9)</td>
<td>150 (6)</td>
</tr>
<tr>
<td>Females</td>
<td>66 (7)</td>
<td>402 (37)</td>
<td>250 (21)</td>
<td>105 (11)</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>15 (0)</td>
<td>10 (0)</td>
<td>8 (0)</td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>5 (2)</td>
<td>2 (1)</td>
<td>2 (0)</td>
<td></td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>1 (0)</td>
<td>10 (0)</td>
<td>6 (0)</td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>4 (0)</td>
<td>2 (1)</td>
<td>2 (0)</td>
<td></td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>2 (1)</td>
<td>4 (1)</td>
<td>3 (0)</td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>6 (0)</td>
<td>12 (3)</td>
<td>1 (0)</td>
<td></td>
</tr>
<tr>
<td><strong>Native American</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>2 (0)</td>
<td>1 (0)</td>
<td>1 (0)</td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>1 (0)</td>
<td>3 (1)</td>
<td>3 (0)</td>
<td></td>
</tr>
<tr>
<td><strong>Total culturally diverse</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>22</td>
<td>33</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>Selected</td>
<td>(2)</td>
<td>(6)</td>
<td>(3)</td>
<td>(0)</td>
</tr>
</tbody>
</table>

diverse search and screen committees. Those other efforts were evidently on the mind of the person responding for one of the libraries making a strong statement who wrote on the questionnaire:

As I looked over our response I was struck by the fact that the numbers do not reflect the effort that the library has taken over the last several years to diversify its staff. This effort has taken place through a special program in concert with the Provost’s Office to identify internal needs not met by normal recruiting and funding, and to match outstanding graduates from protected classes to those needs. Our progress has been made outside of the normal recruitment channels and would not be reflected in the enclosed survey.

CONCLUSIONS

The following statement made in 1990 by Cliff Glaviano and R. Errol Lam still seems pertinent:

...although librarianship may remain philosophically committed to increasing minority representation in the profession, the profession has given higher priority to other concerns over the past decade than to recruiting, nurturing and retaining minority librarians.15

In comparing the gender of the persons appointed with those previously holding the positions, it can be seen that little has changed. Women were not chosen for higher-level positions in any greater numbers than their predecessors in these same positions. In fact, women AULs declined from fifteen to eleven, while males appointed as AULs rose from six to twelve. It could be argued that the time of big gains for women has already occurred.

Affirmative action has not had a significant impact on internal promotions, either positively or negatively. The data indicate that opportunities for promotion from within are slight, but not because of any preference for affirmative action candidates. This study cannot speculate on the reasons for lack of internal promotion opportunities, but this seems an enticing topic for further research.

The application of social judgment analysis used for small group research
on tenure decisions in an academic library by Anne McCartt has implications for future research on AA/EEO hiring. Like tenure committees, search and screen committees are composed of individuals whose interpretation of the importance of particular qualifications may differ markedly. This is especially true when position announcements list most qualifications as desired rather than required or specify qualifications difficult to assess during an interview. Then the importance and weight given to desirable factors become open to individual interpretation. Research conducted with small focus groups could indicate what qualifications are deemed most important, when judgments are inconsistently applied, and how to better understand the process by which selection decisions are made.

Despite more than twenty years of affirmative action programs, the federal requirement that institutions set affirmative action goals, and the recent interest in career advancement opportunities for culturally diverse groups, the people chosen to fill the advertised positions closely resemble their predecessors. Yet, culturally diverse candidates applied for positions at every level and at all types of institutions. The often-heard lament that there are no minority applicants cannot be supported by this study. However, in this ex post facto analysis, there is no way to assess the relative qualifications of the culturally diverse with the successful candidates.

The often-heard lament that there are no minority applicants cannot be supported by this study.

Those individuals from minority groups hired for supervisory positions generally enter at the lower levels of section or department head or branch librarian. And they are mostly female. Although Hispanic and Native American males constituted twenty of the sixty-eight male applicants in the culturally diverse pool, not one was selected for an interview. Despite the discussions of enhancing cultural pluralism on campuses and the appointment of ACRL committees to assess opportunities for minority advancement, the findings from this study indicate that minorities were hired in no greater proportion than their representation in the applicant pool.

Despite the discussions of enhancing cultural diversity on campuses and the appointment of ACRL committees to assess opportunities for minority advancement, it seems clear that the commitment has not yet filtered down to those who make the hiring decisions.

REFERENCES AND NOTES


12. This group includes persons of Chinese, Filipino, Japanese, Korean, Cambodian, and Vietnamese heritage. The term Asian in this study includes both Asian Americans and noncitizens since there was no way to make the distinction.

13. In this study Hispanic includes individuals of Spanish-speaking background or heritage.


15. Because of the small representation of some ethnic groups, all minority groups were combined into one group.


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IN FORTHCOMING ISSUES OF COLLEGE & RESEARCH LIBRARIES

The Impact of Computerization on Library Support Staff
Cathleen Palmini

Document Delivery: A Comparison of Commercial Document Suppliers and Interlibrary Loan Services
Kathleen Kurosman and Barbara Durniak

Beyond Orientation: The Roles of Senior Librarians in Training Every Level Reference Colleagues
Mary M. Nofsinger and Angela S. W. Lee.

Specialized Accreditation and Academic Libraries
Stuart Frazer
The Professional Development Activities of Academic Librarians: Does Institutional Support Make a Difference?

W. Michael Havener and Wilbur A. Stolt

Academic libraries provide institutional support for professional development activities in the belief that such support fosters the continuing professional growth of their staff members. A 1991 survey of 185 academic librarians furnished data on the relationships between institutional provision of release time and financial assistance and librarians' participation in various types of professional development activities. Institutional support was found to be strongly correlated with librarians' activity levels.

The library profession has long supported the idea of continuing professional development for its members. This support is reflected in the stated goals of our professional organizations. The Association of College and Research Libraries, for example, gives as its first major goal: "To contribute to the total professional development of academic and research librarians." 1

Despite widespread support for the concept of professional development, there is a lack of consensus on the purpose of such developmental activities. Julia Gelfand has narrowly defined professional development as "activity to enhance one's ability to perform work-related functions." 2 Sylvia Webb defines the term more broadly to include "a range of activities aimed at developing and enhancing knowledge, skills and attitudes, and as such not only prepares the individual to carry out his or her job in the most effective manner, but also heightens motivation, and contributes to the individual's longer term progress and achievement." 3 Such development is not narrowly aimed at the individual's current responsibilities, but rather should enhance performance "throughout the practitioner's working life." 4

Gelfand lists many different activities that fall under the umbrella of professional development, including "availing oneself of professional literature, attending relevant related workshops and seminars at local, regional, national, or international meetings, participating in continuing education courses and programs, and enrolling in academic courses." 5

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Gelfand asserts, "Making these kinds of [professional development] opportunities available for employees to select is a responsibility of an organization and encouraging appropriate staff to participate in such activities becomes the role of its management." Others have suggested that support for professional development activities is "a shared responsibility between an individual engaging in appropriate activities, and the university providing appropriate time and resources." Susan A. Stussy argues that the responsibility for professional development is shared not only by the individual and the employing institution but also by "the library profession as a whole" as represented by our professional organizations. A number of articles have focused specifically on the role of library associations in supporting professional development.

This shared responsibility is apparently a reality for most academic librarians. Over half of those responding to a 1986 ACRL professional development survey indicated that their professional development activities were funded through "a combination of personal and institutional resources." This paper examines the following questions:

• To what extent do academic institutions provide formal support for the continuing professional development of their librarians?
• Does the provision of this support have any effect upon the professional development activities of academic librarians?

Articles relevant to the first question will be discussed throughout this paper as specific types of institutional support are examined. There is little in the literature that attempts to answer the second question: Does the provision of institutional support have any effect upon professional development activities? Most articles on institutional support for professional development seem to be written with an underlying assumption that support does, indeed, have a positive influence upon professional development, but this positive correlation between support and level of professional development activity has not been demonstrated in the literature. Ann Hare has found that there is a strong correlation between the importance academic library directors place upon professional development and the funding they provide for professional development activities. Hare also found that 88 percent of the directors in her study believed that providing release time encouraged such professional development activities. Stone has been advocating a structured approach to institutional support since the early 1970s, and Grace Saw has gone as far as to state that effective professional development cannot proceed without the provision of institutional financial support and leaves of absence. However, the validity of the belief that institutional provision of release time and financial support correlate positively with professional development activities has not been concretely demonstrated.

THE SURVEY

New data from a 1991 survey of all academic librarians in Oklahoma can shed light upon both questions. Questionnaires were mailed to 230 academic librarians and, after one follow-up mailing, usable responses were received from 185 academic librarians, a response rate of 80.4 percent.

The primary focus of the study was upon academic librarians' career patterns rather than upon institutional support for professional development activities. However, information collected by the survey instrument included data on the availability of release time and financial assistance for four different types of professional development activities: professional meetings, continuing education programs, course work, and research.

First, this paper will provide a summary of the types of institutional support available to Oklahoma academic librarians, and then it will explore the relationships between institutional support and librarians' levels of participation in various types of formal and informal professional development activities. It will also explore their contributions to the profession through such
activities as grant writing and administration, service in professional organizations, and contributions to the professional literature of library and information science.

The authors recognize that there are many other potential types of institutional support in addition to the two kinds (release time and financial support) examined in our study. Some of the additional means of support described in the literature include in-house training, secretarial support, computer/statistical support, student help, positive performance appraisals, and mentoring programs. However, time and money are the most commonly mentioned means of institutional support.

**INSTITUTIONAL SUPPORT**

The overwhelming majority of respondents (84.3 percent) reported that some type of institutional support for professional development activities was available to them. As Table 1 indicates, when institutional support was available, it almost universally included release time. Only one librarian (.5 percent) reported institutional support that did not include release time. Over 65 percent of the respondents reported that their institutions provided both release time and financial assistance.

Formal institutional support for professional development activities varied dramatically from activity to activity. Approximately 80 percent of the librarians indicated that their institutions provided support for attendance at professional meetings while nearly half (48.6 percent) reported that support was available for attending continuing education programs. Fewer than 30 percent had support for credit courses. The type of professional development activity receiving the least support was research. Fewer than 15 percent of the respondents reported any support for research activities. The availability of support for each of these activities is shown in Table 2.

This overall summary of institutional support can be broken down for further analysis. Just as overall support varied by activity, availability of the two types of support examined varied, depending on the type of professional development activity. For all activities, release time was provided more often than financial aid. For three of the professional development activities monitored (meeting attendance, continuing education, and credit courses), it was unusual for financial support to be provided without release time also being available. Table 3, which illustrates release time, shows figures only slightly below table 2 for most activities. Nearly 80 percent of the librarians indicated that their institutions provided release time for professional meetings, but only 10 percent worked in institutions that provided release time for research. Release time for continuing education programs and credit course work fell between these two extremes.

For each of the four types of professional development shown in Table 3,

### Table 1

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>No. of Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No support</td>
<td>29</td>
<td>15.7</td>
</tr>
<tr>
<td>Release time</td>
<td>155</td>
<td>83.8</td>
</tr>
<tr>
<td>Financial assistance</td>
<td>122</td>
<td>65.9</td>
</tr>
<tr>
<td>Both time and financial</td>
<td>121</td>
<td>65.4</td>
</tr>
</tbody>
</table>

Percentages add up to more than 100% because most subjects fall into more than one of the categories in this table.

### Table 2

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. of Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings</td>
<td>147</td>
<td>79.5</td>
</tr>
<tr>
<td>Continuing education</td>
<td>90</td>
<td>48.6</td>
</tr>
<tr>
<td>Credit courses</td>
<td>52</td>
<td>28.1</td>
</tr>
<tr>
<td>Research</td>
<td>26</td>
<td>14.1</td>
</tr>
</tbody>
</table>

Percentages add up to more than 100% because many subjects fall into more than one of the categories in this table.
more institutions provided release time than financial assistance. However, the relative support provided for each activity remained the same. More financial support was available for attending meetings than for any of the other three professional development activities. The next greatest level of support was for continuing education programs, followed by credit courses. Institutions were least likely to finance research activities. The number and percentage of librarians in institutions providing financial assistance for each activity are shown in table 4.

If the support patterns for each of these four types of professional development activities are examined individually, similar patterns emerge. Table 5 shows the types of support available for professional meetings, continuing education programs, credit courses, and research.

Although provision of institutional support varied significantly across types of professional development activity, patterns of support tended to be similar. For all types of professional development activity, release time was more prevalent than financial assistance. However, if any institutional support was available, the most common pattern was to offer both release time and financial assistance. The only exception to this pattern was for research support. Institutional support for research was much less common than for the other types of professional development activity examined, but when it was offered it was generally either release time only or financial support only. Only 23 percent of those at institutions providing research support reported that both time and money were available.

### RELATIONSHIPS BETWEEN INSTITUTIONAL SUPPORT AND SUBJECTS' PROFESSIONAL ACTIVITIES

Institutions provide various incentives, such as release time and financial support, in an effort to encourage and reward activities that they want their librarians to pursue. To assess whether

### TABLE 3
INSTITUTIONAL PROVISION OF RELEASE TIME ($n = 185$)

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. of Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings</td>
<td>146</td>
<td>79.0</td>
</tr>
<tr>
<td>Continuing education</td>
<td>90</td>
<td>48.6</td>
</tr>
<tr>
<td>Credit courses</td>
<td>49</td>
<td>26.5</td>
</tr>
<tr>
<td>Research</td>
<td>19</td>
<td>10.2</td>
</tr>
</tbody>
</table>

### TABLE 4
INSTITUTIONAL PROVISION OF FINANCIAL SUPPORT FOR PROFESSIONAL DEVELOPMENT ACTIVITIES ($n = 185$)

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. of Subjects</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings</td>
<td>116</td>
<td>62.7</td>
</tr>
<tr>
<td>Continuing education</td>
<td>65</td>
<td>35.1</td>
</tr>
<tr>
<td>Credit courses</td>
<td>35</td>
<td>18.9</td>
</tr>
<tr>
<td>Research</td>
<td>13</td>
<td>7.0</td>
</tr>
</tbody>
</table>

### TABLE 5
INSTITUTIONAL SUPPORT FOR PROFESSIONAL DEVELOPMENT ACTIVITIES ($n = 185$)

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Continuing Education</th>
<th>Credit Courses</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>No support</td>
<td>38</td>
<td>20.5</td>
<td>95</td>
</tr>
<tr>
<td>Time only</td>
<td>31</td>
<td>16.8</td>
<td>25</td>
</tr>
<tr>
<td>Financial only</td>
<td>1</td>
<td>0.5</td>
<td>0</td>
</tr>
<tr>
<td>Both</td>
<td>115</td>
<td>62.2</td>
<td>65</td>
</tr>
</tbody>
</table>
such rewards are associated with any variations in librarians' professional activities, data were analyzed to see if any statistically significant relationships existed between the institutional support variables and the extent to which librarians participated in both formal and informal continuing professional development activities and/or the types of contributions they made to the profession.

Formal activities included membership in professional library associations, attendance at professional meetings, workshop participation, enrollment in credit courses, and pursuit of additional degrees. Informal activities included visits to other libraries and reading professional books and journals.

The professional development activities listed above are not ends in themselves, but rather the means to encourage librarians to make greater contributions to their home institutions and to the profession as a whole. The data collected in this survey cannot illustrate whether the qualitative performance of librarians was improved through participation in professional development activities, but it can provide quantitative data showing the relationships between support and certain types of contributions to the profession. Those contributions include grant activity, papers presented, association committee service, and publication activity.

Because of the high degree of overlap between release time and financial support, all statistical analyses were based upon availability or nonavailability of either type of institutional support for a given activity. The analyses did not differentiate between time and financial support. Relationships between these variables and meeting support were analyzed for statistical significance at the .05 level.15

Support for Professional Meetings

The environment in which academic librarians work is constantly changing because of technological advances, the information explosion, and financial retraining. Interaction with colleagues at other institutions can give academic librarians new insights on how best to serve their users in a changing environment. Institutional support for attending professional meetings is designed to encourage such professional interactions. Professional meeting support fosters meeting attendance and may also encourage other related activities such as joining library associations, serving on committees, and presenting papers.

The importance institutions place upon association participation is reflected in Donna Pittman Blomberg and Karen Chapman's finding that over 90 percent of Association of Research Libraries members use involvement in professional organizations as a factor in staff evaluations, and that 93 percent of those libraries support attendance at national library association meetings by providing travel funds.16

Analysis of survey responses indicates that institutional support for professional meetings does, indeed, meet its objectives. As table 6 shows, during 1990 attendance rates for librarians who

<p>| TABLE 6 |
| ACADEMIC LIBRARIANS WHO ATTENDED AT LEAST ONE MEETING DURING 1990 (n = 185) |</p>
<table>
<thead>
<tr>
<th>With Meeting Support (n = 147)</th>
<th>Without Meeting Support (n = 38)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library association meetings</td>
<td>128</td>
</tr>
<tr>
<td>Workshops</td>
<td>137</td>
</tr>
</tbody>
</table>

For library association meetings: $x^2 = 14.912; df = 1; p = .0001$.

For workshops: $x^2 = 21.546; df = 1; p = .0000$. 

Professional Development Activities

29
indicated availability of institutional support for professional meetings were 30 percent higher at both professional meetings and workshops when compared to the rates for their nonsupported colleagues. The mean number of library association meetings and continuing education workshops attended by librarians with and without meeting support was also analyzed. As table 7 shows, the mean number of library association meetings attended by librarians at institutions providing meeting support was nearly twice the number for librarians whose institutions did not provide such support, and the differences in workshop attendance were even greater.

**TABLE 7**

<table>
<thead>
<tr>
<th>Library association meetings</th>
<th>With Meeting Support (n = 147)</th>
<th>Without Meeting Support (n = 38)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>3.48</td>
<td>1.76</td>
</tr>
<tr>
<td>%</td>
<td>91.8</td>
<td>78.9</td>
</tr>
</tbody>
</table>

For library association meetings: F value = 4.78; p = .000.

For workshops: F value = 3.54; p = .000.

The data demonstrated a positive correlation between institutional support for meetings and actual meeting attendance. Did such support also have a positive correlation with the other types of association activities mentioned earlier, such as association membership, committee service, and presentation of papers? Such correlations seemed likely. Meeting attendance is a gauge of association involvement. Indeed, membership in an association is often a prerequisite for institutional support for meetings. Similarly, it is difficult to serve on association committees if one cannot attend meetings on a regular basis, and delivering a paper without being present is impossible.

When data were analyzed, librarians with institutional meeting support had statistically higher rates of library association membership and committee service. The majority of those eligible for meeting support (51.7 percent) served on at least one library association committee, a service rate almost twice as high as that of their nonsupported colleagues.

Very few librarians in the population had presented papers at meetings during the last year. The eleven subjects (6.0 percent) who presented papers represented too small a group to detect any statistically significant differences in the meeting support status of these presenters.

Statistics for all three types of activity are given in table 8.

**TABLE 8**

<table>
<thead>
<tr>
<th>LIBRARIANS INVOLVED IN ASSOCIATION ACTIVITIES DURING 1990 (n = 185)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library association membership</td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td>%</td>
</tr>
</tbody>
</table>

Library association committee: 76 | 51.7 | 10 | 26.3

Presented paper: 8 | 5.4 | 3 | 7.9

For library association memberships: \( x^2 = 3.952; df = 1; p = .0468 \).

For library association committee: \( x^2 = 6.834; df = 1; p = .0089 \).

Numbers are too small for a meaningful statistical analysis of presented papers.

The mean number of association memberships held by librarians with and without meeting support was also analyzed, and a t-test was performed to test for statistical significance. The results are shown in table 9.

Thus, although the average number of library association memberships held by librarians who received meeting support was nearly twice that of those who did not receive such support, a t-test did not reveal a statistically significant difference between the two groups. The mean number of association memberships held by librarians with and without meeting support was also analyzed, and a t-test was performed to test for statistical significance. The results are shown in table 9.

**TABLE 9**

<table>
<thead>
<tr>
<th>MEAN NUMBER OF LIBRARY ASSOCIATION MEMBERSHIPS (n = 185)</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Meeting Support (n = 147)</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>2.24</td>
</tr>
</tbody>
</table>

F value = 1.37; p = .199.
librarians reporting support was 0.58 greater than for those with no support, the difference is not statistically significant at the 0.05 level.

Support for Continuing Education

As James M. Matarazzo has noted, librarians need "to continuously update their skills, methods, and approaches to meet the challenges and changes in technology, in industry, and in the scope of their responsibilities." Continuing education programs are an important way of keeping librarians' skills and knowledge current.

The authors' study found that institutional support for attendance at continuing education programs was strongly related to librarians' actual attendance at such workshops. Even without institutional support, a substantial percentage of librarians (77.9 percent) attended at least one workshop during the year. However, when institutional support was provided, the percentage attending increased to 96.7 percent. The probability of this difference occurring by chance is .0003.

As table 10 shows, provision of continuing education support almost doubled the mean number of workshops attended, and the differences shown are statistically significant.

| TABLE 10 |
| WORKSHOP ATTENDANCE |

\[
\begin{array}{l|c|c}
 & \text{With Continuing Education Support} & \text{Without Continuing Education Support} \\
(n = 90) & (n = 95) & \\
\hline
3.72 & 2.04 & \\
F value = 1.55; p = .036. & \\
\end{array}
\]

An important aspect of continuing education is self-education through regular reading of current professional literature. Matarazzo has expressed the belief that "keeping current with the literature is a prerequisite of any continuing education program." Reading professional journals is a vital part of this process, but as Peter Hernon has pointed out, monographs also form an important part of our professional literature.\(^{19}\)

The relationships between institutional support for continuing education programs and four types of self-directed continuing education activities were examined in our study. Three of these activities involved reading: number of library journals read regularly, number of other professional journals read regularly for purposes other than book selection, and number of professional books read. The fourth activity analyzed was traveling to observe other library-related practices, techniques, or facilities.

Librarians with institutional support for continuing education activities read more library journals and made more visits to other libraries than those without such support. However, those differences were not statistically significant at the 0.05 level. The relationship between institutional support for continuing education and the reading of professional books and nonlibrary professional journals was the opposite of what was expected. Librarians without continuing education support read more professional books and more nonlibrary journals. Table 11 shows statistics for all four of these variables.

| TABLE 11 |
| MEAN NUMBER OF ITEMS READ AND VISITS MADE DURING 1990 \((n = 185)\) |

\[
\begin{array}{l|c|c}
 & \text{With Continuing Education Support} & \text{Without Continuing Education Support} \\
(n = 90) & (n = 95) & \\
\hline
\text{Library journals} & 4.64 & 3.32 \\
\text{Other professional journals} & 0.61 & 1.09 \\
\text{Professional books} & 3.90 & 4.14 \\
\text{Visits to other institutions} & 1.59 & 1.29 \\
\hline
\end{array}
\]

For library journals read: \(F\) value = 1.48; \(p = .060\).
For other professional journals read: \(F\) value = 5.47; \(p = .000\).
For professional books read: \(F\) value = 2.92; \(p = .000\).
For visits: \(F\) value = 1.46; \(p = .072\).
Support for Credit Courses

The educational levels of librarians at institutions that provided support for credit courses were essentially the same as the levels of librarians at institutions which did not provide such support (39.2 percent with degrees beyond the first master's versus 37.7 percent). However, these two groups varied dramatically in their current participation in credit courses as well as in their pursuit of additional degrees.

Academic librarians at institutions providing support for credit courses enrolled in credit courses at rates over four times higher than those not receiving such institutional support. Librarians receiving support for credit courses were also over six times as likely to have an additional degree in progress. As table 12 reflects, those differences were statistically significant.

The survey data also show that those receiving institutional support for enrollment in credit courses read more library journals, more nonlibrary professional journals, and more books. Figures for these activities are given in table 13.

Support for Research

The participation of academic librarians in research and publication provides benefits for individual librarians and the libraries in which they work. Dale S. Montanelli and Patricia F. Stenstrom cite job advancement and personal recognition as potential advantages to the individual. They also state that research benefits the institution by generating knowledge which can improve library services, encouraging innovation, increasing the library's responsiveness to change, and improving relationships with teaching faculty.

Many libraries attempt to foster research through various support mechanisms, such as those described by Bonnie Gratch: scheduling time for research, budgeting funds for research support, promoting collegial contacts, and providing educational and operational support. However, even when institutions recognize the benefits of research, and therefore encourage or require librarians to engage in research, institutional structures to support research activities are often not provided. Emmick reports, "Libraries that provide release time for research-related activities . . . are in the minority." Her contention is supported by at least two other studies. In their survey of Virginia academic libraries, Donald J. Kenney and Gail McMillan found that 31.9 percent provided leave and 20 percent gave financial support for research activities. Gray and McReynolds' study of academic libraries in six southeastern states found that only 19 percent provided paid leaves for research.
In the authors' study, institutional support was lower for research than for the other three types of professional development activities examined. Only 26 subjects (14.1 percent) reported that research support was available from their institutions. Although institutional research was available to relatively few librarians, two major indicators of research activity, grants and publications, indicate that the research productivity of those few supported individuals was dramatically higher than that of their nonsupported counterparts.

Subjects receiving institutional support were twice as likely to have received grants during 1990. Nearly 27 percent of those receiving research support reported grant activity during the year while only 13.2 percent of those not receiving support reported such activity.

Analogous differences between these two groups (those with research support and those without support) were evident when career and annual (1990) publication patterns were analyzed. Librarians at institutions that provided research support had significantly higher publication rates. Statistics were compiled for six different types of publications: book reviews, articles other than book reviews, books, book chapters, proceedings, and journal editorships. Analyses were performed to provide statistics on individual publication types and to produce composite figures summarizing all publication activity.

Table 14 illustrates that over 60 percent of the librarians with institutional research support had published during their careers. This figure drops to under 36 percent for those without such support. Since these composite publication figures include book reviews, which are not generally considered to be research publications, differences between publication activity were also computed without that variable. The differences between groups remained statistically significant at the .05 level.

All publications during the course of a librarian’s career may not have been finished in the same type of support environment. Support patterns within an

<table>
<thead>
<tr>
<th>Any type of publication</th>
<th>With Research Support (n = 26)</th>
<th>Without Research Support (n = 159)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>16</td>
<td>61.5</td>
<td>57</td>
</tr>
</tbody>
</table>

For any type: \( x^2 = 5.145; df = 1; p = .0233. \)

For any except book reviews: \( x^2 = 4.601; df = 1; p = .0319. \)

institution often change over time, and librarians (like the majority of those in the authors' study) who have worked at more than one institution are even more likely to have experienced varying levels of institutional support. Because of this, publications during the last full year reported (1990) are probably a more accurate reflection of the relationship between institutional support and publication activity than are career publications. When 1990 publications were analyzed, with and without book reviews, the annual differences between the two groups were even greater than the career differences. (See table 15.)

When publication activity is analyzed by type of publication, the career publi-

<table>
<thead>
<tr>
<th>Any type of publication except book review</th>
<th>With Research Support (n = 26)</th>
<th>Without Research Support (n = 159)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>14</td>
<td>53.8</td>
<td>48</td>
</tr>
</tbody>
</table>

For any type: \( x^2 = 12.518; df = 1; p = .0004. \)

For any except book reviews: \( x^2 = 5.630; df = 1; p = .0177. \)
TABLE 16
INSTITUTIONAL RESEARCH SUPPORT AND CAREER PUBLICATION ACTIVITY (n = 185)

<table>
<thead>
<tr>
<th></th>
<th>With Research (n = 26)</th>
<th>Without Research (n = 159)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles</td>
<td>12</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>46.2%</td>
<td>23.2%</td>
</tr>
<tr>
<td>Book reviews</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>30.8%</td>
<td>17.6%</td>
</tr>
<tr>
<td>Books</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>19.2%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Book chapters</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>15.4%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Proceedings</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>3.8%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Journal editorships</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>3.8%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

Numbers are too small for meaningful statistical analyses of book chapters, proceedings, and journal editorships.

For articles: $x^2 = 4.540; df = 1; p = .0331.$
For book reviews: $x^2 = 1.701; df = 1; p = .1922.$
For books: $x^2 = .0902; df = 1; p = .9092.$

TABLE 17
INSTITUTIONAL RESEARCH SUPPORT AND 1990 PUBLICATION ACTIVITY (n = 185)

<table>
<thead>
<tr>
<th></th>
<th>With Research (n = 26)</th>
<th>Without Research (n = 159)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>30.8%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Book reviews</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>23.1%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Books</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>3.8%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Book chapters</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>7.7%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Proceedings</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Journal editorships</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3.8%</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

For articles: $x^2 = 11.327; df = 1; p = .0008.$
For book reviews: $x^2 = 5.988; df = 1; p = .0144.$

Numbers are too small for meaningful statistical analyses of books, book chapters, proceedings, and journal editorships.

Positive correlations between institutional research support and grant and publication productivity are clearly demonstrated by this study. Institutional support apparently makes a difference in librarians' research output, but does it also influence other activities which can help to develop research interests, such as professional reading or visits to other libraries?

Four factors were examined for relationships between each factor and research support. Those factors were: reading of professional books, reading of professional journals in the field, reading of professional journals in other fields, and visits to other libraries. Librarians receiving institutional research support were more involved in three of these four activities (reading professional books, reading journals in other fields, and visiting libraries), but none of the differences was statistically significant. There were statistically significant differences in the fourth factor, reading of library journals, but not in the...
### TABLE 18

**MEAN NUMBER OF ITEMS READ AND VISITS MADE DURING 1990 (n = 185)**

<table>
<thead>
<tr>
<th></th>
<th>With Research Support</th>
<th>Without Research Support</th>
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<tbody>
<tr>
<td>Library journals</td>
<td>3.35</td>
<td>4.06</td>
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<tr>
<td>Other professional journals</td>
<td>0.92</td>
<td>0.85</td>
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<tr>
<td>Professional books</td>
<td>6.08</td>
<td>3.69</td>
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<tr>
<td>Visits to other institutions</td>
<td>1.69</td>
<td>1.40</td>
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</table>

For library journals read: \( F \) value = 2.31; \( p = .016 \).
For other professional journals read: \( F \) value = 1.85; \( p = .072 \).
For professional books read: \( F \) value = 1.53; \( p = .213 \).
For visits: \( F \) value = 1.19; \( p = .511 \).

direction expected. Librarians at institutions that did not provide research support read more library journals than did those at institutions that did provide such support. These data are shown in table 18.

### CONCLUSIONS

The results of this study confirm Saw's belief that a supportive organizational climate has a major positive impact on librarians' professional development activities. Institutional support policies correlate positively with academic librarians' professional activities. The existence of positive correlations between institutional support and academic librarians' professional activities does not prove causality. Nevertheless, these correlations do strongly suggest that institutions wanting to encourage their librarians' continuing professional development can do so by providing release time and financial support for their staff members.

Further findings suggest that academic libraries can influence the types of professional development activities in which their employees engage by targeting the activities that they support with release time and financial assistance. Librarians who receive institutional support to attend meetings are more active in professional organizations. Librarians who receive institutional support for continuing education programs attend more workshops. Librarians who receive institutional support for credit courses enroll in more courses and degree programs. Librarians who receive institutional support for research publish more and receive more grants.

Some of these results may appear to be common sense, but the strength of many of the correlations examined indicates that institutional support can be a stronger factor than many might have imagined. Certainly, many academic librarians continue to pursue professional development activities even without such support, and individuals' internal motivations such as personal satisfaction play an important role in their level of professional growth. As noted earlier in this paper, the individual and the institution share responsibility for continuing professional development, but the results of this study indicate that institutional support policies can greatly facilitate librarians' professional development.

### REFERENCES AND NOTES

4. Ibid.
6. Ibid.


15. All means were compared using t-tests. Nominal measurements were analyzed using chi-square tests, and all reported p’s for chi-square tests reflect Yates’ correction. All analyses were done using SPSS PC+.


18. Ibid., 249.


Indexing Price Trends of French Academic Books in the Humanities and Social Sciences
Ronald E. Austin

Information on the cost of academic books published abroad is important for American college and research libraries. These libraries expend considerable sums of money annually on foreign books, and reliable information on the cost of these books is essential for the budget planning process. In a recent article Frederick C. Lynden points out that American research libraries purchase a substantial amount of foreign materials "with particular emphasis on materials from France, Germany, and the Netherlands. Although these countries have a well-developed book trade, there is, unfortunately, very little published data available on the costs of academic materials from these countries. . . . It would be a significant contribution to library budgetary planning if there were some standard and reliable sources of data on the costs of foreign materials."¹ The purpose of this paper is to fill that lacuna in part by providing data on recent price trends for French academic books in the humanities and social sciences.

The availability of information on the prices of foreign academic books is very uneven. Information on the cost of British and German academic books, derived from vendors' databases, is published annually in The Bowker Annual. The same source also publishes information on the cost of Latin American books, based on purchases made by nine research libraries that have significant acquisitions programs for Latin American books.²

General and statistical information on French book publishing can most conveniently be found in the Annuaire Statistique de la France, a publication of the French National Institute of Statistics and Economic Studies (INSEE) and in Livres Hebdo, the weekly magazine of the French booksellers' association (Cercle de la Librairie).³ The Annuaire Statistique publishes annual statistics on the number of books published and the number of books sold in France. Statistics are given for several broad subject categories. No information on book prices is included. Livres Hebdo publishes an annual summary of publishing and book selling activity (entitled Le Bilan), which appears as a supplement to the first issue of Livres Hebdo in January of each year. The information on the prices of French books given in Livres Hebdo reflects the interests of the sponsoring organization and is directed primarily toward booksellers. For example, the statistics in Livres Hebdo show gains or declines in the publishing industry, but no information is given for specific subject areas. In addition to the annual summary given in Le Bilan, statistical information appears

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from time to time in the various weekly issues of Livres Hebdo.

The statistical information that appears in the Annuaire Statistique and in Livres Hebdo is of limited value to college and research libraries in their budget planning process because price information is not given for specific subject areas, and academic books are not treated separately from book publishing as a whole.

**METHODOLOGY**

The data presented in this paper are derived from the Bulletin Critique du Livre Français, a book-reviewing journal published monthly in Paris by the Association pour la diffusion de la pensée française. The Bulletin Critique was founded in 1945 when the French publishing industry was reestablishing itself after World War II, and has been published continuously since then. Its purpose is to inform academic scholars and libraries abroad about current French book publishing. The Bulletin Critique publishes critical reviews of a broad selection of new French books each month. About 450 to 500 books are selected for review in each monthly issue. Most of the reviews are from 200 to 250 words, and are written by university professors or other subject specialists in a particular subject area. At present, the Bulletin Critique is the only publication that covers the whole range of French book publishing with a substantial number of critical reviews, and that is directed specifically toward an academic audience. Therefore, it is an excellent source of data on the costs of French academic books.

This paper presents data on price trends for French academic books in the humanities and social sciences for the five-year period 1986–90. The definition of an academic book is somewhat problematic. In the context of this paper, an academic book is one that would be of interest to an academic library. But collection development practices vary considerably from one academic library to another. For example, detective fiction, comic books, or cookbooks may be excluded from some libraries as being non-academic, but may be included in others as primary source material for the study of popular culture. Likewise, science fiction may be studied as a literary genre in some academic settings but not in others.

**RESULTS**

Table 1 shows the number of French books in the humanities and social sciences reviewed in the Bulletin Critique for the years 1986–90, together with average prices and prices indexed to 1986. Prices are given in French francs. In reviewing the results shown in table 1, perhaps the most surprising thing to note is the relatively small increase in the price of French academic books during January 1994
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<td>1,387</td>
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<td>Sociology</td>
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<td>1,022</td>
<td>135</td>
<td>1,048</td>
<td>142</td>
<td>1,234</td>
<td>142</td>
<td>1,043</td>
<td>151</td>
<td>117</td>
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<tr>
<td><strong>Total social sciences</strong></td>
<td>1,039</td>
<td>129</td>
<td>1,022</td>
<td>135</td>
<td>1,048</td>
<td>142</td>
<td>1,234</td>
<td>142</td>
<td>1,043</td>
<td>151</td>
<td>117</td>
</tr>
<tr>
<td>Reference books†</td>
<td>34</td>
<td>276</td>
<td>33</td>
<td>234</td>
<td>85</td>
<td>236</td>
<td>86</td>
<td>276</td>
<td>100</td>
<td>71</td>
<td>226</td>
</tr>
<tr>
<td>Grand total</td>
<td>2,217</td>
<td>128</td>
<td>2,191</td>
<td>132</td>
<td>2,432</td>
<td>139</td>
<td>2,651</td>
<td>140</td>
<td>2,435</td>
<td>145</td>
<td>113</td>
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</tbody>
</table>

*In the Bulletin Critique this category includes painting, sculpture, architecture, music, film and photography.
†In the Bulletin Critique this category includes theater.
‡Adjusted by omitting four titles of more than 1,000 French francs each.
the five-year period 1986-90. The 1990 price index (113) compares with a price index of 131.5 for North American academic books and 132.2 for British academic books for the same time period. No comparable data are available for German academic books.

One possible explanation for the relatively low price index for French books is that there is a negative price index for reference books for the five-year period under consideration. It is sometimes difficult to integrate price information for reference books with data for monographs. The range of prices for reference books, from the least expensive to the most expensive, is generally much greater than for monographs. Thus there may be some distortion in the data when reference books are included with monographs in a comparative price study. Of course, this would be true whether or not unusually expensive items (all those above a certain price) are eliminated from consideration. In this case, however, including the data for reference books does not alter significantly the index figures. If the line for reference books is removed from table 1, the price index for the remaining items would be as follows: 104 (1987), 109 (1988), 110 (1989), and 113 (1990).

CONCLUSION

This paper points out the need for data on the prices of French academic books. It presents a source (the Bulletin Critique du Livre Français) from which this data can be derived, and demonstrates a method for developing a price index for this material. Average prices for French academic books in the humanities and social sciences are given for the years 1986-90, and prices for each year are indexed to the base year 1986. The data presented here are intended to support the budget planning process and collection development activities in academic libraries.

REFERENCES AND NOTES

4. Livres Hebdo. (Paris: Éditions professionnelles du livre); 44 issues per year.
8. According to the explanatory note in The Bowker Annual on prices for German academic books, “the base year has been changed to 1989 because data from prior years are not comparable to those for the last two years.” The Bowker Annual, 36th ed., 1991: 420.
Increasing Minority Representation in Academic Libraries: The Minority Librarian Intern Program at The Ohio State University

José Díaz and Kristina Starkus

In 1988, as part of The Ohio State University's campuswide affirmative action plan, the university libraries' director appointed a committee to develop an internship program for newly graduated minority librarians. A two-year program was established in 1989 to provide practical work experience in a wide variety of library settings during the first year, and the opportunity to select one area of specialization during the second year. The goal of the internship is to assist in attracting more minority librarians to academic libraries. The internship is structured, organized, and evaluated by the Minority Librarian Intern Committee. Members represent several subject areas and diverse ethnic and professional experiences. Committee members also serve as mentors to the intern, providing support, guidance, and encouragement during the program. The internship program is one of approximately seventeen such programs in academic libraries throughout the country. Although the program is not unique, it has represented a notable attempt to increase diversity within the library system, and is part of nationwide efforts to enlist underrepresented minority librarians (i.e., African Americans, Hispanics, and Native Americans) to the field of academic librarianship. In this article, the authors describe and analyze the program and offer suggestions for strategies to increase minority representation in academic libraries.

Despite ever-increasing attention to multicultural diversity, two decades of affirmative action programs have had minimal impact on recruiting minority librarians to academic librarianship. Cliff Glaviano and R. Errol Lam cited several reasons for such a phenomenon: inadequate commitment to affirmative action programs in higher education; sparse library literature on minority recruitment and retention—indicating low priority interest in these topics; decreasing percentages of minority applicants in candidate pools; and “unequal employment and promotion practices and recurrent racism and incidences of racial tension” on college campuses.¹

The decreasing number of minority librarians, especially African-Americans and Hispanics, has been noted in other recent studies. Joseph A. Boisse and Connie V. Dowell observe that, in spite of many years of affirmative action efforts,
“minority librarians filled only 9.9 percent of all positions in the Association of Research Libraries in the United States in 1986.” William E. Moen’s and Kathleen M. Heim’s recent profile of 3,000 library school students shows that a minority composition of 6.2 percent is even less than the percentage in present academic libraries. Ann Knight-Randall sums up the state of minority recruitment by indicating the composition of underrepresented minority librarians in academic libraries as follows: African-Americans 4.1%, Hispanics 1.5%, and Native Americans 0.2%. This representation of 5.8% contrasts sharply with current demographic data which indicate that these three groups comprise nearly 22% of the United States population.

The Association of College and Research Libraries’ Task Force on Recruitment of Underrepresented Minorities reported in January 1990 on efforts under way to recruit and retain minority librarians. The task force identified three causes that contributed to low recruitment and retention of minority academic librarians: lack of institutional commitment to change and accountability, personal and institutional racism, and barriers to advancement and retention. The task force acknowledged that its report was just the initial phase in a long and difficult process and concluded with a series of recommendations presented to the Association of College and Research Libraries Board of Directors. These recommendations included strategies to increase the recruitment and retention of minority librarians. Chief among these suggestions is the need to establish “guidelines for entry-level trainee internships and other academic library positions for underrepresented librarians.”

The need for entry-level postgraduate internships has been recognized widely by the library profession. During the past few years, internships have been a part, although a small one, of overall efforts to attract underrepresented groups to academic librarianship. Joyce Wright notes that these internships provide a valuable opportunity for minority graduates to obtain practical work experience in academic libraries.

This message has not gone unnoticed. Recently, the number of internships has been increasing and the goals for internships have been expanding. Minority internships for new graduates of library school programs now exist in at least seventeen academic libraries. The majority of these internships are two-year commitments, with the first year offering broad experience in several areas of the library and the second year focusing on one area of responsibility geared to the skills and interests of the intern.

Some academic libraries, such as the University of California-San Diego, the State University of New York at Stony Brook, and The Ohio State University, have expanded beyond postgraduate internships to recruit undergraduate minority students interested in library school programs, thus adding to the number of potential minority librarians for academic positions.

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The program provides the opportunity for a newly graduated minority librarian to gain practical, hands-on experience in an academic library and enriches the intern’s prospects for permanent participation in the library profession.

In an attempt to increase minority representation in the library profession, The Ohio State University Libraries has renewed its efforts to bring recent minority library graduates into academic librarianship. To date, its most successful endeavor has been the creation of a two-year post master’s internship intended for recently graduated minority librarians. The program provides the opportunity for a newly graduated minority librarian to gain practical, hands-on experience in an academic library and enriches the intern’s prospects for permanent participation in the library profession. In addition, the internship is seen as an effective way to increase rep-
presentation of minority librarians in the university's libraries. In the following sections, the authors will document the first two years of the university's program, beginning with the initial planning stages and ending with the completion of a successful two-year cycle.

GETTING STARTED

In order to build a strong and successful foundation for the program, a dynamic hands-on committee was formed to plan and coordinate the internship. Called the Minority Librarian Intern Committee, it was initially composed of five library faculty and staff representing a cross section of library departments and areas, including technical services, public services, departmental (branch) libraries, and administrative services. The committee later expanded to include the university libraries' first intern. In addition, four of the six committee members belong to an underrepresented minority group.

In coordination with department and section heads, the committee devised a two-year schedule that met the intern's desire to learn while retaining enough flexibility to accommodate sudden changes and unforeseen difficulties.

Once constituted, the committee quickly defined its goals and objectives: to structure and plan a two-year internship program for recently graduated minority librarians, conduct a nationwide search, recruit the successful candidate, coordinate all activities of the program, serve as guide and mentor for the intern, and finally, evaluate the overall effectiveness of the program and recommend changes and improvements.

PROGRAM BACKGROUND

An internship program was not new to the university libraries. One was established in 1961 as part of the libraries' commitment to assisting new librarians. Although not a minority internship, this program continued successfully until 1971, when it ended because of budgetary constraints. The committee benefited from the experience of Celiana Wilson, former personnel librarian; Lewis C. Branscomb, then director of university libraries and supporter of the intern concept; and Jay Ladd, assistant director, department and undergraduate libraries, who provided continuity between the earlier program and the development of the current minority intern program. The principles of the intern program have endured in the current program, "to help the beginning librarian develop and contribute faster and more effectively to library service."15

PUBLICITY AND RECRUITMENT OF THE INTERN

The committee's charge was clear: to prepare a position description that was faithful to the university libraries' goals and objectives and subsequently to reach the university libraries' target audience through announcements in library and educational journals. These publications included those geared toward underrepresented minorities, such as *Black Issues in Higher Education*, *Black Caucus Newsletter*, *Reforma Newsletter*, and *American Indian Libraries*. In addition, letters were mailed to libraries of all American Library Association-accredited programs and to libraries of over one hundred historically black colleges.

After the application deadline, the committee began the difficult process of selecting three among the many highly qualified candidates for on-site interviews. A comprehensive day-long interview was scheduled in order to assess each candidate's educational background, interest in the program, commitment to academic librarianship, and professional goals.

Upon selection of its intern, the committee prepared a comprehensive schedule that would provide a thorough exposure and logical structure to the intern's library assignments. In coordination with department and section heads, the committee devised a two-year schedule that met the intern's desire to
learn while retaining enough flexibility to accommodate sudden changes and unforeseen difficulties. The schedule consisted of a first year that would give the intern a general overview of the library's entire operation, and a second year in which the intern would specialize in his or her area of interest.

The role of the committee did not end upon selection of an intern. Prior to the intern's beginning work in each department, the chairperson of the committee met with department heads to establish guidelines and to request a schedule of the intern's activities. Evaluation reports from department heads were requested, and committee members used these reports to restructure and improve working experiences. After joining the committee, the intern provided regular feedback and ideas for further refining the program. Since the internship was a new program, committee members also served as information sources for other library employees, explaining the program and addressing questions and concerns. In addition, committee members served as guides and informal mentors for the intern; the chairperson of the committee served as the intern's primary mentor.

**FIRST YEAR**

During the first year the intern receives an opportunity to acquire practical experience in a variety of library settings. The intern has a chance to work in all technical services departments (Cataloging, Acquisition, and Preservation), public services (Information Services, Circulation, Special Collections, and Language and Area Studies), the Automation Office, Collection Development, and twenty-one departmental (branch) libraries. The intern also fulfills a practicum in one of the departmental libraries. Special assignments, such as the compilation of subject bibliographies, may also be completed during the first year.

During this first year the intern also experiences the day-to-day administration of a large and complex academic library system. Specifically, the intern is encouraged to attend and participate in a wide variety of departmental and committee meetings. The committee believes that the intern's attendance at these meetings will lead to an understanding of the decision-making process and problem-solving patterns. As a regular member of The Ohio State University Library faculty, the intern is also appointed to the committee and to additional committee work.

Minority internship programs are not intended to be a ready-made answer to the current problems of increasing minority librarians in academic libraries. There is no substitute for individual achievement and, concomitantly, institutional commitment to excellence.

Additional opportunities for professional growth are made available throughout the first year. The intern receives financial support to attend local, regional, and national meetings and conferences, including the midwinter and the annual American Library Association conferences. In addition, there are opportunities to attend various instructional sessions on automation and electronic database searching, to meet colleagues in the field, and to learn about broader issues that affect librarians at other institutions. At the conclusion of the first year, the intern writes a report of his or her experiences and the committee members write an evaluation of the program.

**SECOND YEAR**

The second year of the internship is spent in an area of specialization of the intern's choosing. The Libraries' first intern chose to work in a departmental library, the Human Ecology Library, where she served as an assistant to the head of that library and, later, as acting head. The valuable training and managerial experience acquired from this position led to the eventual employment of the intern as the permanent head of that library.
EVALUATION OF THE PROGRAM

Although the university libraries experienced success with its first intern, the overall success of any newly instituted program is difficult to measure. A recently concluded survey reveals that the Association of Research Libraries, which supports minority internships, noted that their programs "had not had time to be successful as yet." Minority internship programs are not intended to be a ready-made answer to the current problems of increasing minority librarians in academic libraries. There is no substitute for individual achievement and, concomitantly, institutional commitment to excellence. Conclusions about the internship program's degree of success cannot be drawn from the experience of two years; however, the tireless efforts of The Ohio State University Libraries' faculty and staff have contributed to getting the program off to a good start and have helped both the intern and the committee to achieve most of their goals and objectives successfully. It would be premature to imply that the success of one internship program has changed the future outlook of minorities attempting to enter academic librarianship. However, the positive results of the first internship have been very encouraging and have led to the participation of two minority librarians for the next two-year cycle.

CONCLUSION

Academic libraries have been involved in the recruitment of minority librarians for over twenty years, with limited success. In fact, there appears to be a decrease in the number of minority students entering the library profession. Curtis Kendrick et al., point out that "while the proportion of minorities is expected to continue to grow over the next few decades, the proportion of minority librarians is decreasing ... the profession is not doing an adequate job of attracting minority students to pursue careers in librarianship." Academic libraries continue to be staffed overwhelmingly by white employees while society is rapidly becoming more pluralistic and culturally diverse. It is clear that, despite decades of affirmative action programs, the old ways of recruiting minority librarians to academic librarianship have been only marginally successful. New initiatives are needed to address the demographic changes in the work force so that academic libraries can truly represent an increasingly diverse population.

It is clear that, despite decades of affirmative action programs, the old ways of recruiting minority librarians to academic librarianship have been only marginally successful.

The Ohio State University Libraries has assumed a leadership role in recruiting minority librarians by strongly supporting the minority internship program. The commitment includes the director, who secures sufficient funding for the program, the department heads who help organize the intern's daily schedule, and the staff who train and supervise the intern's activities. All those involved in this endeavor hope that internship programs throughout the country will have a positive effect on increasing the number of minority librarians in academic libraries. The authors firmly believe that, in addition to recruiting minority librarians, libraries must go beyond the purely intellectual commitment to this goal by providing opportunities for professional advancement in order to retain minority librarians. Finally, as minority internship programs continue to increase, there is a need to share information about various programs, to evaluate their structure and training experiences, and to collect follow-up data on the long-term effectiveness of minority internship programs in attaining their goals.
REFERENCES AND NOTES


3. The minority composition is 3.7% African Americans, 0.8% Hispanics, and 0.6% Native Americans.


8. Ibid, 1018.


11. Cornell University, Cleveland State University, Duke University, Emory University, Miami University (Oxford, Ohio), The Ohio State University, Simmons College, State University of New York-Albany, State University of New York-Buffalo, University of California-San Diego, University of California-Santa Barbara, University of Delaware, University of Iowa, University of Michigan, University of Minnesota, University of Missouri-St. Louis, and the University of Pittsburgh.


16. Committee efforts were rewarded with the selection of Ms. Leta Hendricks, whose background proved to be ideal for the position of minority intern. A recent library school graduate, Ms. Hendricks’ education included a B.A. from Western Illinois University and master’s degrees in library and information science (University of Illinois, Urbana-Champaign) and Afro-American Studies (Atlanta University).


Book Availability:
Academic Library Assessment
Eugene S. Mitchell, Marie L. Radford, and Judith L. Hegg

In the climate of increasing calls for academic assessment, the authors undertook a study to ascertain book availability in an academic library. The study described here uses the methodology pioneered by Tefko Saracevic, W. M. Shaw, Jr., and Paul Kantor and is a follow-up of earlier research reported in College & Research Libraries in 1987. The authors designed the study to identify any improvements in availability after the implementation of recommendations following the first study. The study provided a quantitative measure of library performance based upon the outcomes of card catalog searches. The research serves as a model for ongoing assessment in the library.

The 1980s could be characterized as the decade of assessment for those involved with education in the United States. The new era probably began in April 1983 when the National Commission on Excellence in Education published Nation at Risk: The Imperative for Educational Reform. This document chronicling the myriad failures of the educational system served as the impetus for new initiatives in hundreds of political arenas and in all levels of education. The resulting call for accountability led to assessment efforts in colleges and universities from coast to coast. In a 1987 study, 25 percent of the institutions surveyed reported their state agencies were mandating assessment procedures while 70 percent without such requirements were expecting to introduce some form of assessment soon.

Originally the term assessment focused on the measurement of student outcomes for the purpose of student development and institutional accountability. Many writers expanded its scope to include such activities as evaluation, program review, and accreditation. Using this wider understanding, the entire academic institution in all its many interfaces with the student becomes a possible focus for assessment proceedings. “Teaching, after all, is only one of the things university faculty do, only one of the activities into which institutions invest energy and resources.” This new academic introspection carries within it the seeds for a blossoming of institutional awareness. Assessment can be designed to serve a variety of purposes and evaluate a multitude of programs. The greatest service it can perform in each of these functions is to “identify aspects of performance where improvement is desirable.” Assessment can transcend mere evaluation of present performance. It can become a vital agent for change,
providing an impetus for structuring a meaningful direction for growth.

Within this context, the college library, as a significant component of the academic community and its curricular goals, would appear to be an appropriate agency for assessment. Yet except for an article by Thomas Shaughnessy determining library quality, no substantive work tying the current concerns and controversies in academic assessment to the campus library exists. The reason for this is unclear, but may rest solely on the fact that "there is no relatively straightforward mechanism by which a library can demonstrate effectiveness."8

Using a book availability methodology pioneered by Paul Kantor, Tefko Saracevic, and others, and later modified by Anne Ciliberti, a group of librarians at a medium-sized public college library in New Jersey prepared a study to determine how that library could improve its service.9,10,11 The resulting study, designed around the notion that one of an academic library's major goals was to provide books for its patrons' curricular needs, reported in 1987 that 54 percent of the patrons surveyed found the materials they were seeking.12 Although these results mirrored those of other college libraries, the researchers sought improvement. The study design provided an opportunity to ascertain the stage in the process at which patrons had difficulty in locating or retrieving the desired books. The librarians made thirteen recommendations to remedy library malfunctions and patron misunderstandings. The staff implemented these recommendations during 1987 and 1988. The authors then undertook a follow-up study during the 1988 fall semester to assess whether any improvement in availability occurred.

THE MODEL

The model used in this study provides a quantitative measure of library performance based upon the outcomes of known-item and subject card catalog searches. A known-item search is one in which the patron is looking for a specific book and knows the author's name or the book's title or both. The measure of library

\[
\begin{array}{c}
\text{Start} \\
\text{Bibliographic error} \\
\text{Selection error} \\
\text{Catalog use error} \\
\text{Circulation error} \\
\text{Library malfunction} \\
\text{Retrieval error} \\
\text{Success} \\
\end{array}
\]

\[
\begin{array}{c}
\text{Start} \\
\text{Matched query error} \\
\text{Catalog use error} \\
\text{Circulation error} \\
\text{Library malfunction} \\
\text{Retrieval error} \\
\text{Appropriate title error} \\
\text{Success} \\
\end{array}
\]

performance, expressed as a probability of success, is calculated both as an overall measure of library performance and as a series of discrete, sequential steps which all successful patrons must complete. These calculations, therefore, provide important diagnostic information about the relative strengths and weaknesses of library subsystems such as selection, circulation, cataloging, and so forth. Figures 1 and 2 represent the sequential steps involved in known-item and subject
searches, respectively. For each of these branches an independent performance measure is calculated.

**Definitions of Error Categories**

Selection and bibliographic errors occur only in known-item searches. Selection errors occur when the library has not purchased the desired material (earlier studies referred to these as acquisition errors). Selection errors also occur when the library does not fully represent the material in the card catalog when it is on order, in process, etc. Bibliographic errors occur when patrons do not find the desired materials because their bibliographic citations are incorrect.

Two types of errors are present in subject searches only. Appropriate title errors occur when patrons either fail to select titles found in the catalog or fail to borrow or use them in the library. Patrons may choose not to consult items found on their topics because they have already read the material, it is written in the wrong language, outdated, at an inappropriate reading level, or is in another way unsuitable to the information need.

Matching errors involve matched query terms. A matched query term is one that either fully or partially agrees with the subject heading used in the catalog. When patrons fail to discover a subject heading that matches their query terms, a matched query error occurs. Matching errors may be of two kinds. They occur when no match can be made from the initial query to a standard subject heading because none exists in the alphabetical range of the query term. They also occur when the subject heading is not listed in the catalog.

The final four types of errors occur in both known-item and subject searches. Catalog use errors occur when patrons cannot properly identify the call number. Circulation errors occur when the desired material is on loan or on a "hold" shelf waiting to be charged out. Library malfunction errors are due to shortcomings in the policies or routines of the library or its staff. For example, desired items may be missing, misshelved, waiting to be reshelved, etc. The final type of error, retrieval, occurs when patrons cannot find the desired material although they identify the correct and complete call number and the book is in its proper shelf location.

**METHODOLOGY**

Data collection took place during the fall 1988 semester from card catalog users. The first patron approaching the card catalog at randomly selected times received a self-selecting data collection form. Of 137 forms distributed, 111 were returned for a rate of 81 percent.

Each day, the authors collected the forms returned during the previous twenty-four hours and randomly selected one title from each form for analysis. If the patron had not found or used this title, the type of error was determined by systematically verifying the call number, subject heading, or bibliographical reference; checking the card catalog; searching the book stacks and sorting shelves; and examining the circulation records and reserve book shelves.

**RESULTS**

A total of 61 (55 percent) of the patrons conducted known-item searches while 50 (45 percent) conducted subject searches. These results were consistent with the 1986 study. Apparently, some patrons had difficulty understanding the concept of subject searching. For example, one patron was searching for *The Autobiography of Cyrus McCormick*, a known item, in the subject card catalog. Another patron was searching the subject *apartheid* in the title catalog. This problem may have been exacerbated by the divided card catalog in the library under study. If patrons are not sure whether they are looking for a title, name, or subject, they may choose the wrong section of the card catalog. They also may lack the persistence or problem-solving skills to look somewhere else or to ask for help when they find few books on a topic. Finally, patrons may have low expectations; when they do not find the books they want, they may not question it because they never expected to be successful.
TABLE 1
SUCCESS IN KNOWN-ITEM AND
SUBJECT SEARCHES BY STUDY

<table>
<thead>
<tr>
<th>Success</th>
<th>1986 Study (N = 401)</th>
<th>1989 Study (N = 111)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All searches</td>
<td>215 (54%)</td>
<td>71 (64%)</td>
</tr>
<tr>
<td>Known-item searches</td>
<td>107 (50%)</td>
<td>40 (56%)</td>
</tr>
<tr>
<td>Subject searches</td>
<td>108 (50%)</td>
<td>31 (44%)</td>
</tr>
</tbody>
</table>

Analysis of the Success Rates

The overall success rate for the 111 usable searches was 64 percent (see table 1). Although this represented a 10 percent improvement over the 1986 success rate of 54 percent, chi-square tests on the failure of known-item and subject searches by study and on the comparison of success and failure by study both indicated that the improvement was not statistically significant at the .05 level of confidence.

Analysis of Search Failures

As previously noted, the problems encountered by patrons resulting in their failure to locate the books they seek can be divided into six categories for both subject and known-item searches. The data shown in tables 2 and 3 represent these error categories listed in the order in which patrons encounter them and illustrate the success rate at each step of the search process.

Known-Item Search Failures. The data in table 2 show that two of the 61 patrons conducting a known-item search had erroneous bibliographic citations. Of the 59 persons who had correct bibliographic information, 4 were searching for titles the library had not purchased for the collection. Of the 55 who had accurate citations and were looking for books the library owned, one was unable to use the card catalog correctly, that is, to locate the appropriate card and identify information necessary to find the book. Another patron at the next step failed to find the book because it was in circulation. At this point 53 people were looking for titles that ostensibly should have been on the shelves. Seven of these were unsuccessful because of some library malfunction—that is, the books were not in their expected location. Another 6 were unable to retrieve a volume shelved in the correct location. The total error rate was 34 percent.

Placing these errors in order of relative negative impact on the search process, it is possible to assess the greatest needs for future library planning. The success rates of 87 percent at both the library malfunction and retrieval error stages of a patron's search were of primary concern. They were followed by selection,
Subject Search Failures. Table 3 also lists subject search errors in the order the patron encountered them. One patron of the 50 conducting subject searches was either seeking a subject for which the library had purchased no titles or was unable to select subject terms that matched his or her need. Of the 49 persons remaining, 2 had difficulty in using the card catalog. Either they could not correctly identify the call number or they left out the location symbol such as “Ref.” Forty-seven patrons successfully reached this point, but 3 of these were looking for titles that were in circulation and therefore not accessible. Three patrons of the 44 remaining were unable to locate their books because of a shortcoming in the policies or procedures of the library that caused the book to be unavailable. Examples of library malfunctions include missing books, volumes waiting to be shelved, or books awaiting cataloging or repair. Forty-one patrons successfully negotiated these problem categories, but 8 more errors occurred because patrons could not find books correctly shelved in the stacks.

Two patrons encountered the sixth type of error, appropriateness. These patrons found books on the shelf but decided that they were inappropriate for their needs. Thus, only 31 patrons performing subject searches located books appropriate to their needs. Nineteen were unsuccessful, resulting in a failure rate of 38 percent.

Again, it is possible to place the patron errors in order of their negative impact on the search process. This order is retrieval error followed by library malfunction, appropriateness and circulation, catalog use, and matching and selection errors.

Library Errors. The data in this study were further examined to evaluate the origin of the failures. Forty-seven percent of all search errors excluding those classified as appropriateness errors.

These 20 patron errors represent 53% of all search errors excluding those classified as appropriateness errors.

### Table 3
<table>
<thead>
<tr>
<th>Type of Error</th>
<th>No. of Errors</th>
<th>Total Patrons</th>
<th>Success Ratio (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matching and selection</td>
<td>1</td>
<td>50</td>
<td>98</td>
</tr>
<tr>
<td>Catalog use</td>
<td>2</td>
<td>49</td>
<td>96</td>
</tr>
<tr>
<td>Circulation</td>
<td>3</td>
<td>47</td>
<td>94</td>
</tr>
<tr>
<td>Library malfunction</td>
<td>3</td>
<td>44</td>
<td>93</td>
</tr>
<tr>
<td>Retrieval</td>
<td>8</td>
<td>41</td>
<td>81</td>
</tr>
<tr>
<td>Appropriateness</td>
<td>2</td>
<td>33</td>
<td>94</td>
</tr>
</tbody>
</table>

Total errors: 19.
Total subject searches: 50.
% errors: 38%.

<table>
<thead>
<tr>
<th>Start</th>
<th>Matched query error 98%</th>
<th>Catalog use error 96%</th>
<th>Circulation error 94%</th>
<th>Library malfunction 93%</th>
<th>Retrieval error 81%</th>
<th>Appropriate title error 94%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Table 4
<table>
<thead>
<tr>
<th>Origin of Error</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Library errors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malfunction</td>
<td>10</td>
<td>(56)</td>
</tr>
<tr>
<td>Circulation</td>
<td>4</td>
<td>(22)</td>
</tr>
<tr>
<td>Selection</td>
<td>4</td>
<td>(22)</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>(100)*</td>
</tr>
<tr>
<td><strong>Patron errors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retrieval</td>
<td>14</td>
<td>(70)</td>
</tr>
<tr>
<td>Matching and catalog use</td>
<td>4</td>
<td>(20)</td>
</tr>
<tr>
<td>Bibliographic</td>
<td>2</td>
<td>(10)</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>(100)†</td>
</tr>
</tbody>
</table>

* These 18 library errors represent 47% of all search errors excluding those classified as appropriateness errors.

† These 20 patron errors represent 53% of all search errors excluding those classified as appropriateness errors.
considered library errors, or shortcomings in library routines. As Table 4 indicates, 10 patrons (56 percent) failed because they could not locate the titles sought on the shelves or in the circulation records. An additional 4 (22 percent) sought titles that were already on loan. The remaining 4 (22 percent) desired titles not owned by the library.

**Library Malfunction Errors.** These errors constituted 56 percent of all library errors. In more than half of these cases patrons consulted the card catalog and found titles they determined to be useful but were unavailable. A closer look at these ten errors indicated one was the result of a book being located on a sorting shelf; two were declared lost, and the remaining seven were unable to be located by library staff and were considered lost. These seven may have been unavailable for a variety of reasons. For example, they may have been stolen, misshelved, or in staff offices but not checked out.

**Circulation Errors.** Four (22 percent) of the failures resulted from the fact that titles were already on loan when the patron searched for them.

**Selection Errors.** Four (22 percent) of the library errors were selection errors. Patrons were searching for specific titles or books by a specific author that the library did not own. An analysis of these titles determined the extent to which they were compatible with the collection development goals of the library. One was clearly inappropriate for the collection, the second was a textbook considered outside the usual collection criteria, and the third had been purchased at the time of its publication but could not be replaced when it was lost or stolen. The fourth title probably should have been in the collection at the time of this study.

**Patron Errors.** Over half the search failures were errors committed by the patrons. Of those thus identified, 14 (70 percent) occurred because patrons could not locate a title on the shelf when it was there. Another 4 (20 percent) failed either to use the card catalog correctly or interpret its contents accurately. The final 2 (10 percent) of the errors resulted from erroneous bibliographic information brought to the catalog by the patrons.

**Retrieval Errors.** A disturbingly high percentage of the patron errors were retrieval errors. A total of 14 (70 percent) of the 20 patron errors represented patrons who, while they had correct bibliographic and card catalog information, could not find books on the shelf even though the books were in their correct locations.

**Matching and Catalog Use Errors.** A total of 4 (20 percent) patrons made matching and catalog use errors. These people were ineffective users of the card catalog. They experienced difficulty in gaining subject access to the catalog, in understanding the use of the call number, and in differentiating between the various sections of the divided catalog.

**Bibliographic Errors.** Judging from the small percentage (10 percent) of patrons who committed bibliographic errors, most patrons brought adequate bibliographic information to the card catalog.

**Other Sources of Error.** In addition to library and patron errors, a third source of failure existed in subject searches, termed *appropriateness* errors. Whereas errors in the initial two categories typically represented titles not available at the time of need, appropriateness errors occurred when patrons either failed to select titles found in the card catalog or, after examining selected titles at the shelf, decided not to use the books found. In contrast to the large numbers of library and patron errors surveyed, only 5 percent of the errors were appropriateness errors. It was not possible from the available data to document the reasons why patrons did not select or use these books. If patrons had a better understanding of the information contained on the catalog card, perhaps they could have distinguished inappropriate titles earlier.

**COMPARISON OF THE TWO STUDIES**

The purpose of this study was to follow up on the efforts of the 1986 study to determine if the implementation of the recommendations made any difference
in the patrons’ success at finding library books. Although it cannot be said with certainty that these changes helped in specific instances, the situation did improve with respect to most of the sources of error examined.

A comparison of the performance of the library patrons between the 1986 and 1989 studies indicates that there was a large increase in the overall success rate from 54 percent to 64 percent. This increase is significant at the .06 level of confidence.

Table 5 shows the differences in success rates between the two studies. With respect to known-item searches, success rates improved in four out of six error categories: selection (from 90 percent in 1986 to 93 percent in 1989), catalog use (from 92 percent to 98 percent), circulation (from 91 percent to 98 percent), and library malfunction (from 74 percent to 87 percent). Success rates dropped in the bibliographic (98 percent to 97 percent) and retrieval (93 percent to 87 percent) error categories. In subject searches, the success rates improved in five out of six error categories: matching and selection (from 94 percent to 98 percent), catalog use (from 94 percent to 96 percent), circulation (from 93 percent to 94 percent), library malfunction (from 87 percent to 93 percent), and appropriateness (from 89 percent to 94 percent). Again, retrieval error success rates dropped (from 91 percent to 81 percent).

**TABLE 5**

SUCCESS RATES BY TYPE OF ERROR FOR EACH STUDY

<table>
<thead>
<tr>
<th>Type of Error</th>
<th>1986</th>
<th>1989</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Known-item searches</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bibliographic</td>
<td>98</td>
<td>97</td>
</tr>
<tr>
<td>Selection</td>
<td>90</td>
<td>93</td>
</tr>
<tr>
<td>Catalog use</td>
<td>92</td>
<td>98</td>
</tr>
<tr>
<td>Circulation</td>
<td>91</td>
<td>98</td>
</tr>
<tr>
<td>Library malfunction</td>
<td>74</td>
<td>87</td>
</tr>
<tr>
<td>Retrieval</td>
<td>93</td>
<td>87</td>
</tr>
<tr>
<td><strong>Subject searches</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matching and selection</td>
<td>94</td>
<td>98</td>
</tr>
<tr>
<td>Catalog use</td>
<td>94</td>
<td>96</td>
</tr>
<tr>
<td>Circulation</td>
<td>93</td>
<td>94</td>
</tr>
<tr>
<td>Library malfunction</td>
<td>87</td>
<td>93</td>
</tr>
<tr>
<td>Retrieval</td>
<td>91</td>
<td>81</td>
</tr>
<tr>
<td>Appropriateness</td>
<td>89</td>
<td>94</td>
</tr>
</tbody>
</table>

Table 6 displays a comparison of library errors versus patron errors by study. The library error category shows approximately the same breakdown of errors between the two studies. The patron errors, however, show retrieval failures to be a much greater problem in the 1989 study. Conversely, matching and catalog use success improved.

The follow-up study revealed that there was an increase in overall success rate from 54 percent to 64 percent since 1986. With respect to known-item searches, success rates improved in the selection, catalog use, circulation, and library malfunction error categories. Success rates dropped in the retrieval and bibliographic error categories. With respect to subject searches, success rates improved in the matching and selection, catalog use, circulation, library malfunction, and appropriateness error categories. Success rates dropped in the retrieval
error category. Overall, retrieval errors were the greatest source of patron errors.

**RECOMMENDATIONS**

Besides its usefulness as a tool for assessment purposes, the book availability study can be used as a guide to improvement. For example, the first study indicated that the overall success rate of card catalog users was 54 percent. An extensive list of recommendations was developed, giving priority to the largest causes of patron failure. The greatest causes of patron failure were library malfunctions, followed by appropriateness, retrieval, circulation, matching and selection, and catalog use errors. Among the recommendations for improving library malfunctions were the initiation of an inventory and regularization of shelf-reading programs. Recommendations for remedying circulation, patron, and selection errors included improving signs, purchasing duplicate copies of high demand items, and incorporating discussions of patron retrieval and card catalog use problems into bibliographic instruction classes.

In the second study, the major causes of patron errors were library malfunction and retrieval problems, as seen in tables 2 and 3. With respect to retrieval errors, a continuing need was recognized to focus on the difficulty patrons appeared to have in locating a desired title when the book was on the shelf in its proper location. Despite the installation of new signs after the 1986 study, it was recommended that improved and more creative signs be investigated. Other recommendations included the regular assignment of a staff member or student assistant at an information or help desk during the busiest hours of the semester and preprinted forms at the catalog with appropriate spaces for call number, title, and author to aid those students who do not have all the necessary information from the catalog card when they go to the shelves. The reverse side of the form would have a simplified floor plan of the library indicating regular shelves, sorting shelves, and special collection areas.

Recommendations to improve library instruction classes included enhanced discussions on the use and interpretation of the card catalog, the arrangement of the books on the shelves, and the location of special collection areas. Discussions would also emphasize that patrons should persist in asking for help when they cannot locate books. Finally, the reference librarians were urged to be alert to patrons who, in asking questions, reveal a lack of understanding of the card catalog. With respect to library malfunction errors, the conduct of an annual partial inventory was recommended.

The effect of these new recommendations remains to be seen. Shaughnessy stated that assessment "presents library managers with an opportunity to focus staff attention on service quality and library effectiveness." The availability study described here provides both an opportunity and a mechanism to determine whether any benefits have accrued and the extent to which they may have had an impact.

**CONCLUSIONS**

The study as described has major implications for assessment. This methodology provides a means for evaluation of one component part of a complex system. This work has focused on an important aspect of the academic library, that of providing access to library materials. The design of this study does not provide a complete assessment of the myriad variables involved in the evaluation of library services. Many areas were not addressed here (reference, staffing, funding, etc.). This research tool could be employed as one of several components if a broader assessment is desired.

Another vital implication for this work is that the results of this and similar studies provide benchmarks for future investigations. One purpose of assessment is to evaluate present performance to determine the impact of change. Improvements in performance and areas that continue to be problematic can be identified and monitored. Academic libraries exist as dynamic entities, their form and function shifting in an increasingly computerized environment. The li-
library in this study is soon to convert its existing card catalog to an online catalog. A possible future direction would be to modify the technique described above to assess the impact of the online catalog on the success this academic library has in providing the materials its patrons want and need.

This analysis has provided valuable information and insights into the workings of the complex system of the academic library. In undertaking and performing this evaluation, many benefits have resulted, including an increased awareness of patrons' major problems in interacting with the library organization and access points of materials. In order to promote productive use of the library, academic institutions should include libraries in their assessment plans.

REFERENCES

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Library Development Structures in CIC Institutions: The Search for Constituents
G. David Gearhart and Gloriana St. Clair

This study determines how twelve libraries in the Council for Interinstitutional Cooperation (CIC) approached the challenge of identifying a constituency for development. Additional strategies for identifying constituents are discussed. Strategies most commonly and successfully used included a checkoff on the annual fund appeal for all alumni, the development of a Friends group, and the establishment of partnerships for appeals with colleges.

Organizational structure for development activities differs from university to university. No matter what the structure, however, libraries entering the fundraising arena are faced with the problem of identifying a constituency. Unlike a college or school, libraries do not have an identifiable alumni base from which to draw gift support. Libraries have claim to either none of the institution's alumni or all of them.

The purpose of this study is to determine how the twelve libraries in the Council for Interinstitutional Cooperation (CIC) have approached the challenge of identifying a constituency for development. The CIC brings together presidents, librarians, development officers, and others to discuss common academic concerns. The investigators developed a short questionnaire and arranged for telephone interviews with CIC library development officers. The survey revealed a variety of responses to the need for a constituency. Three popular approaches were 1) a checkoff on an annual giving form, 2) the formation of Friends groups, and 3) forming partnerships with colleges and schools. The paper discusses the background for library entry into university development; the existing development and library literature; the survey methodology; the results; and some conclusions.

BACKGROUND

The financial condition of a university library is even more strained than the financial condition of the rest of the university. In addition to the general higher education index growth, the average cost of library materials, especially journals, has climbed 40 percent in the last five years. Library responses to runaway costs and to the generally bleak prospects for increased funding from financially stressed institutions have varied greatly. Many now buy fewer books than they did previously; others have canceled journal subscriptions, often over the legitimate complaints of teaching faculty; still others have cut back personnel, endured freezes, suspended travel, and generally ceased discretionary spending. Almost all have begun a
development operation to provide additional support for collections and services.

While libraries have certainly been the beneficiaries of capital campaigns, colleges and schools often have been less than enthusiastic about the library's desire to participate in the broader scope of development activities. Rightly or wrongly, colleges and schools fear that monies that might have been available for chairs, scholarships, laboratories, and similar needs might be diverted to the library. While the library's case will probably overlap in more significant areas with those of "competing" academic units, the centrality of library needs makes it worthy of university development efforts.

LITERATURE REVIEW

Three basic organizational structures are in use at large academic institutions. In a decentralized model, development activities are handled independently by the schools. In a centralized model, the university administration oversees development for the whole institution. In a shared model, the responsibilities are divided between the schools and the university administration.

Unlike a college or school, libraries do not have an identifiable alumni base from which to draw gift support.

James M. Shea's "Organizational Issues in Designing Advancement Programs" speaks to two basic organizational models: centralized and noncentralized. Richard L. Desmond and John S. Ryan argue in "Serving People Needs" that a blended system strikes a proper balance between centralized and decentralized fund-raising. They believe that the blended system can use highly specialized central development officers as generalists in touch with special units, and can eliminate the need for central personnel to solicit the same prospects as the colleges. J. Robert Sandberg balances the advantages and disadvantages of centralized and decentralized fund-raising and recommends maintaining flexibility within the organization. Margaret Rooney Hall's dissertation, "A Comparison of Decentralized and Centralized Patterns of Managing the Institutional Advancement Activities at Research Universities," notes that the current trend is to the decentralized model. According to a review, "First-rate Findings" by Robin Goldman Netherton, Hall explores this trend to decentralization and discusses what sort of universities are making the switch.

Library literature offered no articles on this topic. Two solutions derived from the survey—the checkoff and the partnership—also received no treatment. However, the idea of a library Friends organization was the subject of the 1979 Allerton Park Institute, Organizing the Library's Support: Donors, Volunteers, Friends. While the institute papers offer much good advice on the creation and nurture of Friends groups, only one author comments on the role of Friends as a substitute for an alumni constituency. In "Friends Groups and Academic Libraries," Paul H. Mosher says: an academic library's Friends group must be the library's alumni organization—the equal of that of any college or school—even though the library has, technically speaking, no alumni. The Friends group has the additional advantage of being a neutral alumni group because the academic library is essentially a nonpolitical agency in an institution fraught with political antagonisms or disillusionments involving alumni and students or campus administrators. Study of the literature on library Friends groups revealed no emphasis on the Friends as a library's alumni, but I believe this analogy is significant and useful. Mosher recently emphasized again the importance of a Friends group for an alumniless academic library.

In "Getting Started with Annual Funds in Academic Libraries," Charlene K. Clark also stresses the importance of an active Friends group for a university library. In a more recent article, "Donor and Donor Relations," Clark notes the
TABLE 1
CIC LIBRARY COLLECTIONS AND BUDGETS

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Collection Size</th>
<th>Total Budget ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Illinois</td>
<td>7,918,951</td>
<td>19,482,431</td>
</tr>
<tr>
<td>7</td>
<td>Michigan</td>
<td>6,579,152</td>
<td>25,759,418</td>
</tr>
<tr>
<td>13</td>
<td>Wisconsin</td>
<td>5,133,457</td>
<td>23,020,227</td>
</tr>
<tr>
<td>14</td>
<td>Minnesota</td>
<td>4,761,630</td>
<td>24,386,140</td>
</tr>
<tr>
<td>15</td>
<td>Indiana</td>
<td>5,099,250</td>
<td>19,931,037</td>
</tr>
<tr>
<td>16</td>
<td>Chicago</td>
<td>5,328,849</td>
<td>16,083,176</td>
</tr>
<tr>
<td>18</td>
<td>Penn State</td>
<td>3,191,245</td>
<td>18,505,042</td>
</tr>
<tr>
<td>21</td>
<td>Ohio State</td>
<td>4,517,095</td>
<td>17,020,796</td>
</tr>
<tr>
<td>31</td>
<td>Northwestern</td>
<td>3,550,250</td>
<td>14,262,619</td>
</tr>
<tr>
<td>40</td>
<td>Michigan State</td>
<td>2,811,363</td>
<td>12,931,442</td>
</tr>
<tr>
<td>43</td>
<td>Iowa</td>
<td>3,174,269</td>
<td>12,653,125</td>
</tr>
<tr>
<td>68</td>
<td>Purdue</td>
<td>1,968,656</td>
<td>10,165,748</td>
</tr>
</tbody>
</table>


importance of various constituencies—alumni, spouses, women, parents, board members, groups and organizations, reunion classes, book collectors, faculty and staff, sororities and fraternities, friends of the library, and maverick donors. Clark concludes that donors are attracted by neglected worthy causes—such as libraries.8

In an article entitled "Funding Special Collections," Karen Nelson Hoyle emphasizes the importance of Friends group participation in public relations and fundraising.9 In "Library Friends," Joan Hood addresses the problem of identification of constituents. Hood says:

the identification of donors for libraries, especially academic libraries, presents a unique problem. No one has graduated from the library system. On the other hand, one hopes that all alumni availed themselves of the resources provided by the library. Libraries must strongly defend the right of access to all alumni of the institution. It is essential that this policy be determined at the highest campus level. Otherwise, the library will find that it has no development market. . . . It is imperative that a library have access to the entire alumni body for fundraising.10

Identifying a group of people who can take the place of the school’s alumni base is an important issue for successful library development.

SURVEY METHODOLOGY

Why the CIC? It is the most prestigious collection of large public research institutions. Its members include The University of Chicago, University of Illinois, University of Indiana, University of Iowa, University of Michigan, Michigan State, University of Minnesota, Northwestern, Ohio State, Penn State, Purdue, and the University of Wisconsin. For many years, ten of these schools have competed athletically under the rubric the Big Ten. In 1990 Penn State joined the Big Ten and concurrently the CIC. The alliance among university presidents extends to meetings among development officers, university press managers, student government leaders, librarians, and others. Cooperative grants and projects are common. The CIC universities are public institution leaders that differ from other universities primarily in size and research funding. The small number of institutions made the project feasible. While the data gathered from such a group cannot be generalized to the broader population, it should indicate some trends among large progressive institutions. Table 1 lists the CIC libraries ranked nationally according to collection size and their total budgets.

The DORAL Survey

Ten of the twelve libraries belong to Development Officers of Research and
Academic Libraries, a group of thirty library development officers who began meeting together in 1987. In 1989, the DORAL group decided to survey its members to gather information about development programs and distributed a seventy-six-question written survey. Results were gathered and tallied but not widely distributed to DORAL mem-

The CIC universities are public institution leaders that differ from other universities primarily in size and research funding.

bers or prepared for publication. Our attempts to locate the compiled DORAL data failed. Some development officers thought the information would be dated, but those who had responded to the survey were interested in knowing its results. Comparison of data results from that survey with results from this survey would begin a longitudinal picture of library development efforts.

Survey Construction and Administration

Our own survey contained ten questions. The first question sought to identify the university’s development organizational structure. Questions two and three determined the name, title, and reporting line of a library development officer. Questions four and five asked about staff support for development. Questions six and seven determined what constituents the library might approach. Question eight invited respondents to list their successes in the last few years. Questions nine and ten attempted to determine what the development goal was for last year and what percentage of total budget might be expected to come from development activities.

An appointment was arranged for each development officer to talk with an investigator. A copy of the questions was faxed to each participant. This preparation allowed for quick, successful telephone interviews. All interviews were conducted during November 1990. The response rate was 100 percent for contact with institutions. The University of Minnesota was planning to hire a development officer; the associate university librarian for public services responded for their proposed program.

RESULTS

University Organization for Development

Most development officers reported a shared organization structure (see table 2). The central development office was available to help out with design and other planning work. Coordination was particularly strong in the area of major gifts.

<p>| TABLE 2 |</p>
<table>
<thead>
<tr>
<th>INSTITUTIONS BY TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared</td>
</tr>
<tr>
<td>Chicago</td>
</tr>
<tr>
<td>Iowa</td>
</tr>
<tr>
<td>Michigan</td>
</tr>
<tr>
<td>Michigan State</td>
</tr>
<tr>
<td>Purdue</td>
</tr>
<tr>
<td>Minnesota</td>
</tr>
<tr>
<td>Wisconsin</td>
</tr>
</tbody>
</table>

No matter which structure was identified, development officers indicated the need for cooperation throughout the university. Answers frequently took the form of “decentralized but shared” or “shared but centralized.”

Title and Reporting Line

The following titles are in use among CIC institutions:

- Head, Library Development and External Relations
- External Relations Coordinator
- Development Officer (2, one at .75 FTE)
- Director, Administrative and Access Services
- Director of Development (3)
- Head, Library Development and External Relations
- Library Development Officer
- Development Officer II and Director of Friends
### TABLE 3
STAFFING FOR DEVELOPMENT ACTIVITIES

<table>
<thead>
<tr>
<th>Institution</th>
<th>Positions</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan</td>
<td>Reporting to development officer: Full-time development officer for major gifts, corporate and foundation contacts</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>Half-time public relations assistant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Full-time secretary</td>
<td></td>
</tr>
<tr>
<td>Wisconsin</td>
<td>Reporting to the development officer: Two-thirds time grants officer</td>
<td>1.42</td>
</tr>
<tr>
<td></td>
<td>Two-thirds time secretary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5% contributions from associate director for collections and preservation and from special collections coordinator, who has administrative responsibility for Friends group</td>
<td></td>
</tr>
<tr>
<td>Minnesota</td>
<td>Some secretarial support from the director’s office staff (proposed)</td>
<td>?</td>
</tr>
<tr>
<td>Iowa</td>
<td>.25 FTE administrative projects librarian</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>.25 FTE head, reserve librarian</td>
<td></td>
</tr>
<tr>
<td>Chicago</td>
<td>1 FTE development associate: manages Friends group, does acknowledgments, runs newsletter</td>
<td>1.25</td>
</tr>
<tr>
<td></td>
<td>10 hours/week work-study help</td>
<td></td>
</tr>
<tr>
<td>Michigan State</td>
<td>1 FTE secretary</td>
<td>1.0</td>
</tr>
<tr>
<td>Northwestern</td>
<td>1 FTE administrative assistant</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>.5 FTE student help</td>
<td></td>
</tr>
<tr>
<td>Indiana</td>
<td>.5 FTE public relations assistant</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>1 FTE secretary</td>
<td></td>
</tr>
<tr>
<td>Ohio State</td>
<td>1 FTE secretary</td>
<td>1.0</td>
</tr>
<tr>
<td>Illinois</td>
<td>1 FTE development officer: responsible for annual fund</td>
<td>1.66</td>
</tr>
<tr>
<td></td>
<td>.66 FTE development officer: repsonsible for major gifts</td>
<td></td>
</tr>
<tr>
<td>Penn State</td>
<td>1 FTE administrative assistant</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>1 FTE secretary</td>
<td></td>
</tr>
<tr>
<td>Purdue</td>
<td>1 FTE position frozen</td>
<td>[1]</td>
</tr>
</tbody>
</table>

- **Director of Development and Public Affairs**
  
  In decentralized and shared organizations, the officer reported to the dean or director of libraries; one reported to a deputy director. In the centralized situation, the development director reported to the assistant vice president for university development or to the executive director of development with a dotted line report to the head of the library.

- **Support Staff**

  Data on additional library staff working on development activities are contained in table 3.

---

**Constituency for Appeals**

Appeals are annual written or telephone communications requesting a contribution. Although the University of Michigan has a library school, the school has its own development needs and program. The University of Michigan Libraries were given a database of 1,800 prospects, including 600 active Friends members and another 700 inactive Friends. The rest of the people in the database had given in the past in other campaigns when the libraries were an option. The libraries no longer appear as an option in the annual appeal. The
libraries have tried different strategies to increase their constituencies; Friends members often suggest others who might be added to the list. The head of library development and external relations believes that joint appeals with other colleges will work well and will be less threatening to the colleges. The libraries will be a part of an anticipated capital campaign.

At the University of Wisconsin, the libraries have been allowed to make appeals on an ad hoc basis, but they have no permanent assigned constituencies. They have been allowed to appeal to those who responded to certain questions on an alumni questionnaire. Currently they are working with Letters and Science faculty to provide an endowment for books. The libraries take anything they can get as a constituency and have found piggybacking with other departments to be particularly useful.

At Michigan State, the development officer works part-time for the College of Arts and Letters. The libraries are trying to gain access to degree holders by approaching the college deans for joint appeals. They have already approached three deans and plan to talk with the other ten over the next three years.

Northwestern University has an active Friends group called the Library Council. The Library Council has about 600 members with a governing board of about forty. They are sometimes allowed to approach a target group, such as a reunion class.

The University of Chicago reports that access to other donors is approved on a case-by-case basis. Their Friends group is called the Library Society. Some of their more reliable donors are not alums and come to them through an interest in books. The colleges claim all alumni on their campus. The library development officer believes that cultivating internal constituents, particularly the major gifts officer, is one of her most important duties.

Purdue reports, as did others, that all appeals must be cleared with a central office. Library development staff have negotiated the libraries as a checkoff on a universitywide appeal card. They have additional access to the 6,000–10,000 alumni who have no school in their records. They have also sent letters to alumni who are identified as having worked in the libraries as student workers. They are also considering an appeal to alumni who received graduate degrees only from Purdue. They have been meeting with colleges to collaborate on other appeals; their intention is that every school should have a library component among its appeals. As they move into a $250 million capital campaign, the libraries will be one of four specific cases made. The libraries' appeal will focus on information access—infrastructure needs, materials for the libraries, and connections between buildings.

The University of Iowa gave its libraries access to all alums for one fund drive, but generally the libraries rely on past donors for their appeals.

In Penn State’s centralized system, the University has made the libraries a checkoff on general appeals. Proposals have been made for class gifts and for reunion classes. The central office sometimes assigns prospects to the Libraries for capital campaigns.

Achievements

Michigan was particularly proud of the good public relations that had been generated through its development efforts. The libraries had sponsored a very successful lecture series with prominent speakers, but considered that activity to be more successful as friend-raising than as fund-raising. They had also received a challenge grant of $500,000 for the preservation of library materials. In their attempt to meet that challenge, they used a direct mail campaign to 13,000 people on a non-donor database from the College of Arts and Sciences. To this, they added 1,300 names of their own. The response rate was 2 percent. Even with this “terrible list,” they were able to gain some help to meet the challenge grant.

The University of Wisconsin Libraries reported that most of their successes had been serendipitous in the form of gifts through wills and trusts. Michigan State Libraries reported increased awareness of
TABLE 4
SUCCESSFUL ACTIVITIES

<table>
<thead>
<tr>
<th>Institution</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan</td>
<td>$330,000</td>
<td>Included grants</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>$458,000</td>
<td>$28,000 $ gifts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$80,000 In-kind</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$350,000 Grant</td>
</tr>
<tr>
<td>Chicago</td>
<td>$650,000</td>
<td>About 3%</td>
</tr>
<tr>
<td>Michigan State</td>
<td>$90,000</td>
<td>Endowment since 1986 $1 million to endow a chair for university librarian, $2.5 million for collections, $1.25 million for preservation; in 1986 they finished a capital project for $2.3 million to install environmental control for preservation.</td>
</tr>
<tr>
<td>Northwestern</td>
<td>$4,750,000</td>
<td>Program just being developed.</td>
</tr>
<tr>
<td>Minnesota</td>
<td></td>
<td>They have used an exhibition speaker series to get people into the libraries and to raise awareness.</td>
</tr>
<tr>
<td>Iowa</td>
<td></td>
<td>They are planning a Friends membership drive.</td>
</tr>
<tr>
<td>Penn State</td>
<td></td>
<td>Paterno Libraries Endowment—Renewal appeal had a 12% response rate with an average gift of $82.</td>
</tr>
<tr>
<td>Indiana</td>
<td></td>
<td>Bobby Knight Roast—a fiftieth birthday party raised $100,000 and added to list of accessible potential donors. Knight also participated in an Alumni Club event with proceeds to the libraries.</td>
</tr>
<tr>
<td>Illinois</td>
<td>$4,000,000</td>
<td>In two increments $2 million for the C. Walter and Gerda B. Mortenson Center for International Library Programs, which has librarianship fellows from around the country, and two million for the professorships, etc. $4 million for a National Endowment Challenge to aid the humanities through acquisitions, preservation, and bibliographic access. National Endowment will give one million if they raise $3 million. This project is currently under way.</td>
</tr>
<tr>
<td>Ohio State</td>
<td></td>
<td>Book sales twice a year with money to the libraries, not the Friends who sponsor the event. (Last one raised $22,000. They’ve used a phone-a-thon to lapsed donors and are pleased to have 536 renewals. They have numerous programs and events, but have not had success with annual fund mail outs.)</td>
</tr>
</tbody>
</table>

the library through open houses and American Library Association Library Week Great American Read-Alouds with celebrities. This latter event had provided a good platform for seeking corporate funding. Iowa reported good results with exhibitions and speaker series. The University of Chicago’s Library Society has five programs a year, usually focusing on professors and their research or on personalities from the city. Chicago has an extensive display gallery and a full-time exhibitions coordinator whose work creates excellent public relations pieces both for the libraries and for the university. The library development officer has a good working relationship with the head of special collections.

During the Campaign for Penn State, football coach Joe Paterno lent his name and active support to a library materials endowment. Almost $3 million was raised during the campaign and the fund continues to grow through annual giving—total gifts to the libraries during the campaign amounted to over $9 million. Coach Paterno currently heads up a newly announced campaign to raise $10 million for an addition to Penn State’s main library (see table 4).
Goals and Monies Raised:

<table>
<thead>
<tr>
<th>State</th>
<th>Emerging Program</th>
<th>No specific goal</th>
<th>No specific goal</th>
<th>No specific goal</th>
<th>Activity goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purdue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan</td>
<td>$100,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td>$650,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicago</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penn State</td>
<td>$1.5 million</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wisconsin</td>
<td>More than last year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois</td>
<td>More than last year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwestern</td>
<td>5-6% of annual budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Cultivation Strategies

Other ways to identify and cultivate constituencies for libraries are being used by CIC institutions and by colleges and universities nationwide as these institutions become more aggressive in the fund-raising arena. Even though libraries don’t have alumni constituents, they have been able to raise funds. In fact, some of the successes noted in the previous section are founded on one or more of the following strategies:

1. **Strong Prospect Management System.** Most, if not all, CIC institutions have prospect management systems designed to track the cultivation and identification of major gift prospects for the entire institution. A prospect management system is usually managed university-wide, but can be managed on a collegiate basis. Libraries development officers and heads should insist on a strong profile with an institution’s prospect management system. Identifying major gift prospects for the libraries, through a prospect management system, will be critical to attracting a high level of support.

2. **Aggressive Library Head.** The dean of libraries, director of libraries, or head librarian should be intimately involved in gift prospecting and identification. A head who is disinterested and who does not understand the importance of private philanthropy will hinder the growth of a development program. Several excellent conferences and training seminars are available nationally, and library heads should avail themselves of these opportunities. Library heads should be visible, active, willing to travel, and aggressive in the philanthropic endeavors of their libraries.

3. **Presidential Leadership.** There can be no substitute for the leadership of the chief executive officer in helping to establish a solid base of support for the libraries. The president of an institution should “adopt” the libraries as a focal point of support and should encourage various constituencies, internal and external to the university, to support the libraries with their gifts, time, and talent.

4. **Focus Campaign.** Many colleges and schools will launch special “focus campaigns” designed to address a particular urgent need. These may take the form of special campaigns for endowments for buildings. Currently, at Penn State, two focus campaigns enjoy a high degree of visibility. The Academic/Athletic Convocation and Events Center and the Campaign for the Hershey Medical Center Biomedical Research Building have received wide attention and support from numerous sectors of the institution. A $10 million campaign for the libraries now succeeds these two successful projects. Likewise, consideration should be given to a “focus campaign” that gives particular attention to a defined project within the libraries. Naturally, the most visible focus campaign is for bricks and mortar, but endowment efforts can be equally as successful. This gives a rallying point to all university constituents to support the one unit (the libraries) that impacts on the total quality of the institution. Focus campaigns tend to verify the importance of a particular unit and draw attention to it from many quarters. It can help to build a long-term constituency of donors and volunteers.

5. **Internal Faculty/Staff Support.** All CIC institutions, and many colleges and universities throughout the nation, conduct internal faculty/staff campaigns on an annual basis. An institution should consider devoting the faculty/staff campaign, in any given year, to the libraries. Faculty and staff understand the importance of a library and might be more likely to sup-
port a campaign to enhance the libraries over other constituents, including alumni constituents. Caution should be maintained in undermining support of other academic units that have traditionally benefited from internal constituencies.

6. Special Events. The libraries should consider conducting special cultivation functions for major donors. At these events, which could be held in selected cities, a particular unit of the libraries could be profiled, such as the special collections area. Current library benefactors, friends, or development board members could host these functions designed to profile the libraries to potential benefactors.

7. Corporate and Foundation Proposals. The corporate and foundations relations office of a university should be charged with the responsibility of profiling the libraries, whenever possible, in major corporate proposals.

8. Endowment Fund Guidelines. Guidelines for endowed chairs, professorships, fellowships, and scholarships in colleges and universities could include a component for the libraries. Many times, guidelines that establish these endowment funds give flexibility to the use of the funds for particular purposes supporting the endowed program. A component in the guidelines that supports the libraries would be entirely in order as professorships and chairs tend to add a degree of increased library costs to the university.

9. Nonalumni Parents as a Constituency. Parents who are not alumni but whose children attend the institution can often be viewed as an excellent constituency for the libraries. This is a defined group that definitely should be solicited for annual giving, and many times non-alumni parents do not have a defined area of interest to support. The libraries would provide an academic unit as a focus for their involvement.

DISCUSSION

The problem of not having a ready-made constituency for fund-raising appeals is a serious one for libraries. Colleges with alumni have, at least, a place to start. While librarians claim with some justification that all alumni should be approachable because almost all used the libraries during their university life, many universities have not agreed with that approach. In decentralized models, the power of the colleges over their lists is all but absolute. Even in centralized situations, the central office may be reluctant to annoy powerful college and school deans. Although the university librarian may be a dean, the position does not usually have power equivalent to that of the heads of the larger colleges.

However, the need for additional funding for the libraries is acute, and librarians have developed strategies to compensate for their lack of a defined constituency. Three strategies identified through this survey are (1) checkoff on the annual appeal for all alumni, (2) the development of a Friends group, and (3) the establishment of partnerships for appeals with the colleges. Table 5 indicates which CIC institutions are employing which strategy.

<table>
<thead>
<tr>
<th>TABLE 5</th>
<th>STRATEGIES USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Checkoff</td>
</tr>
<tr>
<td>Chicago</td>
<td>No</td>
</tr>
<tr>
<td>Illinois</td>
<td>Yes</td>
</tr>
<tr>
<td>Indiana</td>
<td>Some</td>
</tr>
<tr>
<td>Iowa</td>
<td>Some</td>
</tr>
<tr>
<td>Michigan</td>
<td>No</td>
</tr>
<tr>
<td>Michigan State</td>
<td>No</td>
</tr>
<tr>
<td>Minnesota</td>
<td>No</td>
</tr>
<tr>
<td>Northwestern</td>
<td>No</td>
</tr>
<tr>
<td>Ohio State</td>
<td>No</td>
</tr>
<tr>
<td>Penn State</td>
<td>Yes</td>
</tr>
<tr>
<td>Purdue</td>
<td>Yes</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>Some</td>
</tr>
</tbody>
</table>

Checkoff

Having the libraries as a checkoff on the annual appeal is clearly a big advantage. In the long process of cultivating major gift donors, this box can give an early indication that the prospect might
be more interested in the libraries than in the college. Because development experience indicates that donors' preferences are not always predictable, giving them an opportunity to move away from the most obvious choice is an important technique for maximizing return. Because libraries have always been recognized as the heart of an institution, they have been relatively free of opponents. Thus, they provide a safe alternative for an alumnus who may be particularly interested in books, computers, and information, or who may have had a particularly good experience in the libraries or, in one alternative, a poor experience in a college. Students use libraries heavily; thus, the alumnus who wants to help the students may find this an appropriate gift. Survey results reflected that some campuses have the libraries as a checkoff for the whole database while others allow each college to create its own appeal card. Some colleges add the libraries.

**Friends**

Friends groups are the single most popular support mechanism for libraries development. The only two CIC institutions without at least one active Friends group are Purdue and Penn State (which has a Development Board.) In an October 1992 conversation, Paul Mosher reconfirmed his opinions about the importance of Friends groups. He still believes, as he stated in his 1980 article, that an active Friends group is the best remedy for the lack of an established constituency.¹¹

The late Hugh Atkinson, a library leader of enormous influence, began the Friends group at Illinois in 1972. He saw that state support would not be adequate to meet library needs in the decades to come and in 1977 moved into a more active development program. Joan Hood, the director of development and public affairs, believes that Atkinson’s vision and early entry into the libraries development field are the cornerstones of their program’s success. She and Ohio State development officer Linda Bowers are the founders of the DORAL group.

Friends groups have often identified themselves as persons interested in books and sometimes particularly in rare and beautiful books. Many libraries are becoming more focused on the delivery of electronic information. Thus, while the book is clearly here to stay, innovations and new services will probably be electronic. Helping Friends to appreciate the new information technologies will be a major public relations endeavor.

Like alumni groups, Friends groups are relatively inexpensive to join, usually have a newsletter as a primary public relations piece, and often raise money through special events, such as book sales, lectures, and exhibitions. Sometimes a Friends board will function as a development council, but more frequently the Friends board will be composed of active Friends members rather than potential major donors. Running a Friends group takes a great deal of staff time.

**Partnerships**

Partnerships with the colleges for fundraising endeavors are most worthwhile. At large universities, the libraries will often have a branch which may be the focus for a partnership effort. Books, equipment and furnishings, and even buildings themselves can provide appropriate focuses for joint college-library efforts.

Partnerships with head coaches have also been helpful. The Paterno Libraries Endowment, which involved head football coach Joe Paterno and his wife, Sue, was a successful part of the Campaign for Penn State. Through it, alumni and university friends were invited to give to an endowment whose earnings are used to pay for library materials. The Paterno endowment continues to attract regular attention as a part of the annual giving appeal. Mrs. Paterno serves on the libraries’ development board. Indiana University Libraries has benefited from an association with Bobby Knight, whose fiftieth birthday became a roast with proceeds to the libraries. The University of Chicago’s library development officer admitted to an active envy for these relationships with star athletics coaches.
Libraries do have difficulties in identifying and cultivating a constituency. However, the libraries can compensate for the disadvantages of not having an established alumni base through a checkoff box on an annual appeal card, the establishment of a Friends group, and the cultivation of partnerships with colleges. The university’s administration is ultimately responsible for the fiscal well-being of the libraries and should make policies that will encourage an active development program.

REFERENCES AND NOTES


STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION

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EXTENT AND NATURE OF CIRCULATION

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INTERNATIONAL CENTER FOR ECONOMIC GROWTH
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In recent years academic librarians have shown increasing concern over how their teaching faculty colleagues perceive their role in the university community. Four surveys conducted on university and college campuses since the 1980s have identified attitudes held by teaching faculty. A survey conducted at Memphis State University (MSU) in the spring and fall of 1990 repeated earlier survey questions and added original questions evaluating the MSU Libraries' adequacy, librarians' service, and the library collection. The Memphis State survey supplements previous findings highlighting similarities and differences in teaching faculty's perceptions and suggesting strategies to promote better understanding of academic librarians' roles.

Many recent studies focus on the public's perception of librarians. Academic librarians show increasing concern over how they are perceived by their faculty colleagues. Several constant factors affect the relationship between librarians and teaching faculty. They include the number of academic librarians, the strength or weakness of the collection, and the size of the institution, the faculty, the student body, and the library facility. Currently, diminishing financial resources strain this relationship even further. As early as 1968, Florence Holbrook cited Robert Leigh's observation that much of the librarian's unfavorable image can be ascribed to the fact that the nonprofessional library worker is more visible, and subsequently, patrons cannot determine who is a librarian and who is not. Faculty cannot easily distinguish between librarians and support staff. Robert Blackburn noted that teaching faculty and librarians clash because of the roles they play, competing ends, and character differences. In 1969 Maurice Marchant traced conflict between teaching faculty and librarians to anything that diminished faculty's control over students. In 1981 Mary Biggs cited several sources of conflict between teaching faculty and
According to Biggs, teaching faculty and academic librarians have conflicting views over how the library should be managed. They differ in opinion about who should control book selection. Because few librarians hold doctoral degrees, teaching faculty see this difference in minimal intellectual achievement reflected in librarians' lower publication rates, which makes librarians in their opinion less qualified to control book selection. Also, teaching faculty unfairly judge librarians when they fail to purchase necessary book materials with scant funds. 4

Faculty cannot easily distinguish between librarians and support staff.

Rebecca Kellogg observes that administrators do not think about librarians; they think about libraries. 5 John Lanning characterizes teaching faculty-librarian relations as distant, ineffective, and driven by frustration. 6 According to Lanning, faculty consider librarians only in a service role and dwell on the frustration of not having journals and monographs they wish for their research and teaching projects. Consequently, a frustrated faculty member does not solicit librarians' experience and expertise; a close working relationship between teaching faculty and librarians may be impossible to achieve.

Lanning suggested several ways to improve the teaching faculty-academic librarian relationship: 1) an increase of dialogue between faculty and librarians, 2) an increased knowledge by librarians of skills required by departmental accrediting agencies, 3) serving on curriculum committees, 4) working in tandem with university departments seeking new approaches to common problems of limited resources and heavy workloads, and 5) librarians and teaching faculty teaching courses in information literacy. 7

Anne Commerton extolls library instruction as a means of building a partnership with teaching faculty and suggested that librarians attend faculty meetings and informal functions and be a part of the academic procession at graduation. 8 Jinnie Y. Davis and Stella Bentley advised that librarians become involved in the teaching process by lecturing to individual classes and by obtaining membership in committees outside the library. 9

PURPOSE AND JUSTIFICATION FOR THIS STUDY

If teaching faculty have mistaken impressions of academic librarians, librarians must strive to identify these misconceptions in order to change them. This survey of teaching faculty's perceptions of academic librarians conducted at Memphis State University attempts to determine whether teaching faculty there shares the same attitudes as their teaching faculty colleagues at universities and colleges previously surveyed.

Librarians at Memphis State follow many of the policies recommended by librarians cited above to promote better librarian-teaching faculty relations. Memphis State librarians teach courses in bibliographic instruction, serve on university committees, including the faculty senate, and participate in the academic procession at commencement. Several librarians teach in other university departments: English, foreign languages, education, sociology, and music. Data collected at Memphis State when compared with data collected in prior surveys reveal similarities and differences in teaching faculty's perceptions and misconceptions of academic librarians that might suggest strategies for change that would foster better librarian-teaching faculty relations everywhere.

THE LITERATURE

Since the early 1980s several studies have examined teaching faculty's perceptions of academic librarians on college and university campuses. M. Cathy Cook in 1981 surveyed teaching faculty at Southern Illinois University, Carbondale, and concluded that an overwhelming majority of faculty believed that service was the most important function
of librarians and were unaware of the amount of instruction given to students to help them more effectively use the library.  

John Budd and Patricia Coutant’s 1981 study at Southwestern Louisiana University, where—like their colleagues at Southern Illinois University, Carbondale—librarians also have faculty status, reveals that the faculties of the Colleges of Education and of Humanities view librarians’ contributions as more substantial than do faculty in the Colleges of Business and Technology.  

A survey conducted at the University of Manitoba by Gaby Divay, Ada M. Ducas, and Nicole Michaud-Oystryk, which questioned 1,095 faculty and produced 633 usable responses, reveals that although students are referred to librarians at a high rate and faculty valued librarians’ teaching assistance, faculty do not view librarians as major contributors to the educational process. Very few faculty consider librarians to be their academic equals and see them mainly in their service role. The vast majority of faculty consider librarians to be professionals, but not academics. These researchers detected widespread confusion as to who among library personnel were the trained staff and who were their professionally educated colleagues. Thus, the supervisory employee in charge of interlibrary loan or behind the circulation desk may or may not have been a librarian. The authors conclude, “As long as the faculty are themselves ill-informed about [who is a librarian], they cannot be expected to appreciate the librarians’ contribution as fully as would be desirable.”  

A recent survey of faculty perceptions of librarians conducted at Albion College in Albion, Michigan, by Larry R. Oberg, Mary Kay Schleiter, and Michael Van Houten used many of the same questions of the Cook and the Divay, Ducas, and Michaud-Oystryk surveys. Results show that teaching faculty neither view librarians as academic equals nor consider them as central to the teaching and research mission of the college. The authors acknowledged that faculty still focus on the most visible operations of the library, that is, functions not indicative of the academic nature of librarians’ work. The authors conclude that “librarians must make the invisible visible. They must settle upon their role, perform it consistently, and communicate it unambiguously. When they do, their unique services and abilities will come to be understood and valued by their communities.”  

MEMPHIS STATE UNIVERSITY  

Memphis State University was founded in 1912 as a teachers’ training college. Memphis State Libraries serve approximately 20,578 students and 880 full-time teaching faculty members which include 105 instructors, 271 assistant professors, 229 associate professors, and 275 professors. The main library includes five other branches: Chemistry, Engineering, Math, Music, and Speech and Hearing. The library collection contains approximately 1,000,000 volumes. Memphis State library staff includes 28 full-time professional librarians, 82 classified staff, and 1 temporary, classified staff person. Librarian refers to all library faculty holding at least the terminal master’s degree in library science. Since 1970, librarians at Memphis State have had faculty rank and are tenured or tenure-track. A second master’s in a subject field is required for promotion and tenure.  

METHODOLOGY  

The survey instrument used included twenty-three questions, most of them taken from the Cook, Divay, Ducas, and Michaud-Oystryk and the Oberg, Schleiter, and Van Houten surveys. The survey instrument also included original questions evaluating the Memphis State Libraries’ collection and library service as compared to other libraries used by survey respondents. The questionnaire was distributed in the fall of 1990 to all teaching faculty. A cover letter stated that all results would be reported in aggregate format and that respondents’ confidentiality would be respected. All 880 full-time teaching faculty were
asked to respond. Finally, 395 surveys were returned with 393 of them usable, yielding a response rate of 45 percent.

Three hundred eighty-five of the respondents declared a rank and a departmental affiliation. Of these respondents, 43 percent were from the College of Arts and Sciences, 17 percent from the College of Education, 14 percent from the Fogelman School of Business, 12 percent from the College of Communication, 8 percent from the College of Engineering, 2 percent from the School of Nursing, 2 percent from the Department of Audiology, and 1 percent each from the School of Law and School of Military Science. The remaining surveys came from faculty in special programs who did not state an affiliation. Among the respondents, 32 percent were full professors, 28 percent were associate professors, 30 percent assistant professors, and 10 percent were instructors. (See table 1.)

As in the Oberg, Schleiter, Van Houten study, three prominent groups of individuals whose professional status might have influenced their perceptions of Memphis State librarians were distinguishable. The first group, based on rank, was composed of professors, associate professors, assistant professors, and instructors. The second group was composed of faculty who characterized themselves as teaching oriented (17 percent), research oriented (42 percent), and equally teaching and research oriented (41 percent). The third group was comprised of frequent users, faculty who used the library on a daily or weekly basis (62 percent), and infrequent users who used the library monthly, or less frequently (38 percent). Of the frequent users, 39 percent were professors, 21 percent were associate professors, 29 percent were assistant professors, and 11 percent were instructors. Of the infrequent users 35 percent were professors, 21 percent were associate professors, 31 percent were assistant professors, and 13 percent were instructors.

SURVEY RESULTS

Teaching faculty value librarians’ service at Memphis State, but not as highly as faculty at other institutions value the services offered by their librarians. Only 47 percent of the Memphis State teaching faculty respondents found librarians useful or very useful in keeping them informed of changes in the library. (See table 2.) Only 24 percent found librarians useful or very useful in keeping them informed of new publications in their discipline, and only 50 percent found librarians useful or very useful in assisting them in their teaching activities. These percentages compare unfavorably with percentages reported at smaller Albion College, which were 93 percent, 76 percent, and 74 percent respectively.16 At the University of Mani-

---

**TABLE 1**

RESPONDENTS TO SURVEY

<table>
<thead>
<tr>
<th>College</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Instructor</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts and Sciences</td>
<td>52</td>
<td>45</td>
<td>49</td>
<td>20</td>
<td>166</td>
<td>43</td>
</tr>
<tr>
<td>College of Education</td>
<td>24</td>
<td>22</td>
<td>12</td>
<td>8</td>
<td>66</td>
<td>17</td>
</tr>
<tr>
<td>Fogelman Business School</td>
<td>19</td>
<td>13</td>
<td>17</td>
<td>4</td>
<td>53</td>
<td>14</td>
</tr>
<tr>
<td>College of Communication</td>
<td>14</td>
<td>16</td>
<td>14</td>
<td>2</td>
<td>46</td>
<td>12</td>
</tr>
<tr>
<td>Herff College of Engineering</td>
<td>10</td>
<td>7</td>
<td>11</td>
<td>2</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Department of Audiology</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>School of Law</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Military Science</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Grand total</td>
<td>385</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(8 undeclared)
Teaching Faculty Perceptions 73

TABLE 2

“HOW USEFUL ARE LIBRARIANS IN KEEPING YOU INFORMED ABOUT CHANGES IN THE LIBRARY, OF NEW PUBLICATIONS IN YOUR DISCIPLINE, IN ASSISTING WITH YOUR TEACHING ACTIVITIES?”

<table>
<thead>
<tr>
<th></th>
<th>Very Useful</th>
<th>Useful</th>
<th>Neutral</th>
<th>Of Little Use</th>
<th>Not Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Changes (N = 388)</td>
<td>50</td>
<td>12.9</td>
<td>132</td>
<td>34.0</td>
<td>89</td>
</tr>
<tr>
<td>Publications (N = 388)</td>
<td>31</td>
<td>8.0</td>
<td>61</td>
<td>15.8</td>
<td>85</td>
</tr>
<tr>
<td>Teaching Assistance (N = 385)</td>
<td>66</td>
<td>17.1</td>
<td>128</td>
<td>33.2</td>
<td>103</td>
</tr>
</tbody>
</table>

In contrast to Albion College, more teaching-oriented faculty than research-oriented faculty respondents find librarians very useful or useful in keeping them informed of new publications in their discipline (79 percent versus 30 percent). Slightly more (53 percent) of the teaching-oriented respondents find librarians more useful to their teaching activities than do the research-oriented respondents (50 percent). Albion College figures for these data are 74 percent and 54 percent. Obviously, at Memphis State teaching-oriented faculty do not find librarians to be much more useful in assisting with their teaching activities than research-oriented faculty. Of 372 respondents, teaching-research-oriented faculty consider librarians significantly less useful in informing them about changes in the library than teaching-oriented faculty. This is probably because teaching-research-oriented faculty may expect more information from librarians and may become frustrated when it is not forthcoming.

When the Scheffe significance test was applied to these three groups, a significant difference emerged between groups 1 and 3, or C in table 3. Of 369 respondents, Scheffe showed that research-oriented faculty find librarians to be significantly less effective in assisting with their teaching activities than teaching-oriented faculty, groups 1 and 2, A in table 3. Evidently, research-oriented faculty rely more on themselves in their teaching activities and may have a lower opinion of librarians’ ability to assist with their teaching activities.

At Memphis State, 44 percent of the respondents refer students to a librarian almost daily or several times a month. Another 33 percent refer students to a librarian about once a month or several times a year, and the rest (17 percent) almost never refer students to a librarian. Only the first figure compares favorably with the University of Manitoba, where the figures are 30 percent, 42 percent, and 20 percent respectively. As for librarians’ contributions to the education of their students, respondents at Memphis State (62 percent) believe that...
TABLE 3
PERCEPTIONS OF LIBRARIANS BASED ON FACULTY ORIENTATION

<table>
<thead>
<tr>
<th>How useful are librarians about library changes?</th>
<th>Teaching-Oriented (Group 1)</th>
<th>Teaching-Oriented (Group 2)</th>
<th>Teaching-Research Oriented (Group 3)</th>
<th>D.F.</th>
<th>F-Test</th>
<th>P</th>
<th>Scheffe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = very useful;</td>
<td>2.5</td>
<td>2.88</td>
<td>2.94</td>
<td>2.372</td>
<td>3.2848</td>
<td>.0385</td>
<td>C</td>
</tr>
<tr>
<td>5 = not useful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you refer students to a librarian?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = almost daily;</td>
<td>3.07</td>
<td>3.32</td>
<td>2.84</td>
<td>2.372</td>
<td>5.9</td>
<td>.0003</td>
<td>B</td>
</tr>
<tr>
<td>5 = almost never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much are librarians involved in the education of your students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = very substantially;</td>
<td>3.0</td>
<td>3.36</td>
<td>3.06</td>
<td>2.371</td>
<td>4.98</td>
<td>.0073</td>
<td>A, B</td>
</tr>
<tr>
<td>5 = none</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How important is the librarian’s public service role?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = high;</td>
<td>2.31</td>
<td>2.73</td>
<td>2.83</td>
<td>2.340</td>
<td>3.89</td>
<td>.0212</td>
<td>C</td>
</tr>
<tr>
<td>4 = low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How important is the librarian’s role in your research?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = very important;</td>
<td>2.27</td>
<td>2.20</td>
<td>2.16</td>
<td>2.372</td>
<td>.2559</td>
<td>.7743</td>
<td>groups</td>
</tr>
<tr>
<td>5 = unimportant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How useful are librarians in assisting with your teaching activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = very useful;</td>
<td>2.42</td>
<td>2.86</td>
<td>2.59</td>
<td>2.369</td>
<td>3.87</td>
<td>.0215</td>
<td>A</td>
</tr>
<tr>
<td>5 = not useful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scheffe significance between groups: A = Groups 1 and 2; B = Groups 2 and 3; and C = Groups 1 and 3

Librarians have some to very substantial involvement in the education of their students as compared with 63 percent of the faculty at the University of Manitoba. Of the Memphis State respondents, 38 percent believe that librarians have only some involvement in the education of their students as compared with 42 percent at the University of Manitoba. A disappointingly low 23 percent of Memphis State respondents believe that librarians have made more than some contribution to the education of their students, only a little better than the low 21 percent reported at the University of Manitoba. This reflects either low expectations of librarians by teaching faculty or a misunderstanding of their abilities and responsibilities as noted by the authors of the University of Manitoba survey.18 Teaching faculty may have low expectations of librarians because many librarians are not educated in the faculty’s particular disciplines and teaching faculty may not expect librarians to be very knowledgeable in these disciplines.

Assistant professors refer students to a librarian significantly less frequently than professors, group 1, and associate professors, group 2 (Scheffe test B, D). This phenomenon possibly might be attributed to assistant professors’ lack of confidence in librarians’ abilities due to a shorter time at the institution and in the profession, and less long-term, personal contact with librarians than their faculty colleagues in the upper ranks. Research-oriented respondents refer students to a librarian significantly less often than teaching-research-oriented respondents (see table 3). Research-oriented respondents also find librarians to be significantly less involved in the education of their students than either teaching-oriented or teaching-research-oriented respondents, groups 1 and 2 and groups...
TABLE 4
PERCEPTIONS OF LIBRARIANS BASED ON FACULTY RANK

<table>
<thead>
<tr>
<th>Does the library fulfill your needs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = always;</td>
</tr>
<tr>
<td>4 = rarely</td>
</tr>
<tr>
<td>Mean Scores</td>
</tr>
<tr>
<td>Professor (Group 1)</td>
</tr>
<tr>
<td>Associate Professor (Group 2)</td>
</tr>
<tr>
<td>Mean Scores</td>
</tr>
<tr>
<td>Assistant Professor (Group 3)</td>
</tr>
<tr>
<td>Instructor (Group 4)</td>
</tr>
<tr>
<td>D.F. F-Test P</td>
</tr>
<tr>
<td>Scheffe</td>
</tr>
<tr>
<td>2.17 2.31 2.39 2.2 3.383 2.9 .0031 A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How does the collection rate comparatively?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = superior;</td>
</tr>
<tr>
<td>4 = poor</td>
</tr>
<tr>
<td>Mean Scores</td>
</tr>
<tr>
<td>Professor (Group 1)</td>
</tr>
<tr>
<td>Associate Professor (Group 2)</td>
</tr>
<tr>
<td>Mean Scores</td>
</tr>
<tr>
<td>Assistant Professor (Group 3)</td>
</tr>
<tr>
<td>Instructor (Group 4)</td>
</tr>
<tr>
<td>D.F. F-Test P</td>
</tr>
<tr>
<td>Scheffe</td>
</tr>
<tr>
<td>3.0 3.17 3.3 2.6 3.374 8.45 .0000 B, E, F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How does librarians' service rate comparatively?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = excellent;</td>
</tr>
<tr>
<td>4 = poor</td>
</tr>
<tr>
<td>Mean Scores</td>
</tr>
<tr>
<td>Professor (Group 1)</td>
</tr>
<tr>
<td>Associate Professor (Group 2)</td>
</tr>
<tr>
<td>Mean Scores</td>
</tr>
<tr>
<td>Assistant Professor (Group 3)</td>
</tr>
<tr>
<td>Instructor (Group 4)</td>
</tr>
<tr>
<td>D.F. F-Test P</td>
</tr>
<tr>
<td>Scheffe</td>
</tr>
<tr>
<td>2.21 2.44 2.5 2.22 3.368 2.69 .0460 A, B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How useful are librarians about library changes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = very useful;</td>
</tr>
<tr>
<td>5 = not useful;</td>
</tr>
<tr>
<td>Mean Scores</td>
</tr>
<tr>
<td>Professor (Group 1)</td>
</tr>
<tr>
<td>Associate Professor (Group 2)</td>
</tr>
<tr>
<td>Mean Scores</td>
</tr>
<tr>
<td>Assistant Professor (Group 3)</td>
</tr>
<tr>
<td>Instructor (Group 4)</td>
</tr>
<tr>
<td>D.F. F-Test P</td>
</tr>
<tr>
<td>Scheffe</td>
</tr>
<tr>
<td>3.47 3.26 3.73 3.62 3.381 2.72 .0437 D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How useful are librarians about new publications?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = very useful;</td>
</tr>
<tr>
<td>5 = not useful;</td>
</tr>
<tr>
<td>Mean Scores</td>
</tr>
<tr>
<td>Professor (Group 1)</td>
</tr>
<tr>
<td>Associate Professor (Group 2)</td>
</tr>
<tr>
<td>Mean Scores</td>
</tr>
<tr>
<td>Assistant Professor (Group 3)</td>
</tr>
<tr>
<td>Instructor (Group 4)</td>
</tr>
<tr>
<td>D.F. F-Test P</td>
</tr>
<tr>
<td>Scheffe</td>
</tr>
<tr>
<td>2.87 2.91 3.38 3.4 3.380 5.04 .0019 B, D</td>
</tr>
</tbody>
</table>

Scheffe significance between groups: A = Groups 1 and 2; B = Groups 1 and 3; C = Groups 1 and 4; D = Groups 2 and 3; and E = Groups 2 and 4

2 and 3. Research-oriented faculty probably believe that they are more capable than librarians of educating their students and they rely less on librarians for assistance in their teaching activities than do their teaching-oriented colleagues. As for frequent-infrequent users, frequent users referred students to a librarian significantly more often than infrequent users. It may be that frequent users have more confidence in librarians' abilities than do infrequent users, who may be more apathetic about library service and librarians (see tables 4, 5a, and 5b).

In a series of original questions, respondents were asked to rate the adequacy of Memphis State libraries and service offered by Memphis State librarians as compared with service at academic libraries they had used in the past. Only 5 percent believe that the library always fulfills their needs. Sixty-six percent answered that the library service meets their needs most of the time, 26 percent indicate sometimes, and only 3 percent answered that service rarely meets their requirements. Concerning librarians' service, a little over half of the respondents rate it as excellent or above average (19 percent and 36 percent respectively). Thirty-six percent rate service as good and only 9 percent think it is poor. Significant differences emerge between respondents holding different faculty ranks. Professors rate library adequacy significantly higher than either assistant professors or associate professors. The latter two groups rank library service significantly lower than professors (see table 4). It could be that lower ranks are working for tenure and promotion and are more productive. Thus, they have higher expectations of librarians' service than do professors, and are more inclined to be disappointed when their needs are not met immediately. Faculty employed longest at Memphis State find librarians' service better
TABLE 5 A
PERCEPTIONS OF LIBRARIANS BASED ON FREQUENCY OF USE

<table>
<thead>
<tr>
<th></th>
<th>Mean Scores</th>
<th>D.F.</th>
<th>T-Test</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you refer students to a librarian?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = almost daily;</td>
<td>2.89</td>
<td>3.38</td>
<td>386</td>
<td>-3.85</td>
</tr>
<tr>
<td>5 = almost never</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much are librarians involved in the education of your students?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = very substantially;</td>
<td>3.09</td>
<td>3.3</td>
<td>383</td>
<td>-2.03</td>
</tr>
<tr>
<td>5 = none</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What should librarians' role be in book selection?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 = no control;</td>
<td>11.74</td>
<td>12.63</td>
<td>386</td>
<td>-2.89</td>
</tr>
<tr>
<td>25 = total control</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How important is the librarian in your research?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = very important;</td>
<td>2.02</td>
<td>2.48</td>
<td>385</td>
<td>-4.21</td>
</tr>
<tr>
<td>5 = unimportant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many MSU librarians do you know by name?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 to 28</td>
<td>2.98</td>
<td>1.66</td>
<td>378.52</td>
<td>7.01</td>
</tr>
</tbody>
</table>

TABLE 5 B
PERCEPTIONS OF LIBRARIANS BASED ON FREQUENCY OF USE

<table>
<thead>
<tr>
<th></th>
<th>Mean Scores</th>
<th>D.F.</th>
<th>T-Test</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement with librarians in reference assistance?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequent Users</td>
<td>90.9</td>
<td>84.7</td>
<td>391</td>
<td>1.786</td>
</tr>
<tr>
<td>% yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infrequent Users</td>
<td>44.9</td>
<td>34.0</td>
<td>391</td>
<td>2.173</td>
</tr>
<tr>
<td>Involvement with librarians in collection development?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequent Users</td>
<td>28.4</td>
<td>18.0</td>
<td>391</td>
<td>3.01</td>
</tr>
<tr>
<td>% yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infrequent Users</td>
<td>13.6</td>
<td>4.0</td>
<td>391</td>
<td>3.53</td>
</tr>
<tr>
<td>Involvement with librarians in library instruction and orientation?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequent Users</td>
<td>15.2</td>
<td>8.9</td>
<td>391</td>
<td>2.25</td>
</tr>
<tr>
<td>% yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infrequent Users</td>
<td>7.0</td>
<td>1.5</td>
<td>391</td>
<td>3.031</td>
</tr>
</tbody>
</table>

than faculty employed for less time. Faculty serving for less than five years and those serving between five and ten years find librarians' service significantly less adequate than faculty serving for more than fifteen years. Such figures may indicate that as teaching faculty use the library over the years and become better acquainted with librarians, they may perceive that librarians' service improves. Also, longer-term faculty's needs change as they teach and develop their courses, and consequently, they may rely less on librarians' service than the lower ranks (see table 6).

ROLE

Many of the duties formerly performed by librarians, including cataloging duties, interlibrary loan, circulation, and reserve book tasks, are being performed today by paraprofessionals. Standard reference questions are also being answered by paraprofessionals, leaving reference librarians free to do consultations, computerized database
TABLE 6
PERCEPTIONS OF LIBRARIANS BASED ON YEARS ON FACULTY

<table>
<thead>
<tr>
<th>Years (Group 1)</th>
<th>Mean Scores</th>
<th>5-10 Years (Group 2)</th>
<th>5-15 Years (Group 3)</th>
<th>+15 Years (Group 4)</th>
<th>D.F.</th>
<th>F-Test</th>
<th>P</th>
<th>Schéffe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the library fulfill your needs?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = always; 4 = rarely</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.36</td>
<td>2.39</td>
<td>2.27</td>
<td>2.10</td>
<td>3,385</td>
<td>5.48</td>
<td>.0011</td>
<td>C, E</td>
<td></td>
</tr>
<tr>
<td>How does the library collection rate compared with libraries you have used?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = superior; 4 = poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.22</td>
<td>3.25</td>
<td>3.26</td>
<td>2.79</td>
<td>3,375</td>
<td>8.57</td>
<td>.0000</td>
<td>C, E, F</td>
<td></td>
</tr>
<tr>
<td>How does librarians' service rate compared with service elsewhere?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = excellent; 4 = poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.52</td>
<td>2.43</td>
<td>2.44</td>
<td>2.04</td>
<td>3,369</td>
<td>7.3</td>
<td>.0001</td>
<td>C, E</td>
<td></td>
</tr>
</tbody>
</table>

Scheffé significance between groups: A = Groups 1 and 2; B = Groups 1 and 3; C = Groups 1 and 4; D = Groups 2 and 3; E = Groups 2 and 4; and F = Groups 3 and 4.

searching, and library instruction. As noted by Oberg, Schleiter, and Van Houten, these changes in the workflow have not been communicated effectively to faculty. This lack of communication contributes to misconceptions about the role of librarians and support staff. Thus, as Divay, Ducas, and Michaud-Ostryk observe, faculty may not distinguish between support staff and the professionally educated librarian. Faculty may assume that a person in charge of a particular area has professional status and may not recognize the professional standing of a librarian performing “invisible” activities such as collection development or cataloging.

When asked whether librarians should conduct research, 71 percent of the respondents thought that librarians should conduct some kind of research.

Memphis State respondents, when asked to rate librarians’ roles on a scale of 1 to 4, highest to lowest priority, give highest priority to university service (57 percent), followed by research (40 percent), public service (19 percent), teaching (16 percent), management (15 percent), and administration (8 percent). At the University of Illinois, Carbondale, M. Cathy Cook finds that 85 percent of faculty perceive the duties of librarians to be primarily university service, followed by research at 8 percent, teaching at 5 percent, and library organization and management at 2 percent.

In contrast to Albion College statistics, teaching-oriented respondents at Memphis State rate teaching as a higher priority for librarians (51 percent) than research-oriented (44 percent) or teaching-research-oriented respondents (44 percent). A significantly higher portion of teaching-research-oriented faculty see public service as a higher priority for librarians than teaching-oriented faculty (see table 3). Like the Albion College statistics, however, frequent library users (53 percent) are more likely to assign teaching a high or higher priority than infrequent library users (38 percent). Infrequent users may have lower expectations of librarians and may not expect them to teach.

When asked whether librarians should conduct research, 71 percent of the respondents believe that librarians should conduct some kind of research. This compares with the Albion College study where 85 percent of the respondents state that librarians should conduct research. Very few faculty respondents (15, or 4 percent),
believe that librarians should conduct no research. Only 13 percent believe that librarians should conduct research on practical and scholarly topics. Nineteen percent believe that librarians should focus research on practical topics, and 12 percent, scholarly topics. Only one faculty member believes that librarians should conduct research in other disciplines.

When faculty were asked about the importance of librarians’ assistance in faculty research, 70 percent of the respondents replied that librarians were important or very important to their research. Only 14 percent claim that librarians are of little importance or unimportant, while 10 percent are neutral. This compares favorably with Albion College where 64 percent of the respondents find librarians very important or important to the conduct of their research. By rank, 70 percent of the professors responding found librarians important or very important to their research. Seventy-five percent of the associate professors rely on librarians while 63 percent of the assistant professors affirm the importance of librarians to their research. Only 65 percent of the instructors report that librarians provide significant research assistance.

BOOK SELECTION AND THE MEMPHIS STATE COLLECTION

After one-third of the annual book budget at Memphis State has been allocated to the library departments, the remaining two-thirds are distributed to other university units based on an allocation formula. The associate director of libraries informs each college dean of funds allocated after final approval of the budget. Then, requests are submitted to Acquisitions by faculty liaisons for each college or department. In a year of budgetary constraint such as 1991–92, each department was allocated only $3,500.

Most faculty at Memphis State seemed aware that book funds came from the library budget, and many knew that an allocation formula was applied to determine the amount that each department received for book purchases. The authors of the Albion College survey article claim that until two years prior to the survey, many faculty were unaware that monies for book purchases came from library accounts and that librarians had control over book selection. Consequently, when asked about book selection, 94 percent of the Albion College faculty when asked stated that teaching faculty should have responsibility for selecting course-related books, and 95 percent wanted to retain teaching faculty control over selection of books related to the respondents’ research. Such high percentages, according to the survey authors, reflect faculty’s recent realization of the fact that librarians control book selection in times of limited expenditure.

At Memphis State, 69 percent of the teaching faculty respondents claim primary or share responsibility with librarians for selecting reference books.

At Memphis State, 69 percent of the teaching faculty respondents claim primary or shared responsibility with librarians for selecting reference books. Faculty respondents also believe that librarians should have primary or equal responsibility for the selection of general interest books (95 percent). Of the respondents, 65 percent said that librarians and teaching faculty should have primary and shared responsibility for book selection on interdisciplinary subjects. At Memphis State, fewer teaching faculty respondents (76 percent compared to 94 percent at Albion College) state that they should control book selection on course-related subjects. At Memphis State, fewer teaching faculty respondents (76 percent compared to 94 percent at Albion College) state that they should control book selection on course-related subjects. Only 9 percent want to share this responsibility with librarians. No significant differences emerge based on rank or faculty orientation. Significant differences were reported, however, between frequent and infrequent users, with infrequent users allowing librarians a greater responsibility for book control than frequent users. This is obviously a service that infrequent users expect automatically (see tables 5a and 5b).
This survey corroborates the findings of Jinnie Davis and Stella Bentley that newer faculty members rate the library collection as less adequate in their areas than their longer-serving faculty colleagues and that faculty having the most years of service are the most satisfied with the collection. At Memphis State, a significantly lower number of faculty respondents serving fewer than five years, between five and ten years, and between ten and fifteen years, found the collection poor. Faculty at MSU for more than fifteen years found it significantly better (see table 6).

As hypothesized by Davis and Bentley, faculty members with more years of service at a university may express greater satisfaction with the library's collection because they have participated in building the collection. Their attitude may also reflect a certain complacency toward the status quo. Among teaching faculty, professors with the highest rank rate the library collection significantly higher than their colleagues (see table 4), which may also reflect higher participation in collection building and lower use of the collection.

**ACADEMIC EQUALS**

Librarians at Memphis State have held faculty status since 1970 and the requirements for promotion and tenure are the same as those for teaching faculty. Prior studies have revealed that even when librarians have faculty status, teaching faculty do not consider them their academic equals. This survey reveals that 90 percent of the Memphis State respondents do not believe librarians to be their academic equals, as indicated in table 7.

<table>
<thead>
<tr>
<th>TABLE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>RANK OF LIBRARIANS BY FACULTY</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Academics equal with teaching faculty</td>
</tr>
<tr>
<td>Professionals</td>
</tr>
<tr>
<td>Semiprofessionals</td>
</tr>
<tr>
<td>Clerks</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

This was the lowest percentage in all surveys to date. However, 75 percent consider librarians professionals or semi-professionals (paraprofessionals). Budd and Coutant, in their survey at Southeastern Louisiana University, report that 38 percent of the faculty see librarians as their academic equals, 60 percent as professionals, and 20 percent as semi- or paraprofessionals. More librarians are viewed as semi- or paraprofessionals at Memphis State than at SLU.

In order to achieve more recognition in the university, academic librarians need to increase their visibility in print by publishing more extensively in library and other professional journals.

Memphis State figures are similar to Albion College statistics in the second category (29 percent, 68 percent, 2 percent) and Southern Illinois at Carbondale (28 percent, 65 percent, 7 percent), but differ from the three categories specified by the University of Manitoba survey, which include academics (15 percent), professionals (85 percent), and nonprofessionals (18 percent). Fewer faculty respondents at Memphis State rate librarians as their academic equals than at the University of Manitoba, where 15 percent of the faculty view them as academic equals, or at Albion College, where 29 percent hold such a view. Neither Albion nor University of Manitoba grants librarians faculty rank. Only one of the Memphis State faculty respondents classified librarians as clerks, and a surprising 14 percent identified them as "other."

Of the publication-oriented faculty, only 7 percent see librarians as their equals; however, 68 percent consider them as professionals. Only 3 percent of the teaching-oriented faculty see librarians as their academic equals, while 60 percent accept them as professionals. Of the frequent library users responding, 13 percent rate librarians as academics and 64 percent as professionals. Seven percent of the infrequent users classified librarians
as academics; 65 percent of the occasional users called them professionals. Percentages of teaching-oriented and research-oriented faculty are so close that this factor does not appear to influence how faculty view librarians, unlike the situation at smaller Albion College.

CONTACTS

There is less contact between librarians and teaching faculty at Memphis State both in and out of the university setting than at any institution previously surveyed. Obviously greater contact is possible at a small college like Albion. At Memphis State, no teaching faculty respondent knew more than nine of the twenty-eight librarians by name, and only 2 percent knew as many as nine. On the average, infrequent users knew one librarian (see table 5a).

Inside the library, the greatest contact between librarians and faculty is in reference assistance (69 percent) followed by computerized literature searching (60 percent), collection development (41 percent), library instruction and orientation (24 percent), and library policy issues (10 percent). These figures resemble the University of Manitoba survey, of which 90 percent of the respondents had contact with librarians in reference assistance and 51 percent in computerized literature searching. Collection development contact at the University of Manitoba is 47 percent. Albion College's 71 percent contact might be explained by the smaller number of teaching faculty and librarians and by the college's collection assessment and faculty liaison program.

By rank, responding professors at Memphis State report significantly greater contact in computerized literature searching (22 percent) than other groups, while assistant professors (14 percent) have significantly less. In library instruction and orientation, instructors have significantly more contact (49 percent) than other groups. No significant differences emerge by rank in contacts outside the library.

At MSU, respondents characterizing their research as teaching-oriented have had significantly fewer contacts in collection development than the publication-oriented faculty (23 percent versus 42 percent). Research-oriented respondents have had significantly fewer contacts in library instruction and orientation than have teaching-oriented faculty (15 percent versus 33 percent). Publication-oriented respondents report a significantly lower level of contact (6 percent) in faculty and departmental meetings. Faculty describing themselves as both teaching-and-research-oriented acknowledge a significantly higher level of contact with librarians in university social functions (22 percent) than research-oriented faculty, who report a significantly lower level (11 percent).

Outside the library, figures were lower at MSU than at Albion College, where a greater number of contacts occur in faculty and departmental meetings (71 percent). Figures at Memphis State are lower in all areas. The greatest number of contacts occurs in what the survey terms "other" (29 percent), followed by faculty and university committee meetings (26 percent), university social functions (16 percent), and private social functions (12 percent). Unlike Albion College, the fewest number of contacts occurred at faculty and departmental meetings (11 percent versus 71 percent). The University of Manitoba reports that 51 percent of the faculty had contact with librarians at faculty and departmental meetings. Figures at Memphis State show a lower level of contact at university social functions (16 percent) than the 47 percent reported at the University of Manitoba and the 69 percent reported at Albion College. The only significant difference between frequent and infrequent users outside the library occurs in private social functions with frequent users reporting a significantly higher level of contact than infrequent users (see table 5b). Such dramatically lower figures in contacts between librarians and teaching faculty might explain the many misconceptions of librarians on the part of teaching faculty at Memphis State. For example, one survey respondent complained about the erroneous
classification of journals at Memphis State, although Memphis State Libraries does not classify its journals.

CONCLUSION

Many of the findings of the Memphis State survey corroborate those of the earlier surveys, although figures are lower in most areas, especially in librarian-teaching faculty contacts. This might indicate a greater degree of apathy toward the library and librarians than occurs elsewhere. Teaching faculty do not perceive librarians as academics, even though the librarians have faculty status, but value the services librarians provide. It may be that a high percentage of teaching faculty do not believe that librarians should have faculty status. They believe that librarians' highest function should be university service, the lowest, administration. While they do not disapprove of librarians selecting books, like faculty at other institutions, they believe that teaching faculty should have primary responsibility for most book selection on interdisciplinary subjects. If teaching faculty have little contact with librarians inside or outside the university, one may ask how they can understand and appreciate librarians' contributions to the academic community.

One way to achieve more recognition in the university would be for academic librarians to increase their visibility by publishing more extensively in library and other professional journals. Another way is to become more active in the classroom by teaching courses in many academic disciplines. Librarians must also strive for more university service by participating in university committees with their teaching-faculty colleagues. In so doing they can increase contacts with peers, and thereby better define their academic roles. They must extend public service to the community with presentations and lectures.

In sum, librarians must work toward marketing their skills while promoting the teaching and research mission of the university. Only when they make the invisible visible will academic librarians be regarded as peers by their teaching-faculty colleagues.

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Book Reviews


The computer-aided analysis of text, an area of the humanities that is by no means new and that has, in fact, seen several decades of activity, is now experiencing a new surge of interest among scholars. The Text Encoding Initiative promises to provide all areas of textual study with thorough and practical guidelines for the electronic encoding of text; scholarly publishers such as Chadwyck-Healey and Oxford University Press have embarked on substantial electronic text publishing projects; prominent scholars in editorial theory have held out great hope for a reconceiving of the "Edition" through electronic texts; and in many places around the United States and Canada we see the introduction and growth of electronic text centers in libraries. At a time when interest in these matters is growing rapidly in both the mainstream of many academic disciplines and in libraries, there is a compelling need for books that bring together a body of thought that touches on a broad spectrum of issues. Rosanne Potter's Literary Computing and Literary Criticism (1989) is one such work and serves admirably to bring the researcher or librarian into contact with a variety of literary and computational perspectives.

The Digital Word, edited by George Landow and Paul Delany, is a welcome addition, as it likewise speaks to a broad audience about issues and ideas related to the computerization of text. Like Potter's work, it is a collection of essays, many of which have been previously published. That one of the essays is more than six years old emphasizes the continuum of work and ideas that exists in this area. Still, there are many aspects of The Digital Word that are fundamentally unsatisfying.

Delany and Landow set out to show how a broadly conceived sense of textual computing is redefining the "traditional activities of humanities scholars." To that end, they offer essays that illustrate three facets of textual computing: it redefines the form of the traditional text; it produces a text with qualities unique to the electronic format; and it melds aspects of creation, transmission, and analysis. Exploring all of this in a single volume would seem to be a difficult task, and perhaps such ambitiousness is at the root of this work's problems. Reading it, one feels that the editors have not used the space of the book well; the selection of the essays lacks focus, making The Digital Word often seem disjointed, lurching from one essay to the next without apparent connection. One is left with an impression of very uneven quality, with a mixture of significant, intellectually challenging essays, functional though ordinary guides, obsolete and sometimes inaccurate assessments of the current state of the technology, and works better left out altogether.

Although this book makes significant contributions to issues of textual analysis, many other areas of text-based computing are barely treated, or treated in such a way that the book is already dated. The editors throw together such diverse computational and analytical areas as Internet-accessible catalogs, document retrieval, text management software, textual analysis, and critical editions, making it difficult to find one's way in a sea of irrelevant noise.

With all of that said, it may come as a surprise that this book is energetically
recommended. *The Digital Word* brings together some of the best thinking about textual analysis and the state of scholarly communication.

- There is probably no better statement on the relevance and conceptual foundations for descriptive markup schemes for textual computing than the essay by James H. Coombs, Allen H. Renear, and Steven J. DeRose. Its republication in this volume is certainly welcome and needed.

- Allen Renear and Geoffrey Bilder make an excellent contribution to current thinking on scholarly communication. Their discussion of both current and future use of the medium goes to the heart of the nature of the digital word in our increasingly networked world, making clear that most frequently the electronic medium is used for something other than scholarship or scholarly communication.

- Peter Robinson's essay on the critical edition will be an important point of reference for the growing number of discussions in this area. His argument brings together many of the ideas articulated in recent editorial theory and computer-aided analysis. The computer promises to offer to the critical edition the flexibility and, through the ways it documents its decisions, the credibility it may have previously lacked.

- Jeremy Clear offers an excellent report on the British National Corpus Project. His detailed description of the most important tool in the history of corpus linguistics will satisfy both the uninitiated and the more knowledgeable.

- Nancy Kaplan and Stuart Moulthrop are not the first scholars to have critiqued Marcia Peoples Halio, who suggests that the composition skills of students may be negatively influenced by their choice of an operating system, but they use their analysis as the foundation of a more interesting argument concerning the relationship between the way we perceive and the way we write.

- Jacques Virbel provides interesting insight into the development of the new Bibliothèque de France with his description of their scholar's workstation project, a project both visionary and functional. While criticisms of the workstation will abound, it is clear its designers worked with rather than in isolation from researchers in understanding issues of research in an electronic environment.

There is far more that is excellent in *The Digital Word* than there is that is bad. It is a shame, however, to have included those essays that are so disappointing, and that the editors did not use an organizing principle less ambitious and more coherent.—John Price-Wilkin, University of Virginia, Charlottesville, Virginia.


To paraphrase a cliché, inside this slender volume there is a book struggling to emerge. Perhaps it is more accurate to say that this is a book in embryo. Embryo, that is, as Groucho Marx defined it in a letter: “My plans are still in embryo. In case you’ve never been there, this is a small town on the outskirts of wishful thinking.”

The authors set out to examine “to what extent an information society has emerged, and whether the promises of the past 30 or more years have been met.” They also aim to explore the consequences of “informatization” on nations either newly industrialized or yet-to-be-industrialized. Both Dordick and Wang are experienced researchers and commentators on the social and cultural aspects of information technology applications. Following a brief review of the premises and assumptions, hopes and expectations expressed by the information society forecasters in the 1970s and 1980s, the authors describe three scales for measuring the informatization of a country. The infrastructure scale is measured by the density of telephone lines, television sets, newspaper circulation and the amount of data terminal equipment on public telephone and telex.
networks. The economic scale is computed by the percentage of information workers in a nation's work force, the contributions of the information sector to the GNP/GDP, and to productivity in the industrial sector. Finally, the social scale is seen as the rate of literacy and the percentage of a nation's school-age population attending tertiary schools. Data are assembled and analyzed for nineteen countries, which are stratified as high-, middle- and low-income nations. By these measures, the authors determined that "in general . . . what was forecast decades ago was confirmed," that there has been significant growth in all three scales in almost all nations, that the richer nations are more advanced and advancing faster than poor nations with undereducated populations, and that the United States and Japan are closest to being information societies, although they fall short of expectations in many ways. None of the generalizations or conclusions will surprise or inform anyone who has been reading the U.S. newspapers over the past ten years.

This book's value lies in the data the authors have assembled. Although the data are sparse and "not easily amenable to either longitudinal analysis within a country or comparative analysis among countries," having the numbers is useful. The book has some merit as an undergraduate textbook, in its broad stroke presentation of global economic changes. It has nothing to say about the application of information technologies in the scientific or academic realms. The authors define and discuss information purely as a commodity (e.g., in numbers of words supplied and in words consumed).

The writing is clumsy and jargon-riden, and an odd naïveté pervades the book from opening premises to its conclusions. In the second paragraph the authors note without a hint of irony, "Looking for the information society is made more difficult by the enormous amount of data . . . ." In their opening sentences they ask, "Have modern information technology and telecommunications heralded a new society, and a new man and woman? Has the Industrial Revolution been replaced by the information revolution, with none of the disbenefits of the former?" Is this empty rhetoric or do the authors really expect these things to have happened in thirty years? The authors provide no historical context, no measure by which to assess whether the rate of change they observe is reasonable or expected. They cite no studies or data on normal rates for technology transfer and diffusion to support their conclusions. Most of the data they have assembled and displayed relative to "informatization" is from the 1980s. Yet the authors conclude, "For those who study the theories of information societies in the twenty-first century, it will not be difficult to see the mistakes others have made in the past several decades. The determinists have erred when communication messages were thought to have the effect of a hypodermic needle; they erred when development communication was treated as a panacea to problems in Third World nations; and we believe they are wrong today when information technologies are portrayed as the panacea for equitable world economic growth." The critical and informed reader may find these beliefs and conclusions startling, given the paucity of data, the comparative brevity of the period under study, and the profundity of the restructuring in process.—Nina W. Matheson, Johns Hopkins University School of Medicine, Baltimore, Maryland.


On the face of it, the Rare Books and Manuscripts Section (RBMS) of ACRL seems an unlikely organization to sponsor a program on new information technologies. But the proceedings of the section's 1992 preconference amply demonstrate that special collections librarians and historians of the book can bring
invaluable insights to bear upon questions of the long-term research value of e-texts, responsibility for their collection and preservation (intellectual as well as physical), and thorny issues of future access to them. This volume consists of five of the six papers delivered at the plenary sessions of the conference, followed by reactions from a historian, a linguist, and a classicist. (A presentation on legal issues was considered too complex and its subject too fluid to present in an essay comprehensible to lay readers.)

John Budd’s keynote essay, “Not What It Used to Be: Scholarly Communication Then and Now,” sketches out in quick, broad strokes the history of scholarly communication. Budd argues that the culture of the scholarly community up to now is best analyzed from a structuralist perspective, but that as the electronic environment develops, “we are entering a post-structuralist age of scholarly communication.” He points to the malleability of electronic texts and asks, “What becomes of the author if information is lifted, re-formatted, re-used, and absorbed into something different?” As thought-provoking as Budd’s arguments are, they do not seem to be echoed in the presentations that follow, although they must have sparked some lively discussions around the coffee urns.

Paul Evan Peters, director of the Coalition for Networked Information, candidly admits his political agenda in “The Coevolution of Networks, Networked Information, and Knowledge Communities.” His aim, he says, is to enlist his audience in the network “movement,” where they can exercise leadership in addressing five issues: the lack of an artifact in the networked environment; the ahistorical attitudes of most network users; standards of responsible behavior; the evolution of organizational forms and functions (from an archivist’s viewpoint); and the concept of “network users” and their approach to information.

A presentation by Elaine Brennan about her experiences in editing HUMANIST and other electronic lists provides a good summary of this medium for those who have not experienced it firsthand. But most list readers will find that it breaks little new ground for them. Gordon B. Neavill’s paper, “Libraries and Texts in the Electronic Environment,” in contrast, is a thought-provoking examination of what constitutes text. How should we define “the stock of knowledge” in the electronic context, and how are librarians responsible for its collection and preservation? As a scholar of the American blues tradition, Neavill draws comparisons to the oral tradition, “an extraordinarily robust form of transmission and preservation.” The thread of continuity from eighteenth-century Scottish ballads to African-American blues songs is proof that text can survive without libraries, yet it is through Francis James Child’s nineteenth-century printed ballad collections that a scholar can trace the connection. Neavill argues persuasively that, while “studies of scholarly communication tend to focus on scholarly publications themselves, . . . the real problems in the electronic environment concern the raw material for scholarly research, especially for humanistic and historical research.” It is difficult at this early stage to imagine the most rational and effective means of gathering e-texts for future use. As a possible model Neavill points to perspicacious and indefatigable private collectors who have formed priceless specialized research collections of ephemeral material eventually housed in research libraries: the Thomason seventeenth-century tracts and the Schomburg collection of African-American culture. The librarian’s role in such cases has been to accept, organize, and preserve the material, making it accessible to researchers as far into the future as possible.

Peter S. Graham’s contribution to the volume, “Intellectual Preservation and the Electronic Environment,” is also particularly cogent and valuable. He begins with issues of preserving the medium and long-term access to it, no small matter in the electronic context, and proceeds to the even knottier questions of intellectual preservation. The latter problems arise from the fact that “the ease with which an identical copy can be quickly and flawlessly made is paral-
led by the ease with which a flawed copy may be undetectably made," either accidentally or maliciously. How can I be sure that what I am reading is what I intended to read or what I read before? Graham explains clearly the potential of three electronic techniques to protect text: encryption, hashing, and time-stamping. He argues forcefully that librarians are uniquely qualified as a professional group to wrestle with the combined issues of authentication, security, and preservation. And to those who would shrink from this task because of the apparent complexity of technologies he rejoins that minds that are capable of using Hinnan collators or dealing with corporate authorship are equal to the task!

Due to the illness of another speaker, Graham also delivered his paper several days later at ALA in the Association for Library Collections and Technical Services President’s Program. Therefore it has been published in essentially the same form in the proceedings of that program, *After the Electronic Revolution, Will You Be the First to Go?* (1993.)

Some of the chapters in the RBMS volume are based on tape transcripts of the presentations, rather than formal written papers. Unfortunately, the Peters and Brennan transcripts escaped rigorous scrutiny by author and editor—they abound in homonyms and missing words that in some instances merely annoy or amuse, but in others hopelessly obscure the meaning. In the electronic environment it is crucial to remember that spelling checkers do not replace editors!—Sem C. Sutter, University of Chicago, Chicago, Illinois.


Our world is being changed by information technologies in ways we cannot claim to understand fully. Exploration of the nature and extent of the changes is a job for philosophers as well as for social scientists and others. Michael Heim is described on this book’s dust jacket as being “known internationally as the philosopher of cyberspace.” He has published a philosophical study of word processing (*Electric Language*, 1987), as well as a translation of Martin Heidegger’s *Metaphysical Foundations of Logic* (1984). This collection of essays explores word processing, online searching, hypertext, and computer outliners, and discusses Heidegger’s and Marshall McLuhan’s views on technology before turning, in the last five chapters, to virtual reality, “the totally inclusive computer simulation.” The approach is to try to make connections between the views of philosophers like Plato and Leibniz on the one hand, and questions about the nature and consequences of new information technologies on the other. But the discussions of the philosophers often seem ornamental rather than structural, and the best parts of the book do not rely on a philosophical background. There is, for instance, a lucid and straightforward discussion in Chapter 8, “The Essence of VR,” of different facets of, and approaches to, virtual reality, which seems to owe nothing to philosophical ancestors. A discussion in Chapter 7 of life in electronic worlds or cyberspace is of the sort one finds in good popular magazines, and owes more to William Gibson, the cyberpunk author, than to Plato or Leibniz. Where philosophy clearly makes a difference, it is not a very impressive one. Virtual reality is potentially indistinguishable from the real world, Heim says, but it has to be kept not-quite-real “or it will lessen the pull on imagination” and become “bland and mundane.” How can it be kept not-quite-real? Alluding to Heideggerian themes of finitude, temporality, and care, Heim goes on to suggest, very briefly, that a virtual world need not “duplicate the deadlines of the real world,” that it can offer total safety, unlike the dangerous real world, and that “with the help of intelligent software agents, cares will weigh on us more lightly.” (This is the way to avoid becoming “bland and mundane”?) If this is metaphysics, it is definitely a low-calorie, less filling brand. Some of the discussions are seriously misleading; that on Boolean search logic seems not to be clear about the difference
between and and or, and is generally a muddle. The discussions of the philosophers are sometimes anachronistic and hyperbolic (this may reflect the influence of Heidegger), the style definitely that of a pop philosopher. (Leibniz's God is described as the Central System Operator or sysop: "Without a sysop, no one could get on line to reality.") All in all, this is not an impressive contribution to our understanding of the new electronic world.

The book is an editorial disaster. The essays in this collection (four previously published in print, one published electronically) overlap and duplicate each other extensively. The discussion of Leibniz in Chapter 3 is repeated almost verbatim in Chapter 7; the same text is used to support views on hypertext and on virtual reality. The same discussion of Heidegger occurs twice, in Chapters 1 and 5, and one five-line quotation is repeated three times. There is a glossary, "Useful vocabulary for the metaphysics of virtual reality," that includes a description of what the metaphysics of virtual reality is about; but the last five chapters of this book do not fit the description. The Preface says that the "central philosopher" of Chapter 2 will be Blaise Pascal; but Pascal is not mentioned there. Oxford's reputation is not enhanced by this book. The designer has not helped matters. Rectos (odd pages) have two page numbers (page 15 carries the numbers 14/15) and versos lack pagination. A copy of page 14 would be unidentifiable as page 14. This is not an improvement over conventional practice.—Patrick Wilson, University of California, Berkeley.


With this volume Helga Ludtke adds a substantial chapter to the underdocumented history of women librarians. The study focuses on women's roles in the development of libraries and the feminization of librarianship, looking primarily at the experience in Germany. Leidenschaft und Bildung is a compilation of contemporary essays, older articles (dating from 1901-47), biographical sketches, interviews, and photographs. It covers the period between 1895 and 1945 in Germany, focusing specifically on public librarians; however, comparisons to academic libraries appear throughout the volume. Of special note is an eleven-page annotated bibliography on the topic of women librarians in German public libraries, which includes publications dating from 1897 through 1991.

Perhaps the most interesting part of the book is the essays written by librarians between 1895 and 1945, because the texts of the period best illustrate the issues then under discussion and clarify the views held by female librarians and their male colleagues. One of the most enlightening of these primary documents was written by Lotte Bergtel-Schleif, a communist librarian imprisoned in 1943 because of her work with a resistance group. In her 1947 article she addresses the sensitive issue of librarians' complicity with Nazi censorship. She outlines the extent to which librarians contributed to the Nazi regime, describing how they removed "degenerate" material from library shelves, well aware that much of the literature and works of modern thought condemned to bonfires formed the core of their collections.

The third section of the book profiles individual women librarians, including pioneers in German librarianship as well as more representative figures. The biographies of library directors Bona Peiser, Bennata Otten, and Marie Norenberg illustrate the important contributions women played in the development of libraries and library programs in Germany before 1933. The article "Lebensläufe" presents the lives and careers of eight "typical" librarians. Interviewing librarians born between 1907 and 1923, the authors explore a variety of issues, including working conditions, job satisfaction, career advancement, and the effects of political changes on librarianship. Though documenting these "foremothers" of librarianship is crucial and
provides another dimension to the field’s history, women must be integrated into mainstream studies of library history, as described in the final section.

In an attempt to place the German experience and German scholarship in a broader context, Leidenschaft und Bildung concludes with two essays about women’s role in American librarianship—a confusing way to end this German-oriented collection. Dee Garrison’s seminal 1972 article, “The Tender Technicians: The Feminization of Public Librarianship, 1876–1905,” appears in German translation along with an essay by Suzanne Hildener-brand, in which she warns against documenting women’s roles in librarianship exclusively by focusing on individuals. Rather than creating a separate, parallel documentation of women’s contributions, she argues that future historians must consider the relationship between the roles of women and men librarians. Leidenschaft und Bildung, with its diverse collection of primary sources and analytical essays, supplies groundwork needed for such an integrated study of librarianship.—Marje Schuetze-Coburn, University of Southern California, Los Angeles, California.
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**FILING**  
Filing is word-by-word (ALA, 1968)

**ABBREVIATIONS**  
Standard abbreviations are used except in titles. Names of some organizations, ALA, ACRL, LC, etc., are also abbreviated and are alphabetized as if spelled out.

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