DOCUMENT RESUME

ED 088 432 IR 000 260

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TITLE	A Management Review and Analysis of Purdue University Libraries and Audio-Visual Center.
INSTITUTION	Purdue Univ., Lafayette, Ind. Audio-Visual Center
PUB DATE	73
NOTE	206p.
EDRS PRICE	MF-$0.75 HC-$10.20
DESCRIPTORS	*Administrative Organization; Audiovisual Centers; *Evaluation; Institutional Administration; *Library Planning; *Management; Objectives; Operations Research; Staff Role; *University Libraries
IDENTIFIERS	*Library Administration; Purdue University

ABSTRACT

A management review and analysis was conducted by the staff of the libraries and audio-visual center of Purdue University. Not only were the study team and the eight task forces drawn from all levels of the libraries and audio-visual center staff, but a systematic effort was sustained through inquiries, draft reports and open meetings to involve all staff in the process of identifying problems, analyzing situations, and developing and discussing various recommendations. The study team of seven, appointed by the Director, reviewed the present and projected environment at Purdue and attempted to define the mission within it of the libraries and audio-visual center, as well as to review the scope for the use of performance goals. Task forces were appointed to study specific management functions: planning, budgeting, management information, policy, organization, staff development, personnel, and leadership and supervision. This document contains the study team's overview and the reports and recommendations of the eight task forces. (Author/SL)

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A MANAGEMENT REVIEW
AND ANALYSIS
OF
PURDUE UNIVERSITY
LIBRARIES AND AUDIO-VISUAL CENTER

by

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1973

LI 008 260

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SUMMARY OF KEY RECOMMENDATIONS

Of the numerous recommendations scattered throughout this report and enumerated in the final chapter, the Study Team identifies the following key recommendations as being of special importance. The numbers in parentheses refer to the list of recommendations in Chapter XII. The Study Team recommends that:

(1) The management style of the Libraries/AVC should
 -become more formal in that plans, policies, responsibilities and performance goals are developed, documented and reviewed on a regular basis;
 -become better informed in that greater emphasis is placed on communication and management information, especially data on the needs and behavior of users and potential users.
 -become more participative in sharing, where possible, involvement in planning and decision-making.

(2) The following statement of Mission and Implementation should be adopted as a basis for the development of the Libraries/AVC.

MISSION

The mission of Purdue University Libraries/AVC is to meet the informational requirements of the total University community.

IMPLEMENTATION

i. To assess the informational requirements of the University community on a continuing basis by formal and informal interaction with all other elements of the University community.

ii. To select from available information that portion most applicable to the requirements of the University community.

iii. To acquire, organize and arrange these informational resources in a manner and in a physical setting most conducive to their use.

iv. To interpret and publicize these resources through informational and educative services in order to increase the benefits of the Libraries/AVC to all members of the University community.

v. To make available, interpret and publicize an additional range of informational resources and services by active collaboration with other institutions through interlibrary loan, information networks, and other cooperative arrangements.

vi. To study the operations and services provided by the Libraries/AVC to assure effective use of available resources.

vii. To present and interpret to the funders the fiscal and other needs of the Libraries/AVC.

viii. To provide an environment in which to develop and maintain a capable staff.

ix. To anticipate and plan for future developments in informational needs and services which are likely to affect the University community.

Note: In addition the Study Team considered the possibility of the Libraries/AVC becoming more involved in the whole spectrum of producing and using recorded information. There was not agreement on this point, but a minority opinion is that the Libraries/AVC should be more involved in identifying inadequacies in the sources of information and be more active in producing, testing and reviewing recorded information.

(3) The Libraries/AVC should structure its organization along more functional lines. A study should be made to determine priorities and locations where regrouping of related and/or similar functions can be achieved, including the Audio-Visual Center.

(13) A new classification of employment, between clerical/service and professional in terms of salary, benefits and responsibilities should be established. This new classification would consist of several strata of "para-professionals" who perform highly skilled, technical and/or semi-professional functions and should include the OAA and TAA classifications.

(4) A Planning Office should be formally established under the supervision of the Associate Director bringing together the functions of planning, budgeting, management information, personnel, systems and research.

(6) A thorough review should be made of the Readers Division organization with a view to further consolidation leading to eight school librarians reporting to the Assistant Director, who in addition would be given adequate administrative assistance.

(8) The staff at all levels should be involved in committee work.

(27) Committee for Staff Concerns.

(a) There is a need for a staff concerns committee to examine matters of supervision, personnel policies, staff development, and working conditions.
(b) The Study Team would see the committee as reporting to the Director and also acting in an advisory capacity in personnel matters.
(c) This committee should be broadly based.
(d) It is suggested that we start with an elected interim committee with two functions:
    1. Devise a suitable permanent committee(s) based in part upon the findings of the study.
    2. Handle such urgent assignments as are referred to it.

(53) There should be a program for preparing, discussing, recording, distributing, publicizing and reviewing policies. The policies should be examined on an annual basis to ensure that they reflect the range and type of services the Libraries/AVC should be providing.

(105) The Study Team identifies the quality of supervision as a matter of major importance. We recommend that the design and implementation of suitable programs for the various groups of staff be given a high priority and further that these programs be tailored to specific Libraries/AVC needs. After the initial pilot stages are completed, successful completion of the appropriate course should be expected of all staff, both professional and clerical, who have any supervisory duties whatsoever.

(17) In order to ensure coordination of academic programs with library needs, communication between the Libraries/AVC and all academic departments should be improved.

(37) The Study Team believes that moving toward the broad use of performance goals will make a significant contribution to more effective Libraries/AVC operations. The Study Team is conscious that there may be significant problems in the implementation of performance goals in the Libraries/AVC environment. Nevertheless, the study team recommends that the use of performance goals be tried in one or more parts of the Libraries/AVC system on an experimental basis.

(36) Information concerning the cost-effectiveness of various alternatives in staffing, materials, purchasing, services, etc., should be made readily available. Major study is indicated here.

(58) A major finding of the study is that there are serious communication problems. The Study Team recommends that greater emphasis be placed on communications in dealing with all aspects of management and service. Greater attention should be paid to the need for multiple channels of communication and to the need to check occasionally on the effectiveness of these channels, especially with regard to unconventional services.

(71) The salaries of clerical and service staff should be raised and maintained in order that the Bracket Index be in line with the Business Procedures Manual.

(77) Continuing attention be given to discrimination which is a contentious and important topic. Statistical data is difficult to handle and can be misleading. It is clear that at the present time there are a number of unbalances:
(a) Minority groups are under-represented throughout;
(b) Senior posts, higher professorial ranks and service classifications have proportionately more men than women;
(c) Clerical and typing classifications have proportionately more women than men.
The Study Team recommends that the Libraries/AVC give high priority to achieving a more balanced distribution in the future.

(91) Greater attention should be given to staff development, both by encouraging self-improvement and by providing assistance as appropriate. Not only does the Libraries/AVC employ over 200 staff, but these staff account for most of the Libraries/AVC budget and the quality of our services depends very directly on the skills and efffectiveness of our staff. A staff development function should be defined and responsibility assigned, with a specific charge to:
(a) expand the development of the individual staff member through increased awareness and utilization of available programs and benefits, and
(b) preparing and administering new programs in on-the-job training.

(110) The need of the Libraries/AVC for Research and Development should continue to be recognized and supported by the Libraries/AVC administration.

Professional salaries should be examined and compared with other University salaries. Improvements should be made where called for.

ENVOI

(114) The Study Team draws attention to the fact that most of the recommendations above are concerned with the manner in which the Libraries/AVC is managed and requests that, in cases where immediate implementation does not seem feasible, the factors which lead to the recommendation will be borne in mind in the development of the Libraries/AVC.

PREFACE

It is important to stress that the internal management review and analysis which has resulted in this report has been a study with a difference. The staffing of the study and the manner in which it has been conducted have been unusual. This is relevant both to the understanding of the report and also to the appreciation of the recommendations.

To a degree which is probably unprecedented this management review and analysis is a study by the staff of the Libraries and Audio-Visual Center. Not only were the Study Team and the eight Task Forces drawn from all levels of the Libraries and Audio-Visual Center staff, but a systematic effort has been sustained through enquiries, draft reports and open meetings to involve all staff in the process of identifying problems, analyzing situations and developing and discussing various recommendations.

The contents of this report and its recommendations are not likely to cause much surprise. This fact reflects the Study Team's policy of involving the staff in this attempt to improve the organization in which we work and the service which it provides.

A special acknowledgement is due to Mr. Duane E. Webster, Director of the Office of University Library Management Studies of the Headquarters of the Association for Research Libraries. Mr. Webster was not only responsible for the design and development of the Management Review and Analysis Program upon which this study was based, but provided encouragement throughout. The support of Mr. Webster's work by the Association for Research Libraries and by the Council on Library Resources also gratefully appreciated by the Study Team.

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CHAPTER I

INTRODUCTION

A. Trends in higher education.
B. The organizational framework.
    i. Purdue University
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C. The strategy for this study.

This chapter reviews the educational and organizational environment of the Libraries and Audio-Visual Center and the trends which the study team regards as likely to affect this environment. Finally the strategy adopted by the study team for this internal management self-study in this environment is described.

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A. TRENDS IN HIGHER EDUCATION

The university environment of the 1970's is characterized by change. There are changes in the courses that are being taught, in the manner in which they are taught, and the faculty that is teaching them. The university administration, due to budget and other considerations, is revising its organization and procedures.

In the paragraphs below we will outline some of the significant trends which have been suggested by staff members and by supplementary reading.

UNIVERSITY AND SOCIETY

University philosophies and objectives are being revised to relate the university more closely and more effectively to society as a whole. Since there is a great deal of conflict in opinion on where the emphasis should be, the university is asking for and receiving input from students, faculty, parents, alumni, and other citizens.

The feeling is that post secondary education should be available to anyone who wants it, including the educationally disadvantaged, the aged, the physically handicapped, shut-ins, people in prisons and institutions, the people in the armed services, etc. **One proposal of the State Commission for Higher Education (1) is that Purdue University establish a tenth college, such as a School of General Studies, as a "community college" for all the people in its region. This college might offer programs in cooperation with Ivy Tech.**

The changes in technology are requiring people to "retool" themselves every few years. This training may not be formal degree programs or classwork, but may involve correspondence courses, workshops, minicourses on campus, TV courses, continuing education, etc.

Another type of student is the **person** who wishes to change careers. Either economic considerations or job dissatisfaction may prompt this.

Women may decide to complete college education or vocational education after children are in school. The courses for students seeking new careers may be given in the "open university" framework, given at regional campuses, or given on the central campus. If adults take courses on campus, there may be more evening courses and classes all day on Saturday, which may result in greater utilization of existing facilities.

One question is whether the university should educate the generalist or the specialist. For example, should a person be trained as an aircraft engineer or as an engineer to work on the right [illegible] of an L-1011 turbine engine?

Traditionally one measure of an effective degree program has been whether or not the graduates could find good jobs. This requirement has become blurred in the job market during the past two years. However, there is public concern and considerable debate about whether the universities should continue to grant degrees in certain overcrowded fields, such as law, education, and library science. A recent issue of BUSINESS WEEK, September 23, 1972 (2), compares the job market in the 1970's and the 1980's. The article also mentions that many graduates already are employed in jobs which are below their abilities. This is [illegible]ng severe emotional reactions to education and to work.

METHODS FOR INSTRUCTION

There is a trend toward dehumanization of many in a machine-oriented age. How will this conflict with the view of THE FOURTH REVOLUTION (3) that machine assisted instruction is the trend of the future? People are questioning the need for computer data banks for tax and credit information. They consider these as invasions of privacy. How will these ideas affect the acceptance of programmed instruction on a mass scale? Some people have an emotional reaction to education. They want a human teacher whom they can see and ask questions of. They may not want to talk to a computer.

The universities are gearing the courses to the students. This includes allowing the student to work at his own speed by the increased use of the minicourse and other methods of individualized instruction. The universities may break away from the traditional quarter or semester system. In the future students may start minicourses at any time during the year and complete them only when they have accumulated enough points to receive credit. This trend may indicate that the universities may be operating 24 hours a day, 7 days a week, 52 weeks a year.

Students may take even more courses on a pass-fail basis. Only those curricula, such as medicine or pharmacy, which require a grade point average for a license or certificate would require grades. One other idea is that a student would be permitted to repeat a course until he passed it. As a practical consideration, however, both the student and the administration might give up after two or three repeats on one course. The emphasis is learning for "mastery" of the subject rather than for a specific grade.

The revisions in the curriculum are toward more interdisciplinary programs. The overlap of interests in the various departments in the Schools of Engineering and School of Science, for example, is intensified as they create more and more interdisciplinary programs.

One trend in the experimental university programs or "university without walls" is to give credit for experience in place of taking a course in a formal manner. A recent article in SATURDAY REVIEW (4) mentions giving eight hours credit in sociology to a person who was born and reared in a ghetto. These and similar programs are discussed in the above and a companion article. (5). Perhaps universities will increase the scope of their work study programs.

In view of the rise of leisure time, there may be increased use of education for recreational purposes. In this area, the university is competing with the public schools, with the parks department, or with the local museum which offer courses in bridge, boat building and basket weaving.

SPECIAL PROGRAMS

There is a question of how curricula should incorporate areas such as the role of women in society, the black studies programs, and the entire range of religious and ethnic groups. A continuous problem is that, for example, all Chicanos cannot agree on what constitutes a "relevant" university program; nor can all women agree on a relevant program. Will these special programs continue to be separate areas, or will they be incorporated into the regular curricula?

THE FACULTY

The new emphasis in teaching is the individualization or personalization of instruction. This may require the use of cassettes, tapes, films, games, etc. in addition to books, laboratory notebooks, slide rules and microscopes. Through the use of the audio-tutorial method, for example, the professor may talk to each student in his class individually by means of his voice on the tape recorder. The Cottingham report (6) suggests procedures for administering these new instructional methods.

THE FOURTH REVOLUTION, a theoretical study prepared by the Carnegie Commission on Higher Education, forecasts that new instructional methods and use of the machines will double, triple, etc. in the next 10 years. The authors suggest the creation of 7 regional centers around the nation to prepare the new instructional programs. The professor will require a staff of media specialists, program instruction specialists, TV specialists, etc. This will create many new auxiliary professional jobs at the university. The professor himself will have to be trained in the new instructional methods. THE FOURTH REVOLUTION proposes that those persons who teach in the colleges and universities should have the Doctor of Arts degree while those who conduct research have the Doctor of Philosophy degree. The library will become the learning resource center.

Many instructors are discarding the textbook and requiring/encouraging the students to perform independent study. In at least one college in Illinois, the students in a science class were required to purchase a cassette player instead of a textbook. If this trend continues, the publishers and bookstores may no longer have the guaranteed sales from textbooks and other required materials.

One of the more significant changes in the university is that there is increased interest on the part of the university administration and deans to improve the quality of teaching and to equate teaching in status to research. In the past the faculty members found that the fastest way to advance in salary and status was through performing research and publishing the results of that research. Faculty and teaching assistants are becoming aware of what constitutes "good" teaching and they are interested in improving their teaching skills.

A problem is the legal implications of poor educational practices. In the public schools parents may have the right to sue the school administration if their children do not learn to read, or write, or compute. This is mentioned in the article "See You in Court?" in SATURDAY REVIEW of October 14, 1972 (7). Is this a trend that could carry over into the public colleges and universities?

In recent years at numerous universities budget constraints have reduced the number of faculty positions. The decline in the job market in industry and education has meant that more people are staying at the university for post-doctoral programs to put a further strain on the number of jobs available.

The entire question of the granting of tenure is one which must be resolved. The purpose of tenure is to allow faculty members the academic freedom to speak without fear of losing their jobs. However, the university must hold open a certain percentage of jobs to prevent stagnation.

There is a new emphasis on eliminating biases on sex, race, etc. in hiring and promotion.

There is an increase in faculty status for librarians, as summarized in a book which is a joint statement of the American Library Association and the Association College and Research Libraries (8). Another area is the conflict of opinion on her or not the field of library science is a profession. These affect the relationships of librarians to the rest of the university.

UNIVERSITY ORGANIZATION AND MANAGEMENT

In order to make the best possible use of funds and people that are available, the university is reconsidering the way in which they are organized and managed. One trend is to revise the structure of the university administration, create new posts, eliminate others, revise committees, etc. Part of this program is an increased use of business methods in the operation of the university. This is seen in such areas as job evaluation, cost benefit analysis, accountability of research programs, etc.

At the same time the universities are attempting to make more efficient utilization of their faculties and staffs. In some cases this has resulted in larger classes, faculty members teaching rather than using teaching assistants, and other such measures. In some states, such as Michigan, the legislature or state commission on higher education has established requirements that each faculty member must teach or counsel students a specified number of hours per week (9).

A recent trend in the public schools has been the rise of the teachers' unions to challenge the strength of the National Education Association. This is seen in the universities where state laws permit the formation of faculty and staff unions. A related question may be if the American Library Association and similar professional groups represent current library interests.

The expectation is that the funds may not increase to meet rising operating costs. There are smaller budgets allocated by state legislatures and pressure from parents and students to limit increases in tuition. Some of the new instructional programs may require smaller classes, special teaching methods, more tutoring, more multi-media material, etc. There may be increased use of computer assisted instruction which may affect the computer time that is available.

NEW FACILITIES

Although funds currently seem tight for new construction, any plans for buildings may have to consider such features as easy access by the physically handicapped, increased space for computers, central or decentralized space for housing the learning resource center, or being open 24 hours a day.

NATIONAL, REGIONAL, STATE COORDINATION

THE FOURTH REVOLUTION mentions the creation of a National Institute of Education and a National Foundation for Postsecondary Education to coordinate the planning and distribution of teaching programs that include the new technology. Although many do not foresee university cooperation on a national scale, it is apparent on the state level. The State Commission for Higher Education has suggested the "mission" for each postsecondary institution in the State of Indiana.

IMPLICATIONS FOR THE LIBRARY

If the university seeks to educate a wide range of students who have a variety of educational backgrounds, the library may have to revise selection policies concerning the level of the material, select more audio-visual or multi-media material, or devise new techniques for supplying bibliographic and reference service. The traditional role of the library as a storehouse or research center may be changed to the "learning resource center" mentioned in THE FOURTH REVOLUTION.

The Carnegie Commission envisions that the library will work closely with the faculty in devising the instructional methods that the library will become the center for planning and preparing the new technology assisted instruction programs. The libraries will assume an increasing role in curriculum planning.

If students are working on independent projects instead of specific assignments, the library may not be able to supply all of the information required for each individual. There may be an increase in interlibrary loan or in the students' traveling to the library that has the references that they need. The role of the library is still open and undefined in the "open university" and "university without walls" concepts. The special ethnic and religious programs in the curricula also may affect selection policies.

In view of the limitations in budgets, the library may have to reorganize the library faculty and staff to take advantage of the full potential of each person. At the same time the administration may have to provide for the development of the library faculty (research, publications, professional meetings, and sabbaticals) and the career development of the staff.

The library administration may utilize to a greater extent microforms or other forms of materials to conserve space and funds. Business methods may be utilized to a greater extent for controlling funds, such as long range planning, forecasting or management information systems, etc. The purchasing of microforms or audio-visual material may require decisions on who should catalog the material, should it be housed centrally or close to where it is used, should there be a central catalog or location device? Regional or state processing centers may be utilized rather than handling processing locally.

New facilities for libraries may involve decisions such as assigning responsibility for processing and handling the new instructional material and equipment and also determining future needs for computer service in instruction and in library operations.

Some areas of the new technology, such as increased use of photocopying and the computer, are affecting the ways in which libraries are operated.

Since the research programs are increasingly interdisciplinary in scope, the library may revise its traditional subject or departmental categories to supply maximum support for research projects being conducted at the university.

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B. THE ORGANIZATIONAL FRAMEWORK

1. Purdue University

In this section, we will attempt to portray the University as it is now and as it is likely to become and attempt to identify the trends connecting the present and future states.

THE UNIVERSITY TODAY

The University is the terminal segment of the formal process of full-time education in America. It is possible to trace the idea of a university to its medieval origins in Italy. The most direct antecedents of the American university, however, are the English institutions. Interestingly, though, the Germanic influence was impressed on the American institutions in the nineteenth century, when the German model of graduate education was adopted on a large scale in the United States.

The principle American influence on the university has been to steadily broaden the student base (the European practice has been, and to a large extent still is, to educate an elite) and, most importantly for this study, to convert the institution into a vocational education mode. Despite occasional strong contrary tendencies, such as the "general education" movement which was strongest during the early part of the present century, the predominant thrust of American education continues to be education for earning a livelihood. Thus the present day system bears little resemblance to its ancestors, which educated a few scholars in the intricacies of the humanities and the classics, primarily. The more useful parts of the heritage are still claimed by present-day practitioners -- such prerogatives as "academic freedom", "tenure", and the "ivory tower" concepts, for example.

Purdue seems to be almost a perfect archetype of the institution outlined above. Its original "mission" was the education of farmers and engineers to meet the specific needs of a burgeoning industrial country, and it has not veered from that mission since its inception. There is a strong tendency to judge the success of particular programs by the success of its graduates in the job market. A recent concern expressed on the State level has been the "brain drain" -- large numbers of graduates, whose education has been heavily subsidized by the Indiana's taxpayers, seem to prefer employment outside the state. The Placement Service is an important and well-staffed operation at Purdue, and employers from all over the nation send recruiters here to hire new talent. The recent report of the Indiana Commission for Higher Education (referred to hereafter as ICHE) stresses the occupational and vocational aspects of higher education, and contains several specific recommendations about assessing local manpower needs, and tailoring the educational system output to fit these needs.

Purdue may be characterized as a group of relatively autonomous and primarily professional schools, together with the educational and supporting services needed to produce graduates with requisite vocational skills and hopefully some minimal broader educational qualifications. A dual faculty/administrative organizational structure exists, with a large amount of overlap between faculty administrators (deans and department heads) and "pure" administrators. Interaction between the two hierarchies occurs in the University Senate which includes members of both groups both in its deliberative body and its committees, and in the budgetary process. A third potentially influential group are the students; however, at this time there is little observable student impact upon the decision-making process.

The formal instructional part of the organization is arranged along traditional lines with a multiplicity of schools and departments based on well-defined disciplinary patterns. Their efforts are supported by relatively independent (organizationally speaking) groups such as Physical Plant, the Administrative Data

Processing Center, the Computer Center, the Libraries/AVC, etc.

At this point, it may be well to comment on the differing groups with disparate goals who constitute the faculty. The faculty may be divided into two groups -- those associated with the professional schools, and those in the supporting schools. The faculty members in the professional schools may again be divided into at least two groups -- the teaching-oriented teacher, and the research-oriented teacher. A further demarcation is observed based on age, and yet another gradation is based on interinstitutional mobility.

The students also pursue a variety of individual goals within the institutional framework. Since Purdue is a state institution with relatively low admission standards and costs, at least for in-state citizens, a large number are attending the University because it is expected of them and they either have no clear-cut vocational goals or are weakly motivated toward the existing vocational programs offered. Another large group is strongly motivated toward vocational goals -- many of the graduate students fall into this category.

The funding of the University comes from a number of sources (See following Table). The budgetary process is quite involved, with each department representing its needs to the Administration. The Administration, in turn, submits a composite budget request to the Board of Trustees. Upon approval by the Board of Trustees, the budget is submitted to the Indiana Commission on Higher Education, which presents to the Legislature all of the budgets of the various state educational institutions.

It should be noted that the budget is subject to modification at each step -- the University Administration critically examines the departmental requests (in conjunction with departmental representatives), the Board of Trustees has input, the Commission on Higher Education balances the individual institutional requests with the overall needs and resources of the State, and the Governor and the Legislature have the final word on actual appropriations.

Budget, 1972-73 Operating (from "Facts at Your Fingertips, 1972-73")

Total Budget $157,515,000

Estimated Income:	Percent
State Appropriations	40.3
Auxiliary Enterprises	17.8
Gifts, Grants and Contracts	13.1
Student Fees	11.9
Sales and Service	6.2
Federal Appropriations	3.6
Student Aid	3.6
Organized Activities	2.1
Endowment Income	.7

Estimated Expenditures	Percent
Instruction and Departmental Research	27.6
Auxiliary Enterprises (Including Rehabilitation and Debt Service)	17.6
Organized Research	16.4
Physical Plant	8.2
Extension and Public Service	6.9
General Administration	6.1
Staff Institutional Services	5.2
Student Aid	3.6
Organized Activities	2.3
Libraries and Audio-Visual	2.1
Student Services	2.1
General Institutional Services	1.7

The following section details courses of instruction, enrollment and faculty statistics, and available short-range planning for each of the ten major instructional schools.

We emphasize that the statistical data does not fully reflect the teaching contribution of the various schools, inasmuch as the schools offering service courses (freshman English, chemistry, etc.) deal with many students affiliated with other schools.

School of Agriculture

The School of Agriculture offers undergraduate instruction leading to the degree of Bachelor of Science in the following areas· Agricultural Communications, Agricultural Economics, Agricultural Education, Agricultural Engineering, Agricultural Mechanization, Agricultural Science, Agronomy, Animal Sciences, Biochemistry, Community Development, Conservation, Entomology, Food Business Management, Food Science, Forest Production, General Agriculture, Horticulture, International Agriculture, Landscape Architecture, Management· Business and Farm, Meteorology, Natural Resources and Environmental Science, Plant Protection, Preveterinary Science, Turf, Urban and Industrial Pest Control, Wildlife Science, and Wood Utilization.

Short-range planning (7 years) projects the institution of a 2 year subbaccalaureate degree program. Overall programs are to be made more relevant to the rural community by institution of course offerings in recreational resource management, courses to help upgrade the quality of rural life, etc. No earthshaking changes in rationale or philosophy were evident in the report.

Enrollment and Faculty

	West Lafayette		Regional Campuses		Total Students
Faculty	Undergraduate Students	Graduate Students	Undergraduate Students	Graduate Students	
218	2009	488	149	-0-	2646

Schools of Engineering

For the past three decades the Schools of Engineering have ranked first in size in the United States. As of 1972-73, the following engineering disciplines were represented by separate schools or departments: aeronautical and astronautical; agricultural; chemical; civil; electrical; engineering sciences; industrial; materials science and metallurgical; mechanical; and nuclear.

The next few years are expected to see little change in the structure or function of the Schools of Engineering, but new directions for traditional services are pointed out. A new Interdisciplinary Engineering program has been initiated which is being embodied in a series of Interdisciplinary Centers. This is viewed as an important step toward breaking down the disciplinary walls.

Enrollment and Faculty

	West Lafayette				
Faculty	Undergraduate Students	Graduate Students	Undergraduate Students	Graduate Students	Total Students
347	4665	1015	474	97	6251

School of Home Economics

The School of Home Economics offers areas of concentration leading to the baccalaureate degree in Clothing and Textiles, Equipment and Family Housing, Foods and Nutrition, Institutional Management, Home Economics Education, Child Development and Family Life, and Home Economics.

Short-range planning indicates an interdisciplinary program with Agriculture, Psychological Sciences and Industrial Management in the establishment of a program in Consumer Science.

Enrollment and Faculty

	West Lafayette		Regional Campuses		Total Students
Faculty	Undergraduate Students	Graduate Students	Undergraduate Students	Graduate Students	
50	1254	99	84	6	1443

School of Humanities, Social Science and Education

The School offers coursework leading to the undergraduate degree in: Audiology and Speech Sciences, Black Studies, Child Development and Family Life, Communication, Creative Arts, English, Foreign Languages, History, Library Science, Philosophy, Physical Education, Health, and Recreation, Political Science, Psychology, Science and Culture, and Sociology. In addition, there is a program leading to Teacher Certification in most of these areas.

Due to a good deal of flux in the School, including the anticipated arrival of a new Dean, a short-range planning document is not available at this time.

Enrollment and Faculty

	West Lafayette		Regional Campuses		Total Students
Faculty	Undergraduate Students	Graduate Students	Undergraduate Students	Graduate Students	
547	4986	1935	1213	1202	9336

School of Industrial Management

The School offers programs leading to the baccalaureate degree in Industrial Management, General Management, and Economics.

The Krannert Graduate School of Industrial Administration is the graduate school arm of the School of Industrial Management.

Short-range plans of the school include the creation of a co-operative program for combining discipline-related employment off-campus with on-campus study semesters in an alternating sequence, and rapid expansion of a problems- and policy-oriented liberal arts type economics major.

At the graduate level the school has just adopted a variant on its recognized engineering or science oriented master's in management program that will train non-engineering or science students for employment as managers in finance, government and service industries. In addition the economics graduate program has been re-designed to attract students interested in application of economic theory to the solution of America's pressing problems in environmental control, urban con- on, and other similar areas as well as in business economics.

Enrollment and Faculty

	West Lafayette		Regional Campuses		Total Students
Faculty	Undergraduate Students	Graduate Students	Undergraduate Students	Graduate Students	
82	1648	351	235	159	2393

School of Pharmacy and Pharmacal Sciences

The School offers areas of specialization leading to academic degrees in the following disciplines: Environmental Health, Bionucleonics, Clinical Pharmacy, Industrial and Physical Pharmacy, Medicinal Chemistry and Pharmacognosy, Pharmacology and Toxicology, and Pharmacy Administration.

Short-range plans detail a number of new programs ranging from Radio Pharmacy to Cancer Chemotherapy. It is also proposed that a Drug Information Center be established.

Enrollment and Faculty

	West Lafayette		Regional Campuses		Total Students
Faculty	Undergraduate Students	Graduate Students	Undergraduate Students	Graduate Students	
47	562	150	9	-0-	721

School of Science

The school offers undergraduate plans of study in the following disciplines: Biological Sciences, Chemistry, Computer Sciences, Geosciences, Mathematics, Physics, Statistics, and General Sciences.

The departments seem to be formulating new programs either to meet occupational needs (i.e., Math is concentrating on statistics since the job market for degreed statisticians is very healthy), or to conform to new funding patterns from the government and the large foundations (there is a great interest in environmental programs, e.g. the proposed program in Environmental and Population Biology).

Enrollment and Faculty

	West Lafayette		Regional Campuses		Total Students
Faculty	Undergraduate Students	Graduate Students	Undergraduate Students	Graduate Students	
427	2935	1075	595	160	4765

School of Technology

The School is primarily concerned with three major types of activities: (1) the education of nurses and technicians; (2) baccalaureate programs for the education of constructors, industrial supervisors, professional pilots, registered nurses, and technologists; and (3) baccalaureate studies for the preparation of teachers of industrial education and other technical fields.

Short-range plans indicate six new programs, all related to manpower needs. An organized effort is being made to relate their activities to those of the School of Engineering.

Enrollment and Faculty

	West Lafayette		Regional Campuses		Total Students
Faculty	Undergraduate Students	Graduate Students	Undergraduate Students	Graduate Students	
92	1403	54	2658	12	4127

School of Veterinary Science and Medicine

The School offers undergraduate and graduate study leading to advanced degrees in: Veterinary Anatomy; Veterinary Physiology and Pharmacology, Veterinary Microbiology, Pathology, and Public Health; Large Animal Clinics; and Small Animal Clinics. Departments of Veterinary Anatomy, and Veterinary Physiology and Pharmacology.

Short-range planning stresses improvements in the Small Animal Teaching Hospital, and a two-year program in Veterinary (Animal) Technician. No mention is made of the widely **discussed program in medicine.**

Enrollment and Faculty

	West Lafayette		Regional Campuses		Total Students
Faculty	Undergraduate Students	Graduate Students	Undergraduate Students	Graduate Students	
50	239	36	-0-	-0-	275

Medical Education

No information is available on programs or planning at this time.

Enrollment and Faculty

	West Lafayette		Regional Campuses		Total Students
Faculty	Undergraduate Students	Graduate Students	Undergraduate Students	Graduate Students	
?	11	1	-0-	-0-	12

Graduate School

Opportunities for graduate study are offered leading to the degree of Doctor of Philosophy or the degrees of Master of Arts or Master of Science. With a few exceptions, such as the Master of Science in Industrial Administration, each student's program is individually designed and may involve course work in several instructional schools.

The distribution of graduate students by school is indicated in the summary table for the schools.

Graduate Degrees Offered

Department by School	Degrees Offered	
I. Agriculture		
Agricultural Economics	M.S.	Ph.D.
Agronomy	M.S.	Ph.D.
Animal Science	M.S.	Ph.D.

Enrollment and Faculty

	West Lafayette		Regional Campuses		Total Students
Faculty	Undergraduate Students	Graduate Students	Undergraduate Students	Graduate Students	
92	1403	54	2658	12	4127

School of Veterinary Science and Medicine

The School offers professional training leading to the Doctor of Veterinary Medicine (DVM) degree and graduate study leading to advanced degrees in: Veterinary Anatomy; Veterinary Physiology and Pharmacology; Veterinary Microbiology, Pathology, and Public Health; Large Animal Clinics; and Small Animal Clinics.

Short-range planning stresses improvements in the physical facilities of the School, and a two-year program in training Veterinary (Animal) Technicians.

Enrollment and Faculty

	West Lafayette		Regional Campuses		Total Students
Faculty	Professional Students	Graduate Students	Professional Students	Graduate Students	
60	257	40	-0-	-0-	297

Medical Education

The Veterinary Medical School cooperates with the Lafayette Center for Medical Education in offering a portion (currently three courses) of the first year of medical training on the Lafayette Campus, other courses are offered in the School of Science and the School of Agriculture. Short range plans include offering two years of the four year program that leads to the M.D. degree awarded by I.U.-P.U.I. If the second year is added there will be additional involvement of the Veterinary Medical School.

Enrollment and Faculty

Faculty	West Lafayette Medical Students	Total Students
14	14	14

Graduate School

Opportunities for graduate study are offered leading to the degree of Doctor of Philosophy or the degrees of Master of Arts or Master of Science. With a few exceptions, such as the Master of Science in Industrial Administration, each student's program is individually designed and may involve course work in several instructional schools.

The distribution of graduate students by school is indicated in the summary table for the schools.

Graduate Degrees Offered

Department by School	Degrees Offered	
I. Agriculture		
Agricultural Economics	M.S.	Ph.D.
Agronomy	M.S.	Ph.D.
Animal Science	M.S.	Ph.D.

Department by School	Degrees Offered	
Agriculture (cont.)		
Biochemistry	M.S.	Ph.D.
Botany and Plant Pathology	M.S.	Ph.D.
Entomology	M.S.	Ph.D.
Extension Education	M.S.	
Forestry	M.S.	Ph.D.
Horticulture	M.S.	Ph.D.
II. Engineering		
Aeronautics, Astronautics, and Engineering Sciences	M.S.	Ph.D.
Agriculture	M.S.	Ph.D.
Civil	M.S.	Ph.D.
Chemical	M.S.	Ph.D.
Electrical	M.S.	Ph.D.
Industrial	M.S.	Ph.D.
Materials Science and Metallurgical	M.S.	Ph.D.
Mechanical	M.S.	Ph.D.
Nuclear	M.S.	Ph.D.
III. Home Economics		
Clothing and Textiles	M.S.	
Equipment and Family Housing	M.S.	
Foods and Nutrition	M.S.	Ph.D.
Home Management and Family Economics	M.S.	
Institutional Management	M.S.	
IV. Humanities, Social Science, and Education		
American Studies	M.A.	Ph.D.
Audiology and Speech Sciences	M.S.	Ph.D.
Child Development and Family Life	M.S.	Ph.D.
Communication	M.A., M.S.	Ph.D.
Creative Arts	M.A.	
Education	M.S.	Ph.D.
English	M.A.	Ph.D.
History	M.A.	Ph.D.
Modern Languages	M.A., M.A.T.	
Philosophy	M.A.	Ph.D.

	Department by School	Degrees Offered	
	Humanities, Social Science, and Education (cont.)		
	Physical Education for Men	M.S.	
	Physical Education for Women	M.S.	
	Political Science	M.A.	Ph.D.
	Psychological Sciences		
	General	M.S.	Ph.D.
	Industrial	M.S.	Ph.D.
	Clinical	M.S.	Ph.D.
	Sociology and Anthropology	M.S.	Ph.D.
V.	Industrial Administration		
	Administrative Sciences		
	Economics	M.S., M.A.T.	Ph.D.
	Industrial Administration	M.S.	Ph.D.
	Industrial Relations	M.S.	
VI.	Pharmacy and Pharmacal Sciences		
	Bionucleonics	M.S.	Ph.D.
	Clinical Pharmacy	M.S.	Ph.D.
	Industrial and Physical Pharmacy	M.S.	Ph.D.
	Medicinal Chemistry and Pharmacognosy	M.S.	Ph.D.
	Pharmacology and Toxicology	M.S.	Ph.D.
	Pharmacy Administration	M.S.	Ph.D.
VII.	Science		
	Biological Sciences		
	General	M.S.	Ph.D.
	Botany	M.S.	Ph.D.
	Cellular Biology	M.S.	Ph.D.
	Developmental Biology	M.S.	Ph.D.
	Environmental Biology	M.S.	Ph.D.
	Genetic Biology	M.S.	Ph.D.
	Metabolic Biology	M.S.	Ph.D.
	Microbiology (bacteriology, mycology, Parasitology, virology)		
	Molecular Biology (biochemistry, biophysics)	M.S.	Ph.D.
	Neurobiology	M.S.	Ph.D.
	Population Biology	M.S.	Ph.D.
	Regulatory Biology (animal and plant physiology)	M.S.	Ph.D.

Department by School	Degrees Offered	
Science (cont.)		
Structural Biology	M.S.	Ph.D.
Systematic and Evolutionary Biology	M.S.	Ph.D.
Teaching of Biology	M.S.	Ph.D.
Zoology	M.S.	Ph. D
Chemistry	M.S.	Ph.D.
Computer Sciences	M.S.	Ph.D.
Geosciences	M.S.	Ph.D.
Physics	M.S.	Ph.D.
Mathematical Sciences	M.S., M.A.T.	Ph.D.
Statistics	M.S.	Ph.D.
VIII. Technology		
Industrial Education	M.S.	
IX. Veterinary Science and Medicine		
Large Animal Clinic	M.S.	
Small Animal Clinic	M.S.	
Veterinary Anatomy	M.S.	Ph.D.
Veterinary Microbiology Pathology and Public Health	M.S.	Ph.D.
Veterinary Physiology and Pharmacology	M.S.	Ph.D.

In addition to the Schools of instruction there are a number of research and extension activities connected with the University. Some are located on campus, while others have facilities near the campus. Several are interdisciplinary in nature -- one for instance involves faculty and students from 25 departments. While most are directed to the research function, it is felt that they represent an important aspect of the total educational effort at Purdue.

Some of the major activities of this type are:

AGRICULTURAL EXPERIMENT STATION: Organized by Congress in 1887 to promote scientific investigation and experiments in agricultural science. Highly trained research workers conduct experiments in laboratories and on farms of the Uni University and cooperating agencies.

BEHAVIORAL SCIENCE LABORATORY: Located on the top floor of Krannert Graduate School of Industrial Administration. Houses $300,000 worth of electronic and sound equipment which researchers use to study human behavior, expecially those related to business management problems. Gives researchers opportunity to use experimental methodology in the study of individual and group decision behavior. Also used by researchers in agricultural economics, psychology, sociology, education, and audiology and speech sciences.

ENGINEERING EXPERIMENT STATION: Activities encompass a broad spectrum of rch and development activities in engineering and technology. Major contributions in: transportation, heat transfer, electric power, transmission, materials, gas technology, electronics, power engineering, automatic controls, computer sciences, jet and rocket technology, and environmental and urban studies.

FOOD SCIENCES INSTITUTE: Established in November 1967 to provide scientific leadership and coordinated management of interdisciplinary research and educational and extension programs in food sciences. Draws its membership from the Schools of Agriculture, Home Economics, Science, and Veterinary Science and Medicine.

THERMAL SCIENCE AND PROPULSION CENTER: Equipped to investigate wide range of research problems on such types of propulsion systems as chemical rocket engines, air-breathing engines, electrical rocket engines, nuclear rocket engines, and space power plants. Also engaged in studies of the fundamentals of combustion and research on air pollution of internal combustion and gas turbine engines.

JOINT HIGHWAY RESEARCH PROJECT: Established 1936. Authorized by act of state legislature in 1937. Sponsored jointly by State Highway Commission of Indiana and by Purdue University. Financed mainly by the Commission, but the University absorbs overhead costs. Operated by the University and governed by an advisory board comprised of members from both units. Purpose: To perform research on highway problems and to train men in fundamentals of highway engineering and related research techniques.

LABORATORY FOR APPLICATIONS OF REMOTE SENSING: Established in 1966 to develop remote sensing techniques for agriculture and to develop applications for these techniques, the scope of LARS has since been enlarged to include investigations in geology, hydrology and geography. The mission of LARS also includes the training of graduate students.

MASS SPECTROMETRY CENTER: Housed in the Department of Chemistry, the Purdue Mass Spectrometry Center provides outstanding facilities for organic mass spectrometry and ion kinetic energy spectrometry. Established in 1967 through the support of the National Institutes of Health as a health-oriented research, training and service facility, the research program is supported by the National Science Foundation and other agencies, public and private.

MEASUREMENT AND RESEARCH CENTER: Assists academic research and administrative personnel in the construction, scoring, and analysis of examinations, surveys, and evaluation scales; administers examinations for the University and test agencies, conducts institutional research, provides statistical and data processing support to other researchers, and publishes research findings. Operates several nationwide education service programs, including the Purdue Opinion Panel, the High School Testing Service, and University and Secondary School Services.

PURDUE LABORATORY FOR APPLIED INDUSTRIAL CONTROL (PLAIC): A graduate laboratory program designed to work closely with industry to study problems and applications of automatic control; provides students and faculty a place to do research on industry-related problems; offers people in industry an opportunity to acquire knowledge of automatic control theory speedily translates new automatic control theory into terms readily usable in industrial practice.

PURDUE RESEARCH FOUNDATION: Incorporated in 1930. Has several major objectives: The support of research and scholarly activities of the University faculty and graduate students; fund raising for the development of the University; and the support of other programs which will assist the University and attract a highly competent University faculty. As a separately incorporated foundation, PRF can function to attain these University-oriented objectives in ways not clearly within the province of the University trustees as defined by state and federal laws.

RAY W. HERRICK LABORATORIES: Conduct interdisciplinary research in environmental engineering; provide a link between university research techniques and industrial problems. Research funding comes both from industry and government. Interests include climate control, mechanical systems research, engineering acoustics, and control of machinery noise. All projects are chosen so that they are suitable for M.S. or Ph.D. research programs.

THERMOPHYSICAL PROPERTIES RESEARCH CENTER: First organization of its kind to keep track of world knowledge on a specific number of heat properties of all matter. As a component of the National Standards Reference Data System and an analysis center for the Department of Defense, it synthesizes accumulated knowledge, recommends standard reference data, and does basic and applied research to generate new information in this field.

THE UNIVERSITY AS IT MAY BECOME

Reviewing a number of information sources, we find that some of the roles being suggested for the university of the future are as follows:

1. The University will continue to educate an increasingly larger segment of our young people. *However*, the *kind* of education they receive will likely be markedly different from that now offered. For instance, the application of principles derived from the behavioural sciences will increase to a great extent, and more emphasis will be placed on non-cognitive skills (emphasis will shift toward education of the "whole person", as suggested by the 1968 Hazen Foundation report -- such areas as life style, human relations, group behaviour, value systems, etc. will receive increased attention). Since a number of these new programs will relate primarily to the young adult, they will have little relevance to the other roles the University will be required to assume.

2. The University will refine and extend its activities in education for careers. We see this activity as taking place on at least two levels -- many of the young people will be educated for their first career, but many of the older adults will be retrained for second (or third, or fourth) careers. The first activity is likely to be linear with well-defined programs, much as the offerings that now exist. The second activity is likely to be remedial, to the extent that an individual prescription will be devised for each candidate who wishes to be "recycled". Both activities imply a greatlyincreased knowledge of and involvement in the planning processes of business and industry, if a mismatch between skills and jobs is not to occur.

3. The University will broaden its admission requirements, perhaps even near the point of unlimited access, as suggested in the ICHE report. Purdue will probably assume the function of a "community college" for the immediate geographical area. This means that in addition to the first two (above) relatively well defined functions, there will be a number of people in all age categories and from a variety of societal groupings pursuing independent goals in all areas of the University. If the University is to succeed in meeting these diverse requirements, substantial changes in every level will be required, since the existing organization is designed to "educate" relatively homogeneous and well-defined student groups.

4. Related to 3 (above), the University will be required to extend its educational efforts well beyond the geographic limits of not only the campus,

but the immediate area. At least two thrusts of this type are now evident and predictable. Something like what the Extension Service does for Agriculture will be developed for other recognizable groups -- such as the urban poor, ethnic groups, etc., and secondly, modern technological developments, such as instructional television, will make these programs available to the entire State.

New methods of measuring the value of such efforts as these will have to be devised if they are to be economically justified to our funders.

5. The University will probably remain a center of expertise in its performance of the research function. The government has established and reinforced this function from WW II to the present. This is supported to a large extent by federal government resources.

CONCRETE TRENDS CONNECTING PRESENT AND FUTURE PREDICTED STATES

1. An increasing percentage of the population goes to college and earns degrees. A present disparity between jobs requiring, or giving preference to, a college education and the number of qualified applicants exists, and will become much wider in the future.

Supporting evidence: The Indiana Commission on Higher Education (ICHE) stresses making higher education more available and attractive to all citizens of all age groups and further recommends steps be taken to make higher education more attractive to those groups who traditionally have not pursued postsecondary education. (Recommendations 9 through 11). The Commission further emphasizes the necessity of converting Indiana's educational system into one designed for the "dynamic and flexibly delivery system" for accurately furnishing Indiana's manpower needs, and a great deal of the document emphasizes this occupational training function.

Interpretation: We interpret this to mean that the baccalaureate degree is having decreasing relevance to remunerative employment.

2. There is evident an increased involvement between the university and the immediate society it serves. This involvement is not only job-oriented (the training function indicated in 1 above) but is also becoming task-oriented as exemplified by Agriculture's proposed program to enhance the quality of rural life and the Extension Service's involvement in the problems of ghetto life in Indianapolis.

Supporting evidence: ICHE Recommendation 14: "New programs which are uniquely designed to respond to community and individual needs...". Current proposal for the Libraries/AVC to provide source materials useful to the local community's groups of blacks and Latin Americans. Concept of the "university without walls".

Interpretation: A dramatic change in the orientation and organization of the administration as well as the faculty is required to meet these new roles.

3. There is a trend toward increased involvement by students in the decision-making structure of higher education. A case in point is the critique prepared by three Purdue students of the ICHE report, challenging the Commission on their purported failure to include this factor in their recommendations. This trend is expected to intensify as more "older adults" enter the system.

Supporting evidence: The wide-spread involvement of students on governing boards, faculty senates, and the like.

Interpretation: This trend will lead the University toward becoming a more student-responsive institution.

LIBRARY RAMIFICATIONS

1. As pointed out in the section on the existing University, we attempt to serve a variety of publics with sometimes conflicting demands and varying political power. The research-oriented professor expects entirely different library services than does the non-career-motivated "disadvantaged" student, for instance. This situation already makes our job very difficult, and when the new directions indicated become a reality, the situation will be compounded even more. As librarians, it will be our professional responsibility to become experts or gain access to the expertise needed to mediate among these conflicting demands in order to allocate our human and material resources to the best advantage.

2. It is already expedient, and it will become essential, that the Libraries/AVC be tied into every information network that has any pertinence to our activities -- MEDLINE, NTIS, the Battelle systems, etc. We will need to greatly enhance our ability to provide informational services beyond our immediate resources.

3. We will need to critically examine the archival function of the Libraries/AVC versus the current information provision capability of the system. This, of course, is always a tradeoff -- however, the constantly increasing body of materials available on microfilm, for instance, may obviate the necessity of retaining many thousands of volumes of expensively bound, bulky material which is used infrequently when copies can be obtained of desired items cheaply and rapidly. This idea presupposes a new generation of student/faculty which is more compatible, psychologically speaking, with non-conventional formats of material, but they are coming.

4. We will need to streamline our delivery service of information, especially with respect to its selection, acquisition, organization and distribution. The time factor will become increasingly crucial as new short-range programs and activities multiply.

5. We will need not only to keep abreast of how people acquire and use our stock in trade, information, but also will need to modify our system to fit the use patterns best suited to our patrons. As an example, it may be deemed necessary to actually assign a librarian to a research team on a periodic or intermittent basis to assess the team's informational needs on the spot. We may want to utilize such concepts as the "gatekeeper" (a research person to whom most of the research group turns to for information) to identify and educate key people about information resources.

6. We will need to rethink our entire reference setup to adapt it to the changing needs of our clientele. A rudimentary library orientation program for freshmen is not enough. We will need to institute a number of different formal as well as informal instructional and publicizing activities in order to educate a variety of users as to the different informational services available to them.

7. The ICHE suggestion at several points in their report that certain services be supplied at remote locations through contractual arrangements should be examined for Libraries/AVC implications. If a package in, say, Renaissance Literature is to be "rented" to Vincennes and the package includes professorial time, administrative support, etc., it should be determined what Libraries/AVC resources and services will be made a part of the package and on what basis.

ERIC Full Text Provided by ERIC

8. An increased emphasis on programs in technology aimed at producing paraprofessionals and/or technicians for industry should lead the Libraries/AVC to re-examine its support of the School of Technology. The nature of the materials that they require, in many cases, fall outside of our traditional acquisitions policies. Such items as manufacturer's catalogs, parts manuals, programmed texts, and the like should be procured and properly organized and housed. Consultation with faculty and administration should begin at an early date in order to develop guidelines both for the type of services to be provided and to find funding.

9. As a large, complex on-going operation, it is easily predictable that the Libraries/AVC will find it difficult to adapt to these new roles and challenges. It will require the best efforts of our administrators and faculty to gain access to the decision-making, and funding, processes if we hope to gain this flexibility.

ii. Libraries and Audio-Visual Center

Preface

The study team decided that it would be appropriate to incorporate a short description of the Libraries and Audio-Visual Center into their review of the environment of this Library Management Review and Analysis. In preparing this, the Study Team drew on "A Brief History of the Purdue University Libraries, 1874-1971" which had been specially prepared by Mr. Oliver Dunn. However, the Study Team also drew on a number of other sources and impressions and the following remarks are, therefore, attributable to the Study Team but not necessarily to Mr. Dunn. The following remarks do not attempt to incorporate developments during 1972.

Growth

Since the Second World War, the Libraries/AVC has increased dramatically.

	1944	1960	1971
Volumes Held	c.200,000	c.502,000	c.1,100,000
Professional Staff FTE	20	29	45
Support Staff FTE	29	88	170
Total Expenditures	$78,000	$855,000	$2,697,000
Number of Staffed Libraries	10	24	28

A growth of this magnitude inevitably means that, whether or not this is consciously realized, the resultant library system is rather different in form and style as well as scale and calls for a different organizational and management style.

The University, however, has also grown both in scale of operations and breadth of interests. In particular the rapid development of the School of Humanities, Social Sciences and Education placed demands on the Libraries/AVC which it was ill-equipped to meet with respect to collections, staffing and facilities. This has been a source of tension.

Decentralization

The conflicting pressures for and against the decentralization of libraries and the apparently spontaneous development of "departmental collections" seem to be endemic in modern universities.

At Purdue there seems to have been a significant change in policy by the Library Administration towards the end of the forty-year regime of William M. Hepburn, Librarian from 1904-1944. His successor John H. Moriarty, 1944-1970, was designated "Director of Libraries" and developed a system of "special libraries" for various groups on campus. These "special libraries" gradually became the main centers of information and service in the fields represented. The current situation is perhaps best described as uneven. The twenty-eight school and departmental libraries range from "impressive" to "nostalgic".

The pre-eminence of the General Library has diminished over the years. The present facility was intended to house a general, multi-subject collection, certain system-wide functions (such as interlibrary loan) and special provision for undergraduates. Almost by default it has since become the main service point for one of the largest and most recent of the schools--Humanities, Social Science and Education-- which includes disciplines which are traditionally heavily book oriented.

The development of "special libraries," while convenient for users in a spacious campus, does entail relatively heavy operational expenses. Heavy expenditure on staff and/on duplicative collection building are needed if each location is to provide extended hours of service and cater broadly to the interests of its local clientele. Since library budgets have not been generous, this has been reflected in underfunding in other areas. Examples of this are in range of titles acquired, in equipment, in the cataloging of materials, and in research and development. There is a low ratio of professional to clerical staff which is more marked than in large neighboring university libraries.

Administration

The Purdue University's Libraries/AVC have tended to have a fairly informal managerial style. In some cases, responsibilities were not clearly defined and rigidly adhered to, and the authority necessary to discharge these responsibilities was not always delegated.

With some notable exceptions, this fairly informal style seems to have been accompanied by an uneven or incomplete documentation of policies and procedures.

The fragmentation and decentralization of library facilities can hardly have helped the usual problems of communication and coordination.

1969 saw the retirement of Director Moriarty and the disability and death of Jane Ganfield, Assistant Director for Technical Services. New incumbents did not arrive until early 1972. During the interval, direction was vested in an Interim Committee comprising the Associate Director, the two remaining Assistant Directors and an Assistant to the Vice President for Academic Affairs. This committee for a greater part of its existence was charged to make no significant managerial changes. This was a difficult and discouraging period.

Relationships with the rest of the university

For reasons which may stem in part from the "ag and mech" traditions of Purdue and the policies of President Hovde's administration, the funding level of the Libraries/AVC has not kept pace with national norms for the size and range of the University. Although Purdue ranks 16th in size among North American Universities, its Libraries/AVC budget only ranks 51st out of 78 research libraries in the Association of Research Libraries, and 66th in collection size.

As a means of supporting Director Moriarty's budgetary claims during the 1960's, there seems to have been a deliberate strategy of putting the onus on the Deans to support the claims of the Director of Libraries for library resources. This system, epitomized by the phrase "Dean's money" had an uneven effect and reduced the authority of the Director of Libraries/AVC.

During the 1960's new programs on the graduate level in HSSE, approved without reference to the existence of appropriate library support, and increased numbers of graduate students in HSSE, made very difficult problems in relation to the General Library. It was neither designed for large-scale graduate and faculty research nor was it stocked with the materials needed to support their chosen fields of research. This became a major controversy affecting the entire Libraries/AVC. Some progress was made with supplementary annual allocations of $100,000 for materials but matters reached a critical stage in 1966 - 1967 with the report of the "HSSE Library Recommendations Committee" and a "survey" commissioned from an outside expert Dean Robert B. Downs of the University of Illinois. Some minor recommendations were adopted; others required further study, planning, and in most cases, large increases in operating funds which were not forthcoming.

Apart from the controversies with HSSE, the Libraries/AVC's relationship with the rest of the university included a systematic personnel audit, a cost study and an "Academic Review" with the new Provost in November 1971.

Staffing

The professional staff have faculty status. There is a detailed faculty constitution, academic promotions procedure and representation on Senate through the HSSE School. Dean Downs commented favorably on the diversity of the library schools attended by the Libraries/AVC faculty. As a typical, however, of technologically oriented universities, the subject training of the Libraries/AVC faculty, which is heavily concentrated in Englis, History and Education, does not evenly reflect the University's programs.

The record of the Libraries/AVC faculty with respect to publication, consulting and academic and outside professional activities would appear to be good.

The support staff tends to be drawn heavily from a captive market of student and faculty wives who are often academically overqualified for the tasks they perform.

During the 1960's Purdue Libraries/AVC was the scene of pioneering activities in the areas of library automation and the applications of Operations Research to library problems. The former has resulted in some operational systems but only after excessively difficult development and implementation phases. The latter was based outside the Libraries and remained at a theoretical level.

In the late 1960's through 1971 there were several factors discouraging to the library staff. These included the dissension associated with the HSSE and the Down's survey, student unrest, the uncertainties associated with a change in leadership following the retirements of President Hovde and Director Moriarty, protracted delays in filling vacancies especially the directorship, and the rather stagnant "Interregnum." This Management Review would seem to be the first major internally-generated initiative for some time.

C. THE STRATEGY FOR THIS STUDY

The Study Team of seven, appointed by the Director to conduct this study, discussed, at an early stage, the best way in which to accomplish this task. Two factors were influential.

Firstly, this major assignment was in addition to regular duties and, therefore, there was a need to keep to a minimum the number of hours devoted to the study.

Secondly, if this study was to really be an internal review by the library staff, it would be necessary to place considerable emphasis on seeking input and promoting discussion concerning the topics being studied.

The Study Team generally proceeded by assigning specific tasks or topics to individual members. The individual would then prepare a draft for review next time the Study Team met. Chapters I, II, XI, XII of this report were produced this way.

For specific management functions (the topics of chapters III-X) a series of Task Forces were appointed jointly by the Director and the Study Team. The basic guidelines in composing a Task Force were:

(a) A member of the Study Team would be a member and, normally, chairperson of the Task Force.
(b) Each of the three divisions of the Libraries/AVC should be represented: A-V Center; Reader Services; and Technical Services.
(c) Each Task Force must include one or more support staff.
(d) No Task Force should be composed exclusively of men or women.

Each Task Force was given a carefully written charge, a facsimile of the relevant chapter of the Manual as a basis for action and a request to complete their work in one month. The Manual also specified a ninth Task Force on Management Generally, but the Study Team decided not to have such a Task Force on the grounds that the topics specified for "Management Generally" was an inappropriate mixture of Communication, which was best handled separately after the other Task Force reports had been completed and Synthesis which was the proper sphere of the Study Team itself.

The very tight timetable specified by the Manual was initially a source of anxiety. At a fairly early stage, the Study Team reviewed this matter and resolved that, although a timetable is desirable, the purpose of the exercise was to benefit Purdue University Libraries and Audio-Visual Center. Therefore, the timetable in the Manual would be followed, but when there seemed good reason to lengthen a given phase of the Study in the interests of producing better results, this would be done. In the actual study, this happened with most phases.

A major attempt to achieve staff involvement was handled in the following ways:

1. For most topics, inquiries were made of staff opinions and comments, usually by questionnaire, sometimes by interview and, on one occasion, in a series of rap sessions chaired by an outside expert from the Measurement and Research Center.

ii. For each topic and especially each Task Force Report, a copy of the results--prudently marked 'Draft'--was distributed to every member of the Libraries/AVC staff with an invitation to comment. It was specified that these documents should be viewed as draft chapters for the eventual report.

iii. A series of open meetings were scheduled to which all Libraries/AVC were invited. The meetings were held in pairs to facilitate attendance by staff with scheduling problems and the Director requested all supervisors to do whatever they could to enable all staff to attend. At these meetings, the salient points of the most recently distributed 'draft chapters' were briefly summarized by the member of the Study Team most concerned and then there were questions from the floor and open discussion--usually for about an hour. Comments made were borne in mind during the revision of the 'draft chapters'.

iv. The 'draft chapters' were also sent to members of the University Senate Library Committee, the Equipment and Aids Committee and the Provost--with a request for comments and reactions.

v. The draft sections on the environment (now Chapter I, sections A and B) and on the mission of the Libraries/AVC (now the first half of Chapter II) were reviewed line by line with the Provost.

vi. When all the Task Force reports had been completed, the support staff who had served on the Study Team and the Task Forces were invited to review all the recommendations in order to ensure that the concerns and interests of the support staff had been given due attention. The reason for this extensive involvement was the belief that this process would lead to recommendations which were better-informed, wiser and more acceptable.

When all the 'draft chapters' had been completed, distributed and reviewed, there remained the task of melding the parts into a coherent report. This was tackled in the following manner. Each member of the Study Team reviewed the drafts for which they had some responsibility and compiled a list of recommendations and suggestions and also noted amendations to the narrative. The chairperson produced a consolidated list of recommendations and suggestions which the Study Team reviewed and revised, especially in cases where Task Forces had produced overlapping or incompatible recommendations. Given the diversity of attitude, perspective and background within the Study Team, complete unanimity of all seven members over the entire range of this study was hardly to be expected. Nevertheless, by a process of discussion and reconsideration a consensus was reached as to which recommendations should go forward. The chairperson then assembled the modified narratives and edited them and the revised recommendations into a draft final report. This was reviewed and revised by the Study Team to form this report and submitted to the Director.

CHAPTER II

MISSION AND GOALS

INTRODUCTION

In order to provide a focus for this study, the review of the environment was followed by an attempt to define the mission of Purdue University Libraries and Audio-Visual Center and, in conjunction with this, to review the scope for the use of performance goals.

This activity involved severe semantic problems and in order to reduce the confusion arising from the varying usages of the terms mission, objectives, aims, goals, etc., a subcommittee evolved some definitions. It is to be stressed that the aim has been severely practical. These working definitions are intended to reduce confusion during the study. Numerous different definitions can (and have) been used but some consistency was needed.

The definitions were developed in terms of three levels:

Level I: Mission Statement

A broad definition of what business the library is in. What is the sphere of activity of the library? This should be a general, and generally acceptable, definition of the role of the library.

Level II: Objectives

In order to relate day to day work to the Mission, it is convenient to interpret the Mission statement (Level I) by spelling out a list of activities which the Libraries/AVC attempts to perform in the pursuit of its Mission. This list of objectives should be helpful in perceiving more clearly the best choice of priorities of on-going work or proposed new tasks in relation to the Mission. For example, when viewed in relation to the objectives, an improved courier service might contribute more towards achievement of the Mission than a comparable expenditure of resources on adding CODENS into the Purdue Serials Catalog.

Objectives should be comprehensive and system-wide.

The Implementation section of the proposed Libraries/AVC mission statement in Exhibit 1 is, in effect, a set of Level II Objectives.

Level III: Performance Goals

Levels I and II are related to the library system as a whole.

Level III Performance Goals are designed for individual units (or individuals) within the library system. They are intended to act as guidelines for day-to-day decisions concerning priorities, use of time and resources, and as a yardstick by which to assess performance and results.

Example 1. Suppose that a Serials Unit were managed formally in terms of performance goals. These might be:

"To deploy budgeted resources in order to:

I. Check-in and service all current titles on a same-day basis;
II. Catalog an expected 50 new or changed titles according to agreed catalog rules within one week of receipt.
III. Pursue a program of purification of records by:
  (a) Doing a shelf inventory of two libraries a year.
  (b) Check current catalog records against former records, aiming to cover letters D through F by July 1973."

Example 2. A circulation unit might conceivably specify its goals as follows:

"To deploy existing resources so as to:

I. Reshelve most returned books within four working hours.

II. Reduce the frequency of having patrons wait more than 5 minutes.

III. Maintain existing level of accuracy of circulation records.

IV. Read shelves at least once a semester."

ote that:

1 - Both examples are meant to be illustrative and not comprehensive.

2 - Some goals may be more down-to-earth than others.

3 - There remains scope for strategy and innovation within these goals. For example, an ingenious circulation librarian might discover that he could achieve his goals in Example 2 better by increasing the allocation of effort to shelfreading because this resulted in easier and faster reshelving.

4 - The performance goals of a unit should be agreed upon within the framework of the existing and future systemwide objectives (Level II), perceived priorities and available resources.

MISSION STATEMENT

Even after agreement had been reached on a working definition of what the term 'mission' meant, difficulties remained in developing a mission statement for the Libraries/AVC.

Clearly, as a supporting service, the Mission of the Libraries/AVC was directly related to the mission of the university. Unfortunately the university's mission was not only unclear but, at that time, a matter of controversy.

Reviewing Mission statements from other research libraries pinpointed differences in approach. Some felt that a mission statement had an important public relations role and, therefore, should be phrased accordingly. Others felt that it should be regarded strictly as a working document and that, therefore, a "bare bones" edition would be more practical. The skeletal form was finally selected because it was felt that it would be less susceptible to change and, therefore, better able to survive the test of time.

The Statement of Mission and Implementation presented in Exhibit 1 was in a state of almost constant revision for almost three months. An initial draft, prepared before the study began, by Director Dagnese, was revised by the Administrative Committee and then reviewed by the Administrative Council. The study team discussed it at length, substantially rewrote it, reviewed it with Director Dagnese. It was then distributed to all Libraries/AVC staff for comment and discussion at two open meetings. It was also sent to the Provost and to the University Senate Library Committee for comment. While any individual would probably phrase these matters in a different way, the statement recommended here is believed to be generally acceptable. The main difference of opinion, other than the choice between "P.R." and "skeletal" versions, concerns the extent to which the Libraries/AVC should be involved in producing information. A statement of minority opinion was therefore prepared.

The following notes are intended to elucidate the Mission statement which should be seen as a logical progression. The Mission statement itself is the overall definition of what business the Libraries/AVC is in. The Implementation

STATEMENT November 20, 1972

MISSION

The mission of Purdue University Libraries and Audio-Visual Center is to meet the informational requirements of the total University community.

IMPLEMENTATION

1. To assess the informational requirements of the University community on a continuing basis by formal and informal interaction with all other elements of the University community.
2. To select from available information that portion most applicable to the requirements of the University community.
3. To acquire, organize and arrange these informational resources in a manner and in a physical setting most conducive to their use.
4. To interpret and publicize these resources through informational and educative services in order to increase the benefits of the Libraries and Audio-Visual Center to all members of the University community.
5. To make available, interpret and publicize an additional range of informational resources and services by active collaboration with other institutions through interlibrary loan, information networks, and other cooperative arrangements.
6. To study the operations and services provided by the Libraries and Audio-Visual Center to assure effective use of available resources.
7. To present and interpret to the funders the fiscal and other needs of the Libraries and Audio-Visual Center.
8. To provide an environment in which to develop and maintain a capable staff.
9. To anticipate and plan for future developments in informational needs and services which are likely to affect the University community.

Exhibit 1

statements fall into three sections:

1 -- Determining what is needed;

2-5-- Making available what is needed, either by local resources (2-4) or by access to resources elsewhere (5)

6-9-- Enhancing the competence and efficiency of the Libraries/AVC in terms of resources, management and planning in order to perform 1-5.

Other points to bear in mind are:

i. The use of the phrase "total University Community" in the Mission Statement is borrowed from a past Purdue President and meant to include not only the Lafayette campus students, faculty and staff, but all of its extensions and the citizens of Indiana. The word "total", included in the Mission Statement for added emphasis on the inclusiveness of the Statement, was dropped in the Implementation section for convenience but does not imply a change of emphasis.

ii. Objective 2 read "skillful selection", but "skillful" was dropped because it was felt by the majority to be understood.

iii. The adjective "available" was substituted for "recorded" in Objective 2 because it was felt that "recorded" was too restrictive. It's possible that a patron, seeking some information, might be referred to as a "human resource", i.e., a person specialized in a particular area for his answer.

iv. The Objectives 4 and 5 the word "publicize" was used to emphasize the active rather than passive role which the Committee felt the Libraries/AVC should take. In this regard it may be noted that the University Senate Library Committee asked the study team to stress the need for Libraries to do more than acquire, organize and sotre material. The Committee felt that much greater emphasis needed to be given to the librarian's role in accessing information--almost to the personal, one to one, level and that this activity is being increasingly important.

v. The word "funders in Objective 7 is used in the business sense to imply all those who control or influence the financial support of the Libraries/AVC, e.g., taxpayers of the State of Indiana, Purdue University students, Purdue University administration and faculty, the Indiana State Legislature, industry, foundations and the Federal Government.

vi. The term "staff" is meant to include support staff and professional staff. Objective 8 is not meant as an indictment of the present staff which the Study Committee felt was capable. It was, however, a rejection of phrases such as "meaningful" or "relevant" which the Committee rejected as superficial from overuse.

In the initial stage of this study the "Magnificent Seven" realized that because of the diversified membership of the Committee, there would certainly be differences in opinions. It was felt that not all of these differences would be or in some cases even should be resolved. Therefore, it was agreed that the majority would rule, but that the dissenting minority should have an opportunity to express an opinion in each phase draft report. In this case the following minority opinion was prepared:

MINORITY OPINION by Carl Stafford

I feel that the Libraries/Audio-Visual Center should become involved in the whole spectrum of producing-using recorded information: from inception to the utilization of the information. For the following discussion, I would like to break the above mentioned spectrum into four parts· 1) inception, 2) development, 3) production (recording) and 4) utilization.

In the inception part, I feel that Libraries/AVC should point out to potential producers, areas of information that have not been covered or covered insufficiently. Also the Libraries/AVC should point out contradictions and possible correlations in information if discovered.

In the development section, the Libraries/Audio-Visual Center should act as consultants on what would be the best media or medias in which to record the information. Also the Libraries/AVC should point out the best types of organization to be used to present the information.

In the production, (recording) section, the Libraries/AVC should act as an information source as to where to get the information recorded. This does not preclude the possibility of the Libraries/AVC doing production. The Libraries/AVC should also instruct producers in how to get the information recorded. Finally, the Libraries/AVC should do proofing of the information before recording.

In the utilization section, the Libraries should be involved in the acquisition of recorded information. But the Libraries/AVC should also select, which means checking each unit of recorded information against a published set of criteria. In addition, the recorded information should be organized for storage in such a fashion as to insure easy, fast and accurate retrieval. Also there should be help given to the consumer enabling him or her to ask the right questions so as to retrieve the information necessary to solve his needs. This help should also include a follow-up to insure that the retrieved information fulfilled the customer's needs. This information should be feedback to the inception and/or development stages.

One other area that should be considered is the area of research into how to best utilize information. I feel that the Libraries/AVC should be involved in and encouraging the pursuit of research into how to increase the quality of recorded information in all four sections of the spectrum.

In summary, I feel there are four, possibly five, sections to the spectrum of recorded information and that the Libraries/AVC should be involved in all of these areas. However, I feel that the mission statement and objectives only make a commitment to a very small area of the utilization section. This then is the reason for this paper.

D.1. What would you consider to be the advantages of the general adoption of formal Level III Performance Goals for each unit?

There were varied views concerning the advantages general adoption of formal Level III Performance Goals for each Unit. One respondent saw none. The remainder tended to stress that the use of goals could be expected to lead to:

- better assignment of resources and priorities **(6 mentions)**
- better analysis of the role of the unit **(5 mentions)**
- motivation for/sense of achievement **(4 mentions)**
- better understanding of duties, especially during training **(4 mentions)**
- more purposeful organization/management **(3 mentions)**
- better monitoring **(3 mentions)**

One view is that in a well-run unit Level III Performance Goals are unnecessary.

D.2. The disadvantages?

A variety of disadvantages were seen. In some cases these were potential disadvantages or dangers. Especially frequently mentioned were:

- continuing effort needed to establish and revise goals
- removing of incentive to excel
- danger of becoming too rigid or restricting

In addition their general adoption was regarded further bureaucratizing the libraries and a **"downgrading of expected professional attitudes".**

E.1. Do you think their use would be feasible?

Yes: 8 No: 1 Other replies: 7

There seems to be a strong feeling that their introduction would be difficult, that resources would have to be matched to the goals and that allowance made for factors outside the control of the unit concerned. Furthermore goals would be more applicable in some areas than others.

E.2. If so, do you think their use would be desirable?

Yes: 8 No: 1 Other replies: 8

Similarly a cautious endorsement.

Recommendation

The study team recommends that adoption of the statment of Mission and Implementation as a basis for the development of the Libraries and Audio-Visual Center. This statement should be used as a basis in reviewing the actual and proposed programs of the Libraries and Audio-Visual Center and should itself be subject to review.

PERFORMANCE GOALS

Whereas the statement of Mission and Implementation is intended to relate to the Libraries/AVC as a whole, performance goals are seen as designed for individual units (or individuals) within the library system. They are, as defined and illustrated above, intended to act as guidelines for day-to-day decisions concerning priorities, use of time and resources, and as a yardstick by which to assess performance and results.

The study team conducted an inquiry designed to seek the views and experience of heads of some thirty rather arbitrarily defined "units" within the Libraries/AVC. The questions asked and the seventeen replies received can be summarized as follows:

A. 1. Have you any experience of using written Level III Performance Goals in the Purdue Libraries/AVC?
Most respondents do not have any experience of using written Level III Performance Goals in the Purdue Libraries/AVC, but a significant minority (about one-third) do.

A. 2. How far have you used written statements of a vaguer nature?
Fewer respondents used written statements of a vaguer nature.

A. 3. How far, in your work, do you use unwritten (even unspoken!) Level III Performance Goals as a guide?
Nearly all respondents use unwritten goals as a guide to action.

B. Are you aware of anyone at Purdue Libraries/AVC who could answer "Yes" to A. 1. - A. 3.?
Very few were aware of the use of Level III Performance Goals by other Purdue Libraries/AVC people.

C. Are you aware of any such experience in libraries elsewhere?
Very few were aware of the use of Level III Performance Goals by others elsewhere.

Recommendation

The responses could be taken to suggest that the respondents are, with reservations, more in favor of the use of goals than their present usage would indicate.

37. The study team believes that moving toward the broad use of Level III performance goals will make a significant contribution to more effective Libraries/Audio-Visual Center operations. The study team is conscious that there may be significant problems in the implementation of Level III performance goals in the Libraries/Audio-Visual Center environment. Nevertheless, the study team recommends that the use of Level III performance goals be tried in one or more parts of the Libraries/Audio-Visual Center system on an experimental basis.

CHAPTER III

PLANNING

This chapter is based on the report of the Task Force on Planning. Membership of the Task Force was O. Dunn, H. Schroyer, R. Simon, C. Stafford, Chairperson, and T. Zidar.

Introduction

This chapter is concerned with planning as a process and not with plans per se. The first step in the study of the planning process was to define it:

> The planning process is the organized, logical approach and continuing process to professionally assess, evaluate and forecast the needs and resources (human and physical) of the system in order to maximize the coordination of the components, creatively develop the necessary programs and fulfill the needs of the clientele resulting in a more effective working structure.

As a second step, the Task Force interviewed several University officials in order to find out what type of planning process was in effect at Purdue and what the Libraries/AVC's relationship was to it. The University officials interviewed were John Hicks (Executive Assistant to the President), John M. Cassady, (Chairman, University Senate Library Committee), William Remers (Chairman, Educational Equipment and Aids Committee), and T. Michael Elliott (Assistant Provost). They indicated that enrollment predictions, planning forecasts and procedures have been decentralized. A prime factor of this decentralization has been University administration's policy of appointing strong Deans who run their schools and compete with each other for available funds.

Concurrently, there appear to be two endeavours which will facilitate a more formalized and centralized planning process at Purdue. The first endeavor is the creation of an office which is charged with general institutional planning including long range planning as well as budgetary responsibility and liaison with the Commission on Higher Education for the State of Indiana. This office is headed by Dr. Elliott (Ed.D., Higher Education Administration). The second endeavour is the creation of the Commission on Higher Education for the State of Indiana, charged by statute to coordinate the plan for higher education in Indiana.

The third step was to use the six principles of planning as bases for evaluating our present planning process and for making recommendations for future, viable planning.

Following are the six principles:

1) University plans and the Libraries/AVC plans should be carefully interrelated.
2) The approach the Libraries/AVC takes to planning should itself be planned.
3) The Libraries/AVC planning should be logical, comprehensive, and action-oriented.
4) The Libraries/AVC should pursue a continuous planning effort that relates the formal organization to the basic steps of a planning framework and productively involves the Libraries/AVC staff members.
5) Substantial staff skills should be committed to the continuing planning effort.
6) The Libraries/AVC planning effort should utilize recognized management tools such as forecasting, objective setting, and programming of courses of action.

Before proceeding, it is necessary to make a distinction between short, middle and long range planning. The short range planning encompasses the present to one or two years in the future. Short range should include great emphasis on all levels of management resulting in strong guidelines for day-to-day operations.

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Middle range planning contains plans from the present to five years in the future. It gives overall guidance for the formulation of the detailed short range planning. Long range planning includes the present to ten years plus. The length of the long range period of planning for the Libraries/AVC would depend on the areas under study and the length of the period of long range planning as defined by the aforementioned office charged with University planning. Long range planning will be on a general and global level.

University plans and the Libraries/AVC plans should be carefully interrelated.

Historically there has been little evidence of strong central planning except for the short range type which is tied to the budget and the long range type for the allocation of funds for structures. Recognizing this past state of affairs, the University has delegated the responsibility for planning to the aformentioned office, which after the current budgeting crises have been successfully resolved, will pursue a course of coordinated, centralized planning. Once this more formal planning process has been initiated, there should be forthcoming planning documents for the total University which will enable the Libraries/AVC to interrelate its planning process as an inherent part of the overall University planning.

It should be emphasized that it is the feeling of the **Study Team** that it is mutually incumbent and essential upon the University and the Libraries/AVC to interrelate their planning processes in order to fulfill their individual and related missions.

The approach the Libraries/AVC takes to planning should itself be planned

Generally, the Libraries/AVC have in the past met this principle for short range planning. But by formalizing the planning process to include middle and long range planning, crisis situations can be minimized in frequency and intensity and hopefully resolved into manageable problems before they become crisis situations. Also, good planning must be carefully organized. While this realization and admission is in itself a major step toward good planning, there is still quite evidently a need for the proper establishment of carefully thought out procedures for the organization of planning on every level of supervision within the Libraries/AVC. However, for all intents and purposes, middle and long range planning did not exist except for planning building funds. In addition, the diverse natures of the departmental libraries have made it exceedingly difficult to consistently centralize the planning for the Libraries/AVC.

By the same token, the Libraries/AVC's planning needs to mesh with the University planning activities. One of the characteristics of this formalized planning process would be the delegation of responsibility for planning to an office in the Libraries/AVC administration. This office would be organized to include the essential involvement of the entire staff. Indeed the emphasis would be on the stimulation and coordination rather than the initiation of plans. Another characteristic would be continuing quality control which would review and update the planning produced by the aforementioned process.

Libraries/AVC planning should be logical, comprehensive and action-oriented

The Libraries/AVC have generally met this principle for short range planning. In order to meet this principle more fully in the future on all levels of planning, the **Study Team feels, that one person should be** given the responsibility to oversee that planning is done and that a planning process is established. It is also felt that the planning process should be tied to statements of mission, philosophy and objectives and that these statements should be used to assess the ends the Libraries/AVC wish to achieve. When these ends are formulated, the strengths and weaknesses of the present services, program, personnel, space and financial support should be considered in order to plan the future development and policies of the Libraries/AVC. It is necessary that the units produce short range plans coordinating the overall Libraries/AVC's plans within all three planning time periods. The office in charge of planning sets up a time table with assigned responsibilities to the complete staff.

Libraries/AVC should pursue a continuous planning effort that relates the formal organization to the basic steps of a planning framework and productively involves the Libraries/AVC staff members.

The Task Force feels that the entire staff should have continuing input into the planning process. It is felt that documents relating to planning should be available to the staff. There should be at least an annual review of all existing plans by the entire staff. Encouraging and aiding the staff in keeping abreast of the current developments, techniques, latest advancements is a prime requisite in the planning process.

Substantial staff skill should be committed to the continuing planning effort

It has been stated that an office should be given this responsibility for the planning process. The responsibilities of this office would be establishing planning schedules and guidelines, assembling basic information and data needed for identifying bases for evaluation, corrdinating the overall planning effort, and consolidating individual and group unit plans with the master plan.

The abovementioned functions are some of the more important aspects that this office performs. In addition, the Task Force feels that the position for planning should have the status and rank of at least Assistant Director. Since the Libraries/AVC does not exist in a vacuum, it is necessary to continue involvement in the planning processes of the faculty, the administration, and the students. There should be a continuing productive dialogue in the planning process between the abovementioned sources and the Libraries/AVC. Also, outside professional and technical resources should be drawn on whenever possible.

The Libraries/AVC planning effort should utilize recognized management tools such as forecasting, objective setting, and programming of courses of action

In the past, there has been little evidence of long range planning. The Task Force feels this has been unfortunate because it could have been of valuable assistance in calculating the impact and effect of both recognized and unrecognized trends in and on Libraries/AVC management. Long range forecasting requires sufficient statistical records for proper quantitative comparisons of past and present performances in order to identify significant trends. From these projected trends, objectives must be developed in Libraries/AVC management. However, some research and development will be necessary to insure the feasability of the objectives and the processes derived therefrom.

It is incumbent upon the planning process to include self reviews to check its predictions and objectives. The planning process must produce plans that state in essence what will happen, by whom and specify the resources needed. The Libraries/AVC's plans of action must consist of realistic, workable programs that can reach optimal implementation via annual budgets, operational plans and day-to-day activities.

It can be stated that considerations of both quantity and quality need to be incorporated into a full planning process, otherwise the system will suffer. If quality and quantity are considered two independent variables by the planning process, the service derived from the planning process will fail to reach the optimum level desired.

RECOMMENDATIONS

The Study Team makes the following recommendations with respect to the Planning process.

29. The Libraries/AVC planning process should be formalized.

30. The process should have the involvement of the entire staff, especially with respect to their own units.

31. The process should interrelate with the rest of the University.

32. The process should contain a qualitative control review.

33. The responsibility for the coordination and initiation of planning should be assigned to one person.

4. A Planning Office should be formally established under the supervision of the Associate Director, bringing together the functions of planning, budgeting, personnel, management information, systems and research.

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CHAPTER IV

BUDGETING

This chapter is based on the report of the Task Force on Budgeting. Membership of the Task Force was Geri Baumgart; Robert Farris, Chairperson; Richard Funkhouser; and Charles Long.

The Task Force proceeded to compile its report in the following manner:

1. Weekly meetings were scheduled wherein all aspects of the Libraries/AVC budgeting were discussed.
2. Charles Long, business administrator for the Libraries/AVC wrote a description of the present budgeting procedures (Attachment 1).
3. The Task Force examined samples of the decision element forms used in the budgeting procedure (Attachment 2).
4. Mr. Long provided a summary of the 1972/73 fiscal requests which shows the original preliminary budget request based on the decision elements, the revised preliminary budget request based on minimum needs, and the new funds actually received (Attachment 3).
5. Input was solicited from supervisors.
6. The Task Force interviewed Mr. Dowden, **Assistant Director for Reader Services.**
7. The Task Force familiarized themselves with the assigned readings.

GENERAL OBSERVATIONS

The overall budgeting process is a complex procedure much of which is dictated by forces over which the Libraries/AVC or even Purdue University has little control.

Most organizations and especially governmental organizations have developed an annual budgeting exercise which usually takes the following form:

1. An unrealistic budget request is submitted which asks for more funds than the agency really expects to receive.
2. A more realistic budget is prepared which purportedly identified the minimum amount of funds necessary to operate without deterioration of quality in the ongoing programs of the agency.
3. The actual money allocated is almost always less than either of the above requests.

It is questionable whether or not the time and effort expended in this lengthy and elaborate ritual can be justified, nevertheless, because of the vagaries built into the system, it would appear that an honest, realistic initial budget request would never be granted.

THE ROLE OF THE LIBRARIES/AVC

The Libraries/AVC is not spared from this annual time consuming routine. It completes the above outlined steps and customarily receives an increase in funds. Part of this increase represents a fixed percentage increase in salaries and wages and the other part represents new money for other purposes. One favorable feature of the present process is the flexibility allowed for the expenditure of this other purpose money. The Libraries/AVC can allocate it in whatever way is deemed best, however, once the overall University budget is approved by the Board of Trustees, any subsequent reallocation of funds requires special approval from the Provost.

The fact of the matter is that in recent years, any new money has hardly been enough to compensate for constantly inflating costs. This has made it extremely difficult for the Libraries/AVC to institute any new programs. Only occasional budget items, such as the courier service **(subsequently renamed the book delivery service) or the refurbishing of study tables, have had enough appeal to elicit increased funds from the University budget administra**

The Libraries/AVC have not always been sufficiently informed about prospective plans and programs of other University schools and departments to be able to coordinate their budget requests with what is actually happening or with what is about to happen in the University community. This has been demonstrated several times in the recent past by certain departments instituting new doctoral-degree programs with little regard for inadequate book resources and even less effort being made to aid the libraries in increasing their book budget. The opposite effect occurred several years ago when the HSSE School succeeded in achieving a huge increase in their book funds with hardly any consideration being given to the problems this created for the library in terms of the need for more personnel, space, equipment, etc.

On other occasions, some departmental libraries have been granted additional space in the buildings they were housed in only to discover that maximum use of this space was difficult because there was no accompanying increase in the capital equipment funds to provide the necessary furniture and shelving.

THE ROLE OF THE SUPERVISORS

The majority of the supervisors feel they have very little input in the makeup of the budget. However, few had any concrete suggestions as to how to improve the existing budgetary process.

Salaries

Apparently all supervisors are consulted about the hourly wage rates which will be paid each individual employee for the coming year. One common complaint is that too many support staff salaries remain pegged at the minimum University rate scales. These University wide rates have been increasing by five to fifteen cents per year. Since the clerical increases rarely ever exceed these mandatory "raises", many clerks are never able to rise above their minimum rate. Rarely is there enough money left over to reward those employees doing an outstanding job.

There is a definite need to define what constitutes a merit increase as well as to clarify how a merit award system works.

Personnel

Very few supervisors feel they are consulted concerning the number of staff they consider necessary to perform the workload they foresee for the coming year. Readers Services are asked informally at a meeting to make requests for whatever additional personnel they think are necessary. The Technical Services seem to operate more on a crisis basis receiving additional personnel only when complaints from influential sources force the expansion of Units in order to alleviate back logs.

Supplies and Equipment

Readers Services librarians are also asked during the year to send in requests for major supplies and equipment. This is usually done informally at a meeting. Some Technical Services Unit heads have adopted the routine of appending a list of their equipment needs to their annual report.

One major complaint is that there is rarely any response from the library administration as to whether or not these requests will be fulfilled. The equipment either arrives during the year or else it doesn't. A partial list was circulated this past year showing what had been ordered up to that date but containing no information as to whether or not the remaining requested equipment would ever be ordered.

Some departmental librarians resent the fact that in some instances their requests are answered by a counter-request from the library administrators asking them to seek the necessary funds from their Department Head and/or School Dean. It is felt this is an undesirable as well as a self-defeating practice since in essence it conceals the true cost of operating our decentralized library system.

There is no allowance in the budget for maintenance and repairs of a minor nature for which outside services are unavailable, such as assembling equipment which comes in pieces, repairing tables and chairs, minor electrical repairs, replacing paper cutter blades, etc., etc., etc. This type of need could best be satisfied by the addition of a full time handyman in the budget. Money should be budgeted for the express purpose of replacing worn-out or obsolete equipment.

Library Materials

Most supervisors do not have any input concerning the amounts of money allocated for books and serials. Unfortunately, this sum is dependent upon the amount of money allocated to the libraries by the University and their amount usually remains proportionately the same as the previous year.

Some departmental librarians have acquired an almost independent attitude in this area since they have grown accustomed to receiving large grants from non-library sources with which they satisfy their book buying requirements. Some University departments are also transferring funds from their S & E budgets to the Libraries/AVC book budget. While it would be foolhardy to discourage either of these practices, they do create an unsound situation. Neither of these sources of funds can be depended upon to continue indefinitely. Also the failure to include these additional sources of funds in the annual book budget totals distorts the actual costs of operations.

Some supervisors felt there should be a special allotment in the book budget for the purchase of bibliographical materials, such as the G. K. Hall book catalogs.

There was a complaint from the General Library alleging that they are being short changed in the budgeting procedure since they are considered as just one of 28 libraries, whereas in terms of books received, number of users, number of books and reference questions answered they carry roughly half the workload of the entire system.

There were several complaints concerning the account procedures used for subscription and continuation orders:

(a) Standing orders for irregularly published monographic series are included with the figures for regularly published journal subscriptions. It was recommended that these standing orders for irregular issues be separated from journal subscriptions and combined with continuation orders.

(b) There was a recommendation that departmental libraries be given one lump sum for books and serials along with the authority to spend this money on either books or serials depending on the needs of the particular library.

(c) The monthly accounting sheets should be broken down by account numbers.

(d) Continuation orders should be arranged by the ordering libraries in order to provide them with a clearer picture of the amount of money committed for the year.

Along with this was a request for better statements concerning the status of book orders.

Conclusion

Budgeting is a complex process which is interrelated with several other facets of this Management Study such as Planning, Organization, Management Information and Policy.

If there is to be a major overhaul of the present budgeting procedures, it should be done gradually and in conjunction with major overhauls in these other areas.

RECOMMENDATIONS

The Study Team makes the following recommendations with respect to Budgeting.

17. In order to ensure cooridnation of academic programs with library needs, communication between the Libraries/AVC and all academic departments should be improved.

35. Long range budgeting for priority items desired by the library should be instituted in conjunction with long range planning.

40. Supervisors should have more input into the budgeting process. A questionnaire should be designed and sent out at an appropriate time each year on which they could list requests for additional personnel, equipment and materials along with their reasons for these additional needs. If these requests are given serious consideration, the supervisor should be called in to further justify these needs. If the requests are not given serious consideration, the supervisor should be so informed.

75. The entire concept of merit raises with respect to both the principle and the mecahnics deserves a thorough review, especially in connection with the effects of the Bracket Index, the giving of merit raises during the year, and the use of salary savings.

41. The Libraries/AVC should gradually assume the full cost of providing furniture, equipment and wages for the departmental libraries and discontimue relying on additional funds from the University departments for these purposes.

16. Provision should be made, in staffing the Libraries, for minor repairs to be handled internally.

43. The school, departmental and floor librarians should use more initiative and control in developing collections relevant to Purdue's needs.

42. The total book budget figures should reflect the additional book funds received from outside sources.

39. The present allocation of funds for library materials for the various subject areas should be studied in order to determine if there could be a more equitable distribution.

50. The accounting procedures for the purchase of subscriptions and continuations should be studied and revised so that clearer and more detailed reports would be available.

ATTACHMENT 1

BUDGET TASK FORCE
BUDGETING

The University Administration is presently working toward a 10 year, five year, biennial and annual budgeting format, which is always subject to revision, but does provide a budgeting vehicle for planned sequencing of budget areas.

The current budget method:

1. Preliminary budget submitted in the fall of each year to the Provost for the coming fiscal year.
    - A. Procedure --
        1. Requests submitted on decision elements arranged in priority sequence by fiscal year, usually submitted for one to three year periods. This system is designed to incorporate long range goals with short range goals. See attachment for example of Decision Element.
        2. Normally on preliminary budget requests there is no restriction on dollar requests.
        3. The timing of preliminary budget requests is dependent upon the activities of the State Legislature. Generally speaking, in odd numbered years, when the Legislature is in session, the budget will not be due until late in the spring of the year.
2. Once the preliminary budget requests have been submitted and the University is aware of the available funds for the coming year, allocations are made to each school based on the information submitted on the Decision Elements. Since the preliminary budget requests were not restricted as to the dollar amount, experience of past years, indicate the funds received will be considerably less than the amount requested. This action results in a number of things to be considered:
    - A. If long range budget plans properly incorporated the short range goals this change in the funding level necessitates a change in long range budgeting positions. Inadequate funding for the coming year throws off the schedule for the future years.
    - B. Since the funding for the coming years is less than the requests a re-arrangement of priorities must be made based on the amount of funding received.

C. The additional funds for the new year are usually divided between salary increase money and new money. We do not have to request salary increase money. The University administration determines the dollar increase based on a previously determined percentage increase which is then applied to each existing salary budget. Each element of the University is permitted to re-allocate its funds at budget time switching from one category to another provided the changes are justified. The rules for budget preparation remain basically the same each year, but changes are made and special approvals are granted to allow some flexibility.

At the level of the Libraries and AVC the following actions take place.

1. The salary increase money is allocated usually on a percentage basis equal to that given by the University to each division and unit. Individual merit increases are determined by the appropriate supervisors.

3. After it is determined how all funds will be allocated for the next fiscal year the information is put into the appropriate format. The format is presented to the University Administration in totals of -- Salaries and Wages, Supplies, Capital and Library Materials. Once the allocation of funds is determined at budget time any re-allocation of funds thereafter requires special approval from the Provost's Office. Any change requires an appropriate justification on the part of the Director of Libraries and Audio-Visual Center.

4. Each year in the spring, after the Director of Libraries and Audio-Visual Center has presented the budget for consideration, a formal meeting is set up with the President of the University to review the budget. At this time the Director has the opportunity to make comments, special requests and generally discuss the funding for the Libraries and Audio-Visual Center. In many instances the Director is called on to justify his actions resulting from the allocation of funds.

After the formal budget presentation, the budget is presented to the Board of Trustees of the University for final approval.

At this point the cycle of budgeting begins anew with preliminary budgets and plans for the coming years.

ATTACHMENT 2

PURDUE UNIVERSITY
DECISION ELEMENT

1973-74
Fiscal Year

☐ New Function

☐ Function Expansion or Improvement

Libraries/AVC
School or Area

Reader Services
Department

1530		
Department No.	Element No.	
6		
Category	Major No.	Sub No.

I. SUMMARY

A. Campus Libraries Courier Service
Brief Name of Request

B. PRIORITY 73-74 Year; Department Priority No.; 1 School or Unit Priority No.

C. APPROVAL Dept. Head Signature; 9/15/72 Date; Dean or Director Signature; 9/18/72 Date

II. DESCRIPTION AND JUSTIFICATION

Describe the nature and purpose of the request with particular emphasis on how it relates to your mission. Indicate both tangible and intangible benefits and outputs anticipated. Enumerate alternatives considered and the criteria used in the selection of this alternative. Identify any contingencies that may be present (legislation, matching funds, etc.). Attach additional sheets if needed.

The effectiveness of a libraries system is dependent in part on its ability to deploy materials where they will do the most good at the time they are needed. The libraries on the Lafayette campus together hold an outstanding collection of materials in agriculture, the sciences, and engineering but access to these materials is uneven because of scattered locations around the campus, inadequate library quarters, limited staffing, etc.

As a means of making better use of the materials that are available it is proposed that a courier service be established to provide frequent and rapid delivery of materials between the libraries on the Lafayette campus, including the 9th street warehouse.

Duplication of materials is a partial alternative, but it is clear that there cannot be unlimited duplication to meet every demand. It is also apparent that increasing use will have to be made of storage spaces wherever available.

Funding for a .50FTE position on a non-recurring basis was granted for 1972-73. It is requested that this position be funded full-time on a recurring basis beginning with 1973-74. A half-time position will permit only partial implementation of a pick up and delivery service among the 29 libraries in the system as well as additional locations in academic buildings and residence hall locations.

ATTACHMENT 2

III. PERSONNEL

Summarize the duties, responsibilities and salary of each staff addition. Indicate if positions are academic or fiscal year appointments. The total detailed below must agree with each of the personnel categories listed on Page 4. Assume no salary increases from year to year, show only additional positions among the years.

Truck Driver
Operate truck for rapid courier service between libraries, and other locations. Is responsible for security of materials handled.

Fiscal year appointment $6240

V. SUPPLIES AND EXPENSE

Additional funds requested for supply and expense items should be explained and related to specific needs, i.e. increased laboratory supplies for increased enrollments, transportation, equipment repair, communications, etc. The total must agree with the Supplies and Expense total shown on Page 4.

Equipment operation and maintenance

V. CAPITAL

Capital equipment items should be listed below and their total must agree with the Capital Category total shown on Page 4.

ATTACHMENT 2

VI. OTHER SUPPORT

Include in this section additional funds requested for Library, A/V Center, Computer and other support services. Total must agree with Other Support total on Page 4.

VII. SPACE REQUIREMENTS

List below in the following categories space needs associated with this request:

A. Change in use required of space assigned to department but no remodeling required. Identify rooms.
B. Alteration of assigned space required. Describe and identify rooms.
C. Additional space required other than that which is assigned.

At a minimum you should consider your space needs for classrooms, teaching laboratories, research laboratories and offices. Your requests in categories A, B and C must be cleared through Schedules and Space. Additionally, space requests for the immediate budget year must be supported by Physical Plant estimates. Total of space costs must agree with Space Category total listed on Page 4.

VIII. FUNDING SOURCES

Please indicate all sources of funding (including departmental) for the request. If matching is involved describe the arrangement. Anticipated users of Reserves should be identified. Include income estimates if appropriate. Gift, grant or contract arrangements should be shown. Indicate any obligations that are assumed by acceptance of outside funds. List total of this section on Page 4.

IX. MINIMUM FUNDS REQUIRED

If not fully funded, what would be the minimum amount required to undertake the requested activity?

FINANCIAL SUMMARY

ATTACHMENT 2

CATEGORIES		Base Year* Non-Recurring	Base Year* Recurring	Internal Budget Year Non-Recurring	Internal Budget Year Recurring	Second Year Non-Recurring	Second Year Recurring	Third Year Non Recurring	Third Year Recurring
PERSONNEL (See Section III) A. Faculty & Professional	F. T. E.		21.76						
	Amount		296195						
B. Administrative	F. T. E.		8.50						
	Amount		64124						
C. Clerical & Service	F. T. E.		80.30		1.00				
	Amount		424603		6240				
D. Wages			76196						
SUPPLIES AND EXPENSE (See Section IV)					600				
CAPITAL (See Section V)									
OTHER SUPPORT (See Section VI)									
SPACE COSTS (See Section VII)									
TOTAL COST		-0-	861118		6840				
FUNDS AVAILABLE FROM OTHER SOURCES (See Section VIII)									
TOTAL ADDITIONAL PURDUE UNIVERSITY FUNDING REQUESTED					6840				

*This column to be completed for all Decision Element requests which are checked Function Expansion or Improvement.

ATTACHMENT 3

Fiscal Year 72-73

Library Management Study
Budget Task Force

Summary:	Salaries/Wages	Supplies/Capital	Library Materials	Total
1. Original Preliminary Budget -- Decision Elements	$ 190937	$ 47522	$ 295726	$ 5341
2. Revised Preliminary Budget; Minimum Needs	$ 109681	$ 18672	$ 186869	$ 3152
3. New Funds Actually Received	$ 68860	$ 11200	$ 104300	$ 1843

CHAPTER V

MANAGEMENT INFORMATION

This chapter is based on the report of the Task Force on Management Information. Membership of the Task Force was W. Corya, J. M. Houkes, D. Moses, M. Skinner and D. Tolliver.

INTRODUCTION

Management Information has been defined as the process of securing and analyzing information on library activities that is required for management control. The function of Management Information is to support the library manager in making necessary decisions.

Management Information must serve policy making management at the top level and operating management at the middle level of the organization for purposes of, respectively, devising future plans and controlling day-to-day operations.

These levels are defined by Anthony as strategic planning and management control.

> Strategic planning is the process of deciding on objectives of the organization, on changes in these objectives, on the resources used to attain these objectives, and on the policies that are to govern the acquisition, use, and disposition of these resources.
>
> Management control is the process by which managers assure that resources are obtained and used effectively and efficiently in the accomplishment of the organization's objectives.*

BACKGROUND

Concern for accountability in education has been reflected at all levels; local, state, and nationally through many programs, articles, and reports. The Carnegie Commission's report entitled The Fourth Revolution affords an excellent example of national concern and future trends in higher education. This report provides emphasis and outlines philosophy and programs required to maintain quality in higher education through the coming years. The State of Indiana recently formed a Commission for Higher Education to plan and coordinate state-wide developments among the public-supported state institutions. Purdue, lead by a new President and administration, including a new Director of Libraries/AVC, currently is examining several alternatives to meeting its mission and on-going programs. Thus, these forces have greatly enhanced the potential and need for using management information effectively in the coming years within the Purdue University Libraries/AVC.

Currently, much information is collected within the Libraries/AVC. However, the value and use of this information is sometimes spotty and limited. This is not to infer that information is not consciously collected and reviewed, but rather that specific management goals are not the basis for which statistics have been kept. Much of what currently is collected is based on programs, policies, and procedures of past administrations when the University was undergoing a period of great growth and, quite naturally, was beset with problems and priorities unlike those faced today. Annual reports containing quantity counts, i.e., materials checked out, in-library usage, patrons entering or leaving, etc., along with narrative descriptions of services provided and the quality thereof were quite sufficient to justify and support future budgetary requests.

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*Robert N. Anthony, Planning and Control Systems: A Framework for Analysis, Harvard, 1965.

The Libraries/AVC is very susceptible to outside stimulus. Strong criticism has been launched from most every corner of the campus--weaknesses in subject collections; inability to respond to specific requests; indifference of personnel; inadequate facilities; processing lags; circulation problems; etc. Internally, appropriate information is not readily available in the following areas:

1. Statistics and information about users--who are they, their habits, what they use, etc.
2. Statistics about the use of the collections.
3. Work load and work flow measurements, output statistics, and performance standards.
4. Required resources for accomplishing certain library tasks and services.
5. Equipment allocation, depreciation, and replacement decisions.

These areas deal primarily with budget, policy, personnel, and planning. Management decisions considering proposed changes in programs or policy are becoming increasingly more difficult to justify without strong statistical estimates, or even exact data reflecting cost-effectiveness, the demand for and use of services, the productivity of staff, etc. Further, several alternatives must be examined as each potential program or policy is weighed. In view of budgetary constraints and pressures, a new emphasis is placed on the need for management information. The development of an information system is a more or less continuous process from the time that it is first conceived until it is in operation. The emphasis now is to assess present methods of data collection, evaluate its usefulness in terms of today's needs and project future requirements.

The Task Force tried to determine what management information was being collected in the Purdue University Libraries/AVC and how it was being used by the various administrators and supervisors. The first effort consisted of developing the questionnaire found in Appendix A. This questionnaire was given to all members of Libraries/AVC Administrative Committee plus two key personnel in staff positions. A week later, the Task Force held a meeting with this group with the following results. Apparently the respondents found the questionnaire to be either unclear, too broad, or unanswerable. In any case, the most productive finding of the meeting was that this particular approach and questionnaire simply did not work with these individuals and these circumstances.

A second questionnaire (found in Appendix B) was developed and distributed to 15 "key" administrative personnel in the Purdue Libraries/AVC. As can be seen, the second questionnaire approached the management information problem directly. However, with the response from this questionnaire, plus a few additional informal interviews, it was possible to make some major inferences about management information, its use, and potential use in the management of the Purdue Libraries/AVC. These inferences, conclusions, and recommendations are found on the pages which follow.

PLANNING

The Libraries/AVC has no organized means of securing the necessary information to support an effective planning program or even to monitor existing policies and procedures. Therefore, the Task Force recommended that a central planning office be established for the purpose of initiating and coordinating the gathering, indexing, and disseminating of management information reports and studies. It further recommended this office should be responsible for analyzing and interpreting data, information, and trends.

The Study Team, while sympathetic to this recommendation, felt that it would need to be seen in the light of the recommendations in Chapter III: Planning. The Study Team believes that all supervisors should be involved in a formal planning process especially with respect to their own unit. A planning office, should, therefore, be concerning with the coordination and, if need be, the initiation of plans. Since management information should be related to strategic planning and management control, the role of the planning office with respect to management information ought also to be primarily concerned with the coordination and, if need be, initiation of management information.

FINANCIAL ACCOUNTING AND CONTROL

Decisions concerning programs, policies, priorities, and even procedural changes generally are influenced heavily (and often unduly so) by the impact this particular change will have or might have on the budget. Allocations for the future depend heavily on what was done in the past, thus often stifling changes in priorities. Depreciating out equipment is unheard of and priorities for replacing or adding capital equipment do not exist. Fiscal reports are common yet they may not be meaningful to all who feel they need such data. The usefulness of such reports is often reduced due to lag time between the date a report was published and the need for current data. Fiscal reports should be generated on a regular basis and supplied to management for review and control. Programs, policies, and other priorities should dictate budget. Allocations should be based on cost effective priorities and past performances rather than external or internal influences.

FLOW OF LIBRARY MATERIALS

Of concern here are processing activities, schedules and time requirements, back logs, through puts in each area, labor costs for each activity, and elapsed time. Other than elapsed time and through puts in some areas, little is known about the flow of library materials through the Technical Services Division. Questions remain concerning the selection of vendors, publisher output, number and type of volumes which likely will be added, status of orders, etc. An effort should be made to determine and gather information which would focus on policies and procedures which may be effecting the efficiency of the system. Also, a system should be developed whereby the status of any given order is readily available at any time. The relationships, roles, and objectives of the various units within the Technical Services Division should be clarified in order to establish better communication and continuity of services.

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PROFILES OF THE USER POPULATION

Major questions concerning the demand for materials and services, the usage of materials and services, and specific strengths and weaknesses of various collections remain unanswered. Worse yet, these questions cannot be answered until major shifts are made in the gathering of management information. Currently, much irrelevant data is gathered while relevant data remains uncollected. Questions concerning when to or when not to duplicate materials cannot be easily answered. Thus, the cost effectiveness of various collections, services, and staffing patterns are nearly unanswerable without either a major study or determination of appropriate changes in the collecting of appropriate information, Management information needs should be determined which in turn would establish staffing patterns that are cost effective and yet meet demands for service. Collection strengths should be described along with the demand for materials, usage of materials, and user profiles. We should develop the capability and the habit of predicting likely outcomes of various alternatives concerning collection development, staffing, and patterns of service.

There is every expectation that the new circulation system currently in the Overview Study phase by the Systems Unit will provide a high percentage of the needed information concerning collection use and user demands. Generation and availability of management information of this type is to be one of the prime considerations in the eventual design of the new circulation system.

PERSONNEL

The Personnel Office generates management information through the accumulation of data concerned with selection, transfer, promotion, salary, and work performance of library personnel. A report of statistical activity regarding the number of hires and terminations by category is prepared on an annual basis. But, there is little evidence that information is formally generated to management concerning staff turnover and job satisfaction. Regarding staff attitudes, the task force generally agreed that there appears to be a lack of "input" expressing staff attitudes and morale. This may be due in part, to reluctance on the part of the employee to relate personal opinions for fear of reprisal or punitive action, but this is not uncommon since it is a natural tendency for employees to cast a wary eye toward management. Management information about employee attitudes can be valuable and should be encouraged. Improving work flow and identifying improved methods of operation within individual units and between units might be better realized through employee involvement.

The personnel office should be responsible for providing information on those aspects of operations which are concerned with the relationship of management to employees. Programs should be developed to determine and assess staff performance and productivity. The staff should be encouraged to evaluate the training programs and the needs for revision of existing programs or the addition of new programs. By so doing, an information base could be established whereby staff strengths and weaknesses could be assessed. Thus, information should be readily available concerning productivity, employee turnover, efficiency, and job satisfaction.

SUMMARY

In summary, the Task Force on Management Information identified and examined the various types of management information available in the Libraries/AVC, and attempted to assess its general impact on decision making and problem solving. The Task Force quickly learned that identifying the manner in which currently available management information is actually used in the Libraries/AVC was a next to impossible job. The Libraries/AVC Administration is thinking about the information needed to make long and short range decisions, how it should be made available to the decision maker, and how it should be used in making the final decisions.

Almost everyone questioned agreed that decisions are made all the time using information, but no one could identify any system describing how it is done. The only concrete answer obtained from the various interviews conducted by the Task Force, was the identification of certain areas where appropriate management information seemed tobe lacking. It is relatively easy to decide to collect a certain piece of information and begin to generate long lists of statistics, but identifying the appropriate information to be collected and determining how it can best be used in the decision making process is the really difficult part. It is in this latter area where confusion results in the Libraries/AVC.

Certainly this confusion demands that general areas of needed information be identified as essential to the planning, control, and coordination of the Purdue Libraries/AVC. It must also be determined how this information is to be used in the decision making process, and its relative importance in the final decisions. It is believed that if this and various other more specific recommendations included in this report are encouraged and implemented, then the Purdue Libraries/AVC is well on its way toward a coordinated long range management information system.

RECOMMENDATIONS

The Study Team makes the following recommendations with respect to Management Information.

46. Appropriate information in the following areas is not adequate. Needed information should be identified and collection implemented.
    a. Statistics and information about users and potential users--who they are, their habits, what they use, levels of satisfaction, etc.
    b. Statistics about the use of the collections as a basis for allocation of resources, discarding, replacement, storage, etc.
    c. Work load and work flow measurements, output statistics, and performance standards.
    d. Required resources for accomplishing certain library tasks and services.
    e. Equipment allocation, depreciation, and replacement decisions.

34. A central planning office should be created to handle all aspects of management information and to organize an efficient system for analysis.

49. Lag times in reporting accounting and financial information should be shortened.

48. Information should be readily available concerning the status of any order from selection until the materials are available for use.

56. Information concerning the cost-effectiveness of various alternatives in staffing, materials, purchasing, services, etc., should be made readily available. Major study is indicated here.

67. More information should be collected and made available concerning staff morale, attitudes, productivity, strengths, weaknesses, relationships, and turnover.

44. Basic general areas of needed information should be specifically identified and both the need for the information and how it can be supplied and used in decision making should be studied.

45. Standards and "indexes" should be developed for decision making information.

Related recommendations in other chapters include:

(47) The termination interview should continue to be an integral part of the termination procedure. Data so collected should be evaluated to identify trouble spots and recommendations for improvement made. (Personnel)

(50) The accounting procedures for the purchase of subscriptions and continuations should be studied and revised so that clearer and more detailed reports would be available. (Budgeting)

APPENDIX I

MANAGEMENT INFORMATION

1. What management information do you have at your disposal?

   a. Fiscal control reports?
   b. Statistical reports on patterns of library use?
   c. Work measurement or production reports from technical services?
   d. Personnel files?
   e. University wide policies and procedures which are available?

2. How is current management information reported to you? E.g., written reports, informal oral reports, regular, as needed, etc.

   a. Fiscal control reports?
   b. Statistical reports on patterns of library use?
   c. Work measurement or production reports from technical services?
   d. Personnel files?
   e. University wide policies and procedures which are available?

3. What management information do you definitely need?

   a. Fiscal control reports?
   b. Statistical reports on patterns of library use?
   c. Work measurement or production reports from technical services?
   d. Personnel files?
   e. University wide policies and procedures which are available?

4. What management information gathering would you like to discontinue?

   a. Fiscal control reports?
   b. Statistical reports on patterns of library use?
   c. Work measurement or production reports from technical services?
   d. Personnel files?
   e. University wide policies and procedures which are available?

5. What management information (which you definitely need) would you gather on a regular basis?

   a. Fiscal control reports?
   b. Statistical reports on patterns of library use?
   c. Work measurement or production reports from technical services?
   d. Personnel files?
   e. University wide policies and procedures which are available?

6. What management information (which you definitely need) would you gather on a temporary or occasional basis?

   a. Fiscal control reports?
   b. Statistical reports on patterns of library use?

- c. Work measurement or production reports from technical services?
- d. Personnel files?
- e. University wide policies and procedures which are available?

7. Do you request management information from all personnel involved in a given activity, about which you are trying to learn, or does a sampling procedure suffice?

    - a. Fiscal control reports?
    - b. Statistical reports on patterns of library use?
    - c. Work measurement or production reports from technical services?
    - d. Personnel files?
    - e. University wide policies and procedures which are available?

8. What is the current flow of management information? Upward? Downward? Lateral?

    - a. Fiscal control reports?
    - b. Statistical reports on patterns of library use?
    - c. Work measurement or production reports from technical services?
    - d. Personnel files?
    - e. University wide policies and procedures which are available?

9. Currently, what personnel are involved in:

    - a. requesting management information?
    - b. gathering management information?
    - c. compiling management information?
    - d. interpreting management information?

10. Ideally, who should be involved in:

    - a. requesting management information?
    - b. gathering management information?
    - c. compiling management information?
    - d. interpreting management information?

11. Who should not be involved in:

    - a. requesting management information?
    - b. gathering management information?
    - c. compiling management information?
    - d. interpreting management information?

12. How is management information which you receive used? What is its impact?

    - a. Fiscal control reports?
    - b. Statistical reports on patterns of library use?
    - c. Work measurement or production reports from technical services?
    - d. Personnel files?
    - e. University wide policies and procedures which are available?

13. Who do you feel should be using management information?

    a. Fiscal control reports?
    b. Statistical reports on patterns of library use?
    c. Work measurement or production reports from technical services?
    d. Personnel files?
    e. University wide policies and procedures which are available?

14. Currently, who uses management information?

    a. Fiscal control reports?
    b. Statistical reports on patterns of library use?
    c. Work measurement or production reports from technical services?
    d. Personnel files?
    e. University wide policies and procedures which are available?

15. What percentage of your decision making do you estimate to be based on quantitative management information as opposed to qualitative?

APPENDIX II

POSITION________________________

nstructions: Please list just one critical problem requiring a solution per sheet.

. State the problem-requiring a decision or a solution.

2. Is this a past, current, or future problem?

3. Is it a recurrent problem, i.e., every 6 months, 12 months, etc.?

4. Is the time span available for arriving at a decision realistic and reasonable or is there a special and immediate urgency?

5. Will the decision have long-term or short-term effects?

6.

In rank order, list the Management Information that would be useful in making this decision	For the Management Information you have listed, check one of the following which best describes the degree of availability of that particular piece of information					The degree of precision required		
	Readily Available	Can be obtained with moderate study costs	Can be obtained but will require major study costs	Cannot be obtained unless major policy changes are implemented in data collection procedures	Can never be obtained	Estimated Guess	Statistical Estimates	Exact Data
1.								
2.								
3.								
4.								
5.								

CHAPTER VI

POLICIES: FORMULATION AND USE

This chapter is based on the report of the Task Force on the Formulation and use of Policies. Membership of the Task Force was M. Bailey, Chairperson; A. Dorsett; D. Ferris; and C. Snow.

The following working definition of the word "policy" has been used:

> "A policy is a generalized, theoretical statement, often explaining why something should be done, i.e., the Gifts and Exchange policy."

This is different from an operation, which is how something should be done, such as: what forms to use and how to record the information on forms. Policies are used as a guide to individuals concerning the proper course of action to choose in various circumstances.

In the preparation of its report, the Task Force proceeded as follows:

- The Task Force examined the literature mentioned in the manual and studied the ARL Occasional Paper 2 "Library Policies." They used the Occasional Paper in preference to the manual in their study because the Occasional Paper is more consistent and easy to follow.

- They formulated the questionnaire, (which is reproduced as Appendix I of this chapter) and distributed it.

- They examined the results that were received and drafted this Chapter.

The Purdue University Libraries/Audio-Visual Center have operated for a number of years with a minimum of written policies. Policies which are formulated should be very broad in scope. Policies should not become "letter of the law performance"; they should be creative and imaginative. Several people, especially those on the administrative level, mentioned that a problem with written policies is that they become to flexible and require constant revision.

The Task Force on Policy conducted a survey of 47 people. The survey group was composed of members of the Administrative Committee, unit heads, school and departmental librarians, and 20 staff members. The Task Force wanted to ascertain whether or not the staff members might have a different view of policies than the administrators, the unit heads, and the professional librarians. (A copy of the Questionnaire is given as Appendix I.)

Our general observation of the results of the survey indicates that the Libraries/Audio-Visual Center lacks written policies in most areas. Those policies which do exist often are found scattered in minutes of the faculty meetings, Administrative Council, or unit heads. Memo's from the Director or one of the Assistant Directors or procedures manuals in various units and departments may imply policies. For example, a memo from the Director of Readers Services concerning staffing for Labor Day may imply that the Libraries/Audio-Visual Center has a policy of staying open any day that classes are in session or tests are being given. Another example is that the Cost Study of 1971 includes a statement of objective for each unit, thus implying a policy for the relationship among all areas of the Libraries/Audio-Visual Center.

The bulk of the written policies which were mentioned or submitted (see Appendix II) involved rather narrow or specific policies which often bordered on procedures. Most policies cover items such as hours of service, loan policies, identification of borrowers, ordering, gifts, reserve book room, etc. Few of them are broad statements on which narrower policies or procedures may be based.

The consensus was that the communication of policies, both written and unwritten was a problem (Appendix I questions 11b and 19). People become aware of unwritten policies in other areas that might affect their own operations by chance, by running into a problem, by complaints from patrons, etc. Many responders mentioned that policies should be communicated to all affected groups, including staff, faculty, students, etc.

Most responders asked for one central resource for written polcies (question 19).

Many replies included lists of areas which people thought had written or unwriteen policies. These lists should be checked by a future committee to determine whether policies actually exist.

There was a general agreement (question 7) that the unit heads or department heads were formulating the written policies. The unwritten policies (question 13) are devised equally by unit heads, supervisors, and staff members.

The majority of the areas surveyed used unwritten policies in their operations (question 8a). Most people favored written over unwritten policies (question 10). Although people were vague about unwritten policies in areas outside their own, many suggestions were given for unwritten policies which people feel are needed (question 11a). The Task Force prepared a list of these unwritten policies for a future committee to examine (Appendix III).

Since unwritten policies often are vague and subject to frequent change, few people suggested specific unwritten policies that should be reviewed, revised, updated, or discarded (questions 12 and 14). It is not known how well unwritten statements coincide with written statements (question 15).

There was a split answer between "yes" and "don't know" on whether policies were enforced equally in all areas (question 16). Most credited this to varying interpretations by supervisors or unit heads.

On the question of whether policies favor one type of client over another (question 17), the professional librarians tended to say that faculty and staff received preferential treatment while nonprofessional staff often replied "no". The reason may be that faculty and staff go directly to the librarian with special requests rather than stopping at the circulation desk first. Perhaps all employees are not aware of this favoritism.

Analysis of Policies

An examination of the policies mentioned or submitted (Appendix II & III) indicates that in the area of University personnel policies there is the most coverage. In general, the Libraries/AVC conforms to ths University policies as presented in the BUSINESS PROCEDURE MANUAL (the official University policy compendium), YOU AND PURDUE (for clerical and service employees), the FACULTY HANDBOOK, and EXECUTIVE MEMOS. The Libraries/AVC faculty itself has a constitution and a promotions policy. However, many areas still need to be covered by some broad general statements; for example, developing the staff resources, such as status and role of the professional librarians and the development of the support staff. A few complaints were mentioned, such as coffee breaks and time off for classes; these were subject to broad interpretation by supervisors and department heads. One person mentioned that the employee should have the right to review his own personnel file.

The entire area of the Libraries/AVC relationship with the teaching departments is virtually untouched. There is nothing to define the role of the Libraries/AVC in the instructional and research activities of the University. The role of the departmental or school librarian or subject specialist in the departments with which he works is undefined and subject to unrestricted interpretation. Should the Board of Trustees approve new degree programs without an evaluation of the collections available or without provision for funds to build collections. Should the Libraries/AVC supply space, equipment, textbooks, programmed instruction workbooks, etc., for the tutoring programs such as that of Black Cultural Center. Should the departmental libraries purchase the 20 cassette recorders required for a mini course or should the instructional department? Should the departmental libraries spend library funds for books, journals, etc., to be used exclusively on a research project on which 6 graduate research assistants are receiving funds, or should the instructional department? These and many other questions cannot be answered until some policies are promulgated.

The Libraries/AVC lacks a clear definition of which departmental library is responsible for which subjects. The Approval Plan provides for assigning books based on the class schedules of the instructional departments. The research projects, the interdisciplinary programs and areas such as higher education or history of science defy subject assignment. The lack of a clear policy on the ordering, cataloging, and storage of audio-visual material results in a multiplicity of overlapping systems on campus. The role of the Libraries/AVC faculty in the selection of material and the control of the budget, compared to that of the teaching faculty, is fuzzy in most situations. This is a very controversial area which required additional attention.

The priority for availability of the collections is another problem. What level of reference service should be offered? Should the staff member find the answer for the student or show him how to find it? Should there be a central refernce desk in the General Library staffed at all times by subject specialists and professionals? Should there be special consideration for books for class reserve? Should the interlibrary loan service be extended to undergraduates?

The interinstitutional program for the State universities in Indiana is fairly well defined. The proposed new Cooperative Bibliographical Center for Indiana Libraries may require new consideration of policies.

The Task Force on Policy recommends that a regular program be initiated for preparing, discussing, recording, distributing, publicizing, and reviewing policies. There should be established a policy manual or policy file under the responsibility of one person who prepares, updates and distributes policies. The person should be in an administrative position, such a person in charge of planning, policy, etc. A policy review committee would act as an advisory group of system wide policy. The committee could be composed of 5 to 7 members representing all levels of staff and representing all areas of the Libraries/AVC. There should be prior input from students, faculty, and all levels of staff; formulation of the policy; meetings to discuss it; rewriting; communication to all affected groups; publicity through staff publications or other methods; follow-up that the policy was being used; and a review of policies on a systematic basis. The procedures and formats described in the ARL Occasional Paper No. 2 "Library Policies" could be adopted as a guide. Similar procedures were recommended by thos people responding to our survey.

RECOMMENDATIONS

After reviewing the Report of the Task Force on the Formulation and Use of Policies in relation to other reports and comments, the Study Team makes the following recommendations.

51. The Study Team recommends that
    a. Policies should be written and include a statement of purpose
    b. Policies should be reviewed regularly
    c. Policy making should involve all levels of the Libraries/AVC staff and due consideration of the users
    d. Policies should be coordinated in some manner as to encourage consistency. For example: Circulation policies should be examined with a view to making them more consistent and adaptable to patterns of demand.

52. There should be a policy manual or file. A person should be in charge of this file, to assist people in finding items.

53. There should be a program for preparing, discussing, recording, distributing, publicizing, and reviewing policies. The policies should be reviewed on an annual basis to ensure that they reflect the range and type of services the Libraries/AVC should be providing.

54. The procedures and formats described in the ARL Occasional Paper No. 2 'Library Policies' could be adopted as a guide.

55. Whereas the responsibility for policy making lies with the Director, who in any case has the right to delegate, refer, and seek advice, the Study Team recommends the creation of a policy review committee with two roles:
    a. The body to which policies normally could be referred for comment;
    b. A general responsibility to review and offer advice on policy.

56. There should be input from students and faculty as well as all levels of staff.

57. Supervisors should make every attempt to keep rules uniform. When this is impossible or impractical, exceptions should be made in such a manner that it does not make the supervisee 'lose face'.

Suggested List of Priorities for Policies

The Task Force on Policy suggested the following list of priorities for undertaking a study of policies. The policies themselves are copied, almost in entirity, from ARL Occasional Paper No. 2 "Library Policies", pages 21-33.*

I. Instruction
   1. Library support for university instructional programs--materials, facilities, services
   2. Magnitude and proportion of resources allocated--materials, facilities, services
   3. Role and relationship of the library in instructional programs
   4. Priority of library support for instructional programs of the university

II. Relationship among the Libraries/AVC Administration, the school or departmental libraries, and the schools and departments with which they are concerned.

III. Overall management considerations
   1. Administrative and working relationships within the university
   2. Library governance
   3. Stewardship and utilization of limited resources
   4. Comparative relationships with other libraries

IV. Staff resources
   1. Organization of human resources
   2. Categories of capabilities
   3. Provision of specialized skills
   4. Status and role of librarian
   5. Development of staff

V. Access to services and materials
   1. Clientele to be served and priorities
   2. Provision and organization of physical facilties
   3. User orientation, interpretation and instruction
   4. Departmental libraries and branch libraries
   5. Public service obligation
   6. Service attitudes and posture
   7. Scope and extent of services

VI. Collections
   1. Scope, depth and organization of general collection
   2. Types of materials to be provided and maintained
   3. Responsibility for selection decisions
   4. Involvement of faculty in development of collections
   5. Relation of collections to the university instructional and research programs
   6. Communication of collection policies to faculty
   7. Preservation, retirement, replacement and duplication of materials
   8. Size and proportion of resources allocated
   9. Priority of library activities in this area

VII. Research
   1. Library support for the university research programs--materials, facilities, services
   2. Magnitude and proportion of library resources allocated--materials, facilities, services.
   3. Role and relationship of library in attracting research programs and supporting them
   4. Priority of library support for university research

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*Webster, Duane E. Library policies: analysis, formulation and use in academic institutions. (Office of University Library Management Studies Occasional Papers, 2) Washington, D. C., Association of Research Libraries. 1972.

APPENDIX I

Policy Questionnaire

A. Written

1. Do you have any written policy statements governing your area of operation?
Yes ___ No ___ Don't Know ___
If yes, please attach a copy to your response.

2. Do you know of other areas that have written policy statements?
Yes ___ No ___ Don't Know ___
If yes, please list the areas.

3. Do you know of any areas within your operation that you feel should have written policy statements?
Yes ___ No ___ Don't Know ___
Please list, if any.

4. Considering the total library system, can you think of areas that you feel should be governed by written policy statements?
Yes ___ No ___ Don't Know ___
If yes, please list.

5. Are there any written policy statements that you feel should be reviewed, revised, updated, or discarded?
Yes ___ No ___ Don't Know ___
If yes, list being as specific as possible.

6. To your knowledge are these written policy statements consistent with each other?
Yes ___ No ___ Don't Know ___

7. Who is usually responsible for formulating written policies?

B. Unwritten

8a. Does your area operate under any unwritten policy statements?
Yes ___ No ___ Don't Know ___
If yes, please state the policy and send with your response.

8b. If yes, how are these policy statements communicated to those working in your area?

9. Do you know of any other areas that operate under unwritten policy statements?
Yes ___ No ___ Don't Know ___

10. Do you feel there are areas within your operation that would better be covered by unwritten policy statements?
Yes ___ No ___ Don't Know ___
If so, please list and state reasons.

11a. In the total library system, what areas should have at least unwritten policies? Please list.

11b. How do you learn of unwritten policies created in other areas?

12. Are there any unwritten policies known to you that should be reviewed, revised, updated, or discarded? Be as specific as possible.
Yes ___ No ___ Don't Know ___

13. Who is usually responsible for formulating unwritten policies?

C. General

14. Are any written or unwritten policies ever subject to frequent change or individual interpretation?
Yes ___ No ___ Don't Know ___
Please explain and be as specific as possible.

15. Are these unwritten policy statements consistent with written statements?

16. Are policies enforced in some areas and ignored in other areas?
Yes ___ No ___ Don't Know ___
If so, Why?

17. Do some policies favor one type of client over another? Please list.
Yes ___ No ___ Don't Know ___

18. Should a policy be established to review policies on a systematic basis?
Yes ___ No ___ Don't Know ___

19. What mechanisms should be employed to implement policies?

20. Are there other persons to whom you think this questionnaire should be sent?
Yes ___ No ___ Don't Know ___
LIST.

APPENDIX II

ITEMS SUBMITTED OR MENTIONED AS WRITTEN POLICIES

ADMINISTRATION

Personnel -- rest periods	3/23/72
Automation management committee	11/ 3/72
Applying for a faculty vacancy	10/11/72
News items	10/18/72
Distribution of copies	1/25/72
Thesis office to Readers Services Division	3/10/72
Travel reports	5/24/72
Travel regulations	7/27/72
University Library Committee - Assignment of study carrels, General Library	8/ 1/70
YOU AND PURDUE: Handbook for clerical and service staff	1971
Faculty Handbook	1972-73
"Promotions Policy for the Libraries and Audio-Visual Center 'Faculty'" rev.	7/19/72

Policy and Procedure Memorandum

1. Uncataloged Purdue doctors' theses: initial routing and records 10/21/54
2. Public information and directional signs: General Library 11/18/54
3. Newspaper and periodical publicity: appointments, promotions and terminations. 2/22/56
4. Miscellaneous supplies. 3/16/56

AUDIO-VISUAL CENTER

Scheduling, film library collection, acquisitions, viewing and listening facilities, audio recording service, equipment loans, equipment loans, equipment repair service, test file and copy service.

Film library. no date

TECHNICAL SERVICES DIVISION

Processing Memo	LP	72/1.	Revised rules for cataloging serials
" "	LP	72/2.	New routines in Order Unit
" "	LP	72/3.	Revised approval plan
" "	LP	72/5.	Special projects May and June 1972
" "	LP	72/6.	Disposal procedures
" "	LP	72/7.	Processing procedures for gift material
" "	LP	72/8.	Display of gift material
" "	LP	72/9.	Supply of Serials
" "	LP	72/10	Supplementary notes on Approval Plan
" "	LP	72/11	Revised book marking for "form" division
" "	LP	72/12	Availability letters
" "	LP	72/13	Purification of Purdue serials catalog
" "	LP	73/1.	Processing back-number periodicals
" "	LP	73/2.	Double-encumbrancing of new serial subscriptions
" "	LP	73/3.	Ending of Farmington Plan
" "	LP	73/4.	Serials inventorying

Order Unit--LIBRARY COLLECTIONS, ACQUISITION POLICIES AND PROCEDURES. 1954

Serials Unit--Cards for new sets and added sets cFeb. 1971

READER SERVICES DIVISION

Reference Service Policy and Procedure Memo.

1. Reference service policy and procedure memorandums. 7/1/58
2. Organization of reference service, Memorial Center. 7/1/58
3. Processing activities to be done by Readers Division, etc., 7/1/58
4. Carrels, study desk, study room. 7/1/58
5. Smoking in library. 7/1/58
6. Phonograph records. 7/1/58
7. Periodical shelf lists. 7/1/58
8. Books shelved in special locations. 7/1/58

Posters in library 11/6/72
Dennison copying machines no date
Lost and found 12/29/72
Smoking 1/19/73
Personal copies in Reserve Book Room 11/8/71
HANDBOOK OF LIBRARY INFORMATION for members of the faculty and graduate students 9/72
GUIDE TO PURDUE UNIVERSITY LIBRARIES 9/72
Reserve Book Room 2/24/72
Staffing for Labor Day 9/4/72
Guidelines for LC proofslips c 10/15/70
Proposed revision of policies on indefinite loans to faculty. 11/19/70
Interdepartmental library xerox requests
Courier Service Expansion
ILL-General Guidelines of Interlibrary Loan for Purdue Users. no date.
Interinstitutional Library Services code of regulations. no date.
Thesis Office--A Manual for the Preparation of Graduate Theses. rev. ed. 1970
CMET--hours, loan policy, users. no date
Krannert Library--circulation, hours, corporate records, etc.
Pharmacy Library loan policies. no **date.**
Physics Library--hours, loan policy, etc. 8/3/70
Physics Library--File of tests in AV Center 1972

APPENDIX III

EXAMPLES OF UNWRITTEN POLICIES

ADMINISTRATION

"Time off" for professional librarians.

AUDIO-VISUAL CENTER

Audio-Visual Center will provide materials, equipment and/or services to those members of the University community requesting them if it is within the means of the Center to do so. Restrictions are to be exceptions.

PROCESSING DIVISION

Order Unit--all inexpensive "do not catalog" requests are not verified
Order Unit--difficult to search titles are ordered prior to final verification
Order Unit--out of print status is based on jobber response
Order Unit--order from jobber rather than publisher if publisher is well known
Order Unit--order from publisher if it is not a regular trade publisher
Order Unit--accuracy takes precedence over speed
Systems Unit handles any systems data processing work within Libraries/AVC
In IMRU some activities have higher priorities than others
Serials Unit: catalog new subscriptions with 2 weeks of receipt
Serials Unit: check in and forward periodicals within 24 hours of receipt

READERS DIVISION

Serial review committee. 1/25/73
ILL-gives requestors additional suggested locations.
Readers conduct unacceptable in a library
Regional campus libraries policy
Thesis Office--theses may be taken from library at request of author's major professor or department head.
Krannert Library--all journals must be checked out or used in library
Krannert Library--tables of contents of selected journals xeroxed on a regular schedule and sent to individual faculty and staff as requested.
Krannert Library--acquisition policy of corporate records
Physics Library--send 3 overdues and then encumber if book is not returned or renewed.
Physics Library--reference material may be taken to offices when library is closed, i.e. during Christmas vacation

[redacted]

CHAPTER VII

ORGANIZATION

This chapter is based on the report of the Task Force on Organization. Membership of the Task Force was Alice Chung, John M. Houkes, Chairperson, Katherine M. Markee, Rachel Road and Judy Westerberg.

In the preparation of its report the Task Force proceeded as follows:

- The Task Force familiarized themselves with the management literature and with a number of reports and documents concerning the organization in other research libraries.
- The historical development of the Purdue Libraries/AVC organization was examined.
- Following a list of principles outline in the Manual, the Task Force discussed the various criteria and suggested numerous specific ideas for improvements. These were compiled, compared with suggestions received from other staff members, discussed again, arriving eventually at a number of recommendations.
- The Likert Profile of Organizational Characteristics was sent to a sample of professionals, support staff and student assistants. Staff not included in the sample were invited to fill out the questionnaire at an open meeting.

  The data obtained was processed and analyzed.

ORGANIZATION

"An organization is the rational coordination of the activities of a number of people for the achievement of some common explicit purpose or goals through division of labor and function, and through a hierarchy of authority and responsibility."[1]

Organization really involves two major kinds of objectives: common objectives and individual objectives. In the case of our organization, Purdue University, the common objective is education. The Libraries/Audio-Visual Center is a service oriented function of the educational institution, providing resources in relation to the programs and objectives of the University. Each employee has individual objectives, i.e., experience, status, wage, recognition, job satisfaction. A supervisor's job demands that he or she not neglect either the common objectives or the individual objectives, because individual objectives motivate people to achieve the common objectives.

In order to provide for the most effective utilization of human resources, the organization should always strive to make rational allocations of skills and abilities of staff.

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[1] Edgar H. Schein, Organizational psychology. 2nd ed. Prentice Hall, 1970. p.9.

Two factors in an organization's structure that determine the behavior of individuals are: (1) formal organization structure, i.e., authority, responsibility, accountability, work flow, layout of physical facilities and nature of distribution of jobs; (2) informal organization which is composed of the relationships among people within the formal structure. Communication is an essential ingredient in the functioning of any organization.

HISTORY AND DEVELOPMENT OF THE LIBRARIES AND AUDIO VISUAL CENTER ORGANIZATIONAL STRUCTURE

In 1904, the Head Librarian was appointed by the President of the University and reported directly to him. In 1913 the first separate library building was occupied and probably at this time, the beginning of the Library's organizational structure. Departments within the Library were established with the Head of each one reporting directly to the Head Librarian. There were four departments: Order, Cataloging, Circulation and Reference. This structure, with the addition of the Reserve Book Room and a Periodicals Department remained until the general reorganization of 1953. (Chart I)

In July, 1953, a new organization and administrative structure was implemented as illustrated in Chart II. The Head Librarian title has been changed to Director of Libraries and reported to the President of the University through the Vice-President. A new position of Assistant Director was established. There were two divisions: the Readers Service Division and the Processing Division. The Readers Division was subdivided into three units: (1) Reference Services; (2) Circulation Services and (3) Departmental Libraries. The Processing Division was subdivided into four units: (1) Order Unit; (2) Cataloging Unit; (3) Card Preparation Unit and (4) Periodicals Unit. The Audio Visual Center was also under the Director of Libraries.

There was a University Library Committee appointed by the President, composed of faculty members from various departments, charged with the task of assisting the Director in establishing broad policy and in allocating book funds; to advise on material selection, and to act as a liaison between the Libraries and the academic departments. Library representatives were appointed by the head of each academic department.

In the ten-year period beginning with 1953, no noticeable changes occurred in the hierarchical organization structure.

In 1960, the Assistant Director position was changed to Associate Director, and the head of the Audio Visual Center was made an Assistant Director. The Libraries first Personnel Officer was appointed February 1, 1962. On October 1, 1962, there was established a new position of Assistant Controller for the Libraries and Audio Visual Center. Physical changes took place. In the Spring of 1958 library and AV services moved into new quarters in the Memorial Center and the following year the old library building was vacated while extensive remodeling was accomplished. This area was connected with the new reading rooms and occupied in the summer of 1960.

The organization chart for 1963-1964 shows considerable expansion, yet retains the same basic structure. (Chart III) Reflecting university administrative changes, the Libraries/Audio Visual Center Director reports to the Vice President for Academic Affairs. The Associate Director has stated duties of planning and special projects. The Assistant Controller for the Libraries/Audio Visual Center supervises the Accounting Office. In 1963, the Heads of the Divisions were made Assistant Directors, and the 3 Divisions are Readers Services, Processing and Audio Visual Center. A new position, Readers Services Administration, was created and later deleted.

Some changes took place in the Audio Visual Center. Agricultural Visual Aids, responsible to the "Agricultural complex", reported directly to the Director of Libraries. At a later date this production unit was transferred in its entirety to the Cooperative Extension Service. In the Processing Division a Data Processing Unit was established, later changing its name to Library Systems Development. About this time (not shown on organization chart), a Thesis Checking Service was transferred from the Graduate School to the Libraries, under the supervision of the Head of the Processing Division. Another function not shown on the chart was Binding, under the Periodicals Unit. Reflecting the move into new and remodeled space are other services: Catalog Information, an office adjacent to the Union Catalog under the Readers Services Division; a browsing room called the Book Stall, four loan desks, three reference desks, plus three floor card catalogs.

Beginning about 1967, there were changes in lines of reporting. (Charts IV) Reporting to the Associate Director was the Regional Campus Coordinator, Bibliographers and Personnel Officer. There were some name changes: the Accounting Office became the Fiscal Office and the Assistant Controller became the Business Manager. On April 1, 1969 the Librarians were recognized by the University Senate as members of the academic faculty and subsequently organized themselves into the Libraries and Audio-Visual Center faculty with a Constitution and By-laws. In July, 1969, the four state university libraries organized an inter-institutional loan service.

During the interim created by the retirement of Director John H. Moriarty and his prior terminal leave on December 15, 1969, an Administrative Committee for the Libraries/Audio Visual Center was appointed by then Vice President George Hawkins to administer the libraries while a search was underway for a new director. The Committee members were the Associate Director, the Assistant Directors of Readers Services and the Audio Visual Center, and the Administrative Assistant to the Vice President for Academic Affairs.[2]

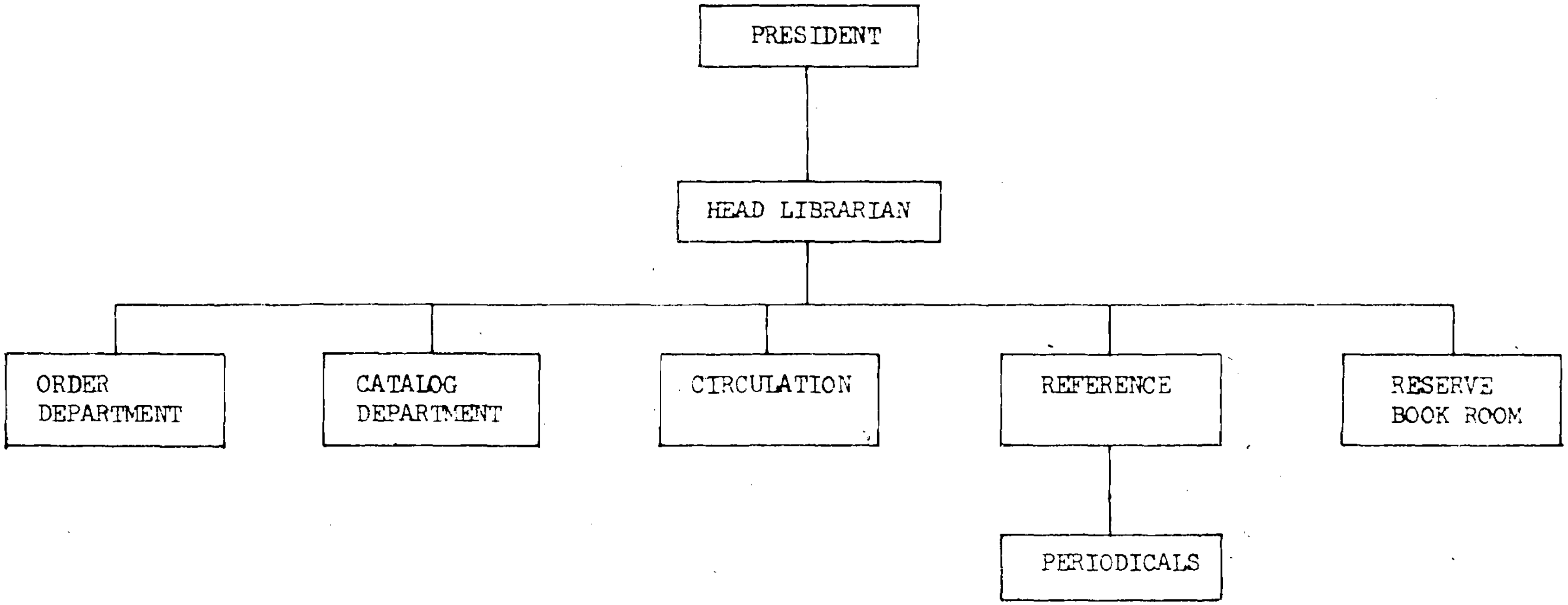
The present organization of the Purdue University Libraries/Audio Visual Center is shown on Chart V, continuing practically unchanged since 1967. It follows a pattern common in large American university libraries; two broad divisions, each headed by an assistant or associate director, one in charge of the library's public or readers services and the other of technical services. Such a bifurcated functional organization first came into general use about a generation ago, and has usually proven an effective form, especially if the separation between the two divisions is clearly defined. At Purdue the Assistant Director for **Technical** Services is responsible for the Order, Catalog, Serials, Systems and recently the Instructional Media Research Unit. The Assistant Director for Readers Services supervises the Reference Services and the General Services of the General Library and their subdivisions, and Departmental Libraries and collections. The Thesis Checking activity has been transferred to the Readers Services Division. Necessarily, there is some overlapping, such as the departmental libraries performing both public and technical functions as they serve their clienteles, carry on special cataloging and indexing projects, maintain vertical files of reference materials etc. Purdue Libraries is unique in that there is a third division reporting to the Director of Libraries, which is the Assistant Director in charge of Audio Visual services.

The Audio Visual Center is in the process of implementing a major organizational change. Planned are: an advisory committee, planning and development, cataloging and information service, schedule services, services distribution; and maintenance and repair services. (Chart VI). This will replace the present organizational structure: film library; equipment loan and repair services; film rental; acqisition and cataloging; projection services; and graphis and copy service. The Instructional Media Research Unit, formerly a part of the Audio-Visual Center, reported to the Assistant Director for Technical Services after June 1972.

[2] *Pulse*, XVI, no. 8 (December 20, 1969), 13.

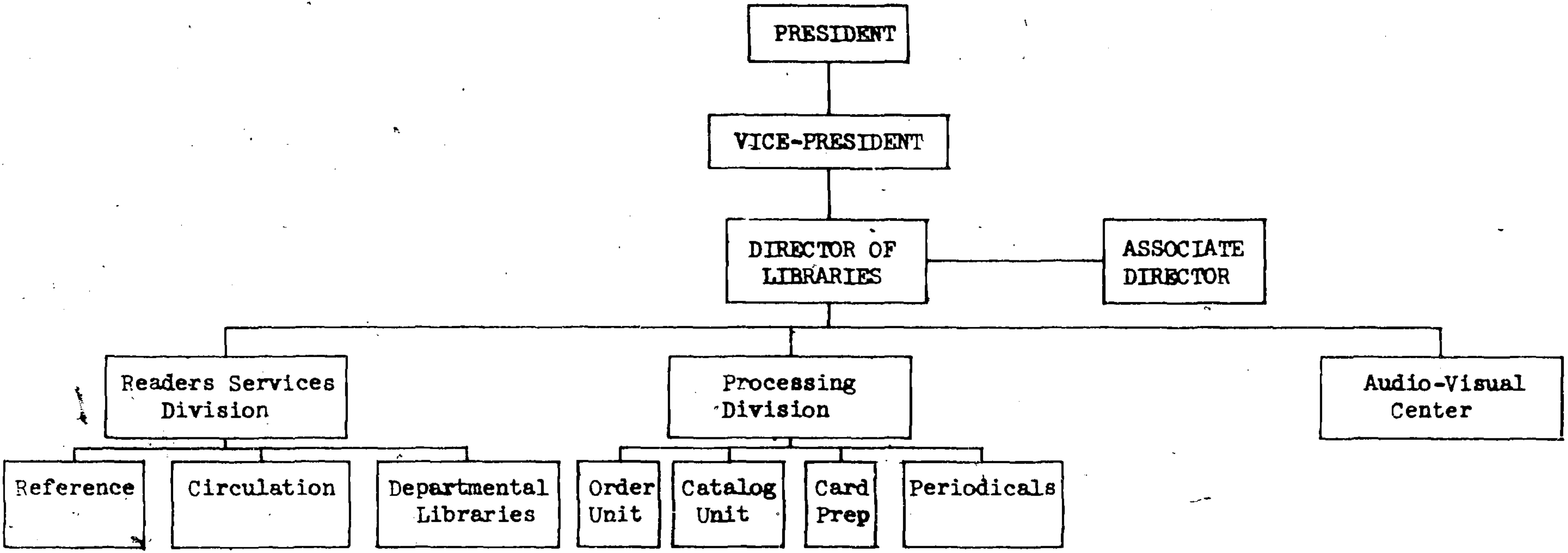
1913

CHART I


PRESIDENT
HEAD LIBRARIAN
ORDER DEPARTMENT
CATALOG DEPARTMENT
CIRCULATION
REFERENCE
RESERVE BOOK ROOM
PERIODICALS

July 1953

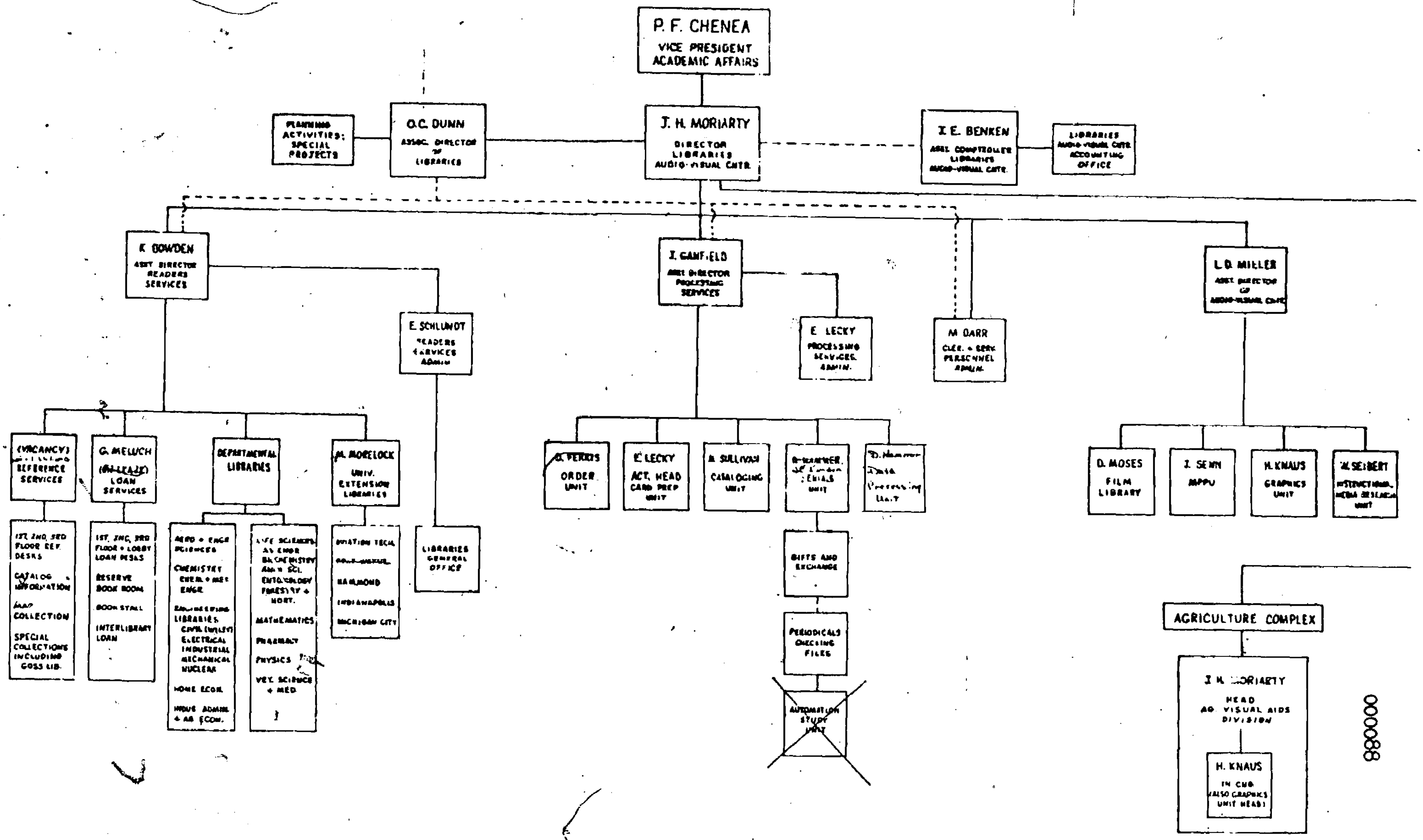
C H A R T I I


PRESIDENT
VICE-PRESIDENT
DIRECTOR OF LIBRARIES
ASSOCIATE DIRECTOR
Readers Services Division
Processing Division
Audio-Visual Center
Reference
Circulation
Departmental Libraries
Order Unit
Catalog Unit
Card Prep
Periodicals

000067A

CHART III

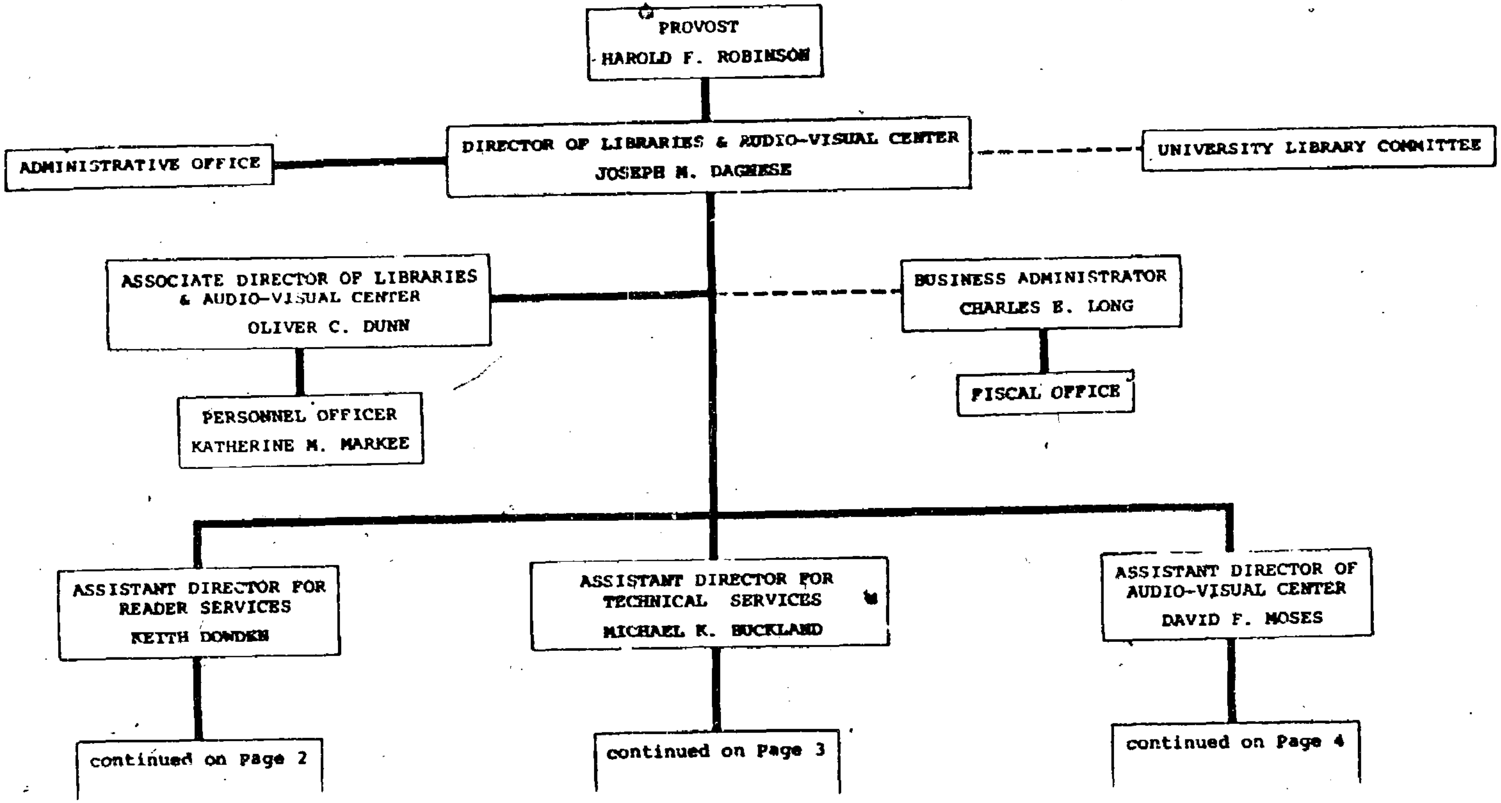
ORGANIZATION CHART
PURDUE UNIVERSITY LIBRARIES + AUDIO-VISUAL CENTER
1963 - 1964


P. F. CHENEA
VICE PRESIDENT ACADEMIC AFFAIRS
J. H. MORIARTY
DIRECTOR LIBRARIES AUDIO-VISUAL CNTR.
O.C. DUNN
ASSOC. DIRECTOR OF LIBRARIES
PLANNING ACTIVITIES; SPECIAL PROJECTS
I. E. BENKEN
ASST. COMPTROLLER LIBRARIES AUDIO-VISUAL CNTR.
LIBRARIES AUDIO-VISUAL CNTR. ACCOUNTING OFFICE
K. BOWDEN
ASST. DIRECTOR READERS SERVICES
E. SCHLUNDT
READERS SERVICES ADMIN.
LIBRARIES GENERAL OFFICE
(VACANCY)
REFERENCE SERVICES
1ST, 2ND, 3RD FLOOR REF. DESKS
CATALOG INFORMATION
MAP COLLECTION
SPECIAL COLLECTIONS INCLUDING GOSS LIB.
G. MELUCH
~~(M. LEAZE)~~
LOAN SERVICES
1ST, 2ND, 3RD FLOOR + LOBBY LOAN DESKS
RESERVE BOOK ROOM
BOOK STALL
INTERLIBRARY LOAN
DEPARTMENTAL LIBRARIES
AERO + ENGR SCIENCES
CHEMISTRY
CHEM. + MET. ENGR.
ENGINEERING LIBRARIES
CIVIL (WILEY)
ELECTRICAL
INDUSTRIAL
MECHANICAL
NUCLEAR
HOME ECON.
INDUS. ADMIN. + AG. ECON.
LIFE SCIENCES
AG. ENGR.
BIOCHEMISTRY
ANIM. SCI.
ENTOMOLOGY
FORESTRY + HORT.
MATHEMATICS
PHARMACY
PHYSICS
VET. SCIENCE + MED.
M. MORELOCK
UNIV. EXTENSION LIBRARIES
AVIATION TECH.
HAMMOND
INDIANAPOLIS
MICHIGAN CITY
I. CANFIELD
ASST. DIRECTOR PROCESSING SERVICES
E. LECKY
PROCESSING SERVICES ADMIN.
M. DARR
CLER. + SERV. PERSONNEL ADMIN.
G. FERRIS
ORDER UNIT
E. LECKY
ACT. HEAD CARD PREP UNIT
A. SULLIVAN
CATALOGING UNIT
SERIALS UNIT
D. Hammer
Data Processing Unit
GIFTS AND EXCHANGE
PERIODICALS CHECKING FILES
~~AUTOMATION STUDY UNIT~~
L. D. MILLER
ASST. DIRECTOR OF AUDIO-VISUAL CNTR.
D. MOSES
FILM LIBRARY
J. SENN
MPPU
H. KNAUS
GRAPHICS UNIT
W. SEIBERT
INSTRUCTIONAL MEDIA RESEARCH UNIT
AGRICULTURE COMPLEX
J. H. MORIARTY
HEAD AG. VISUAL AIDS DIVISION
H. KNAUS
IN CHG. (ALSO GRAPHICS UNIT HEAD)

Pages 89-91 were intentionally omitted.

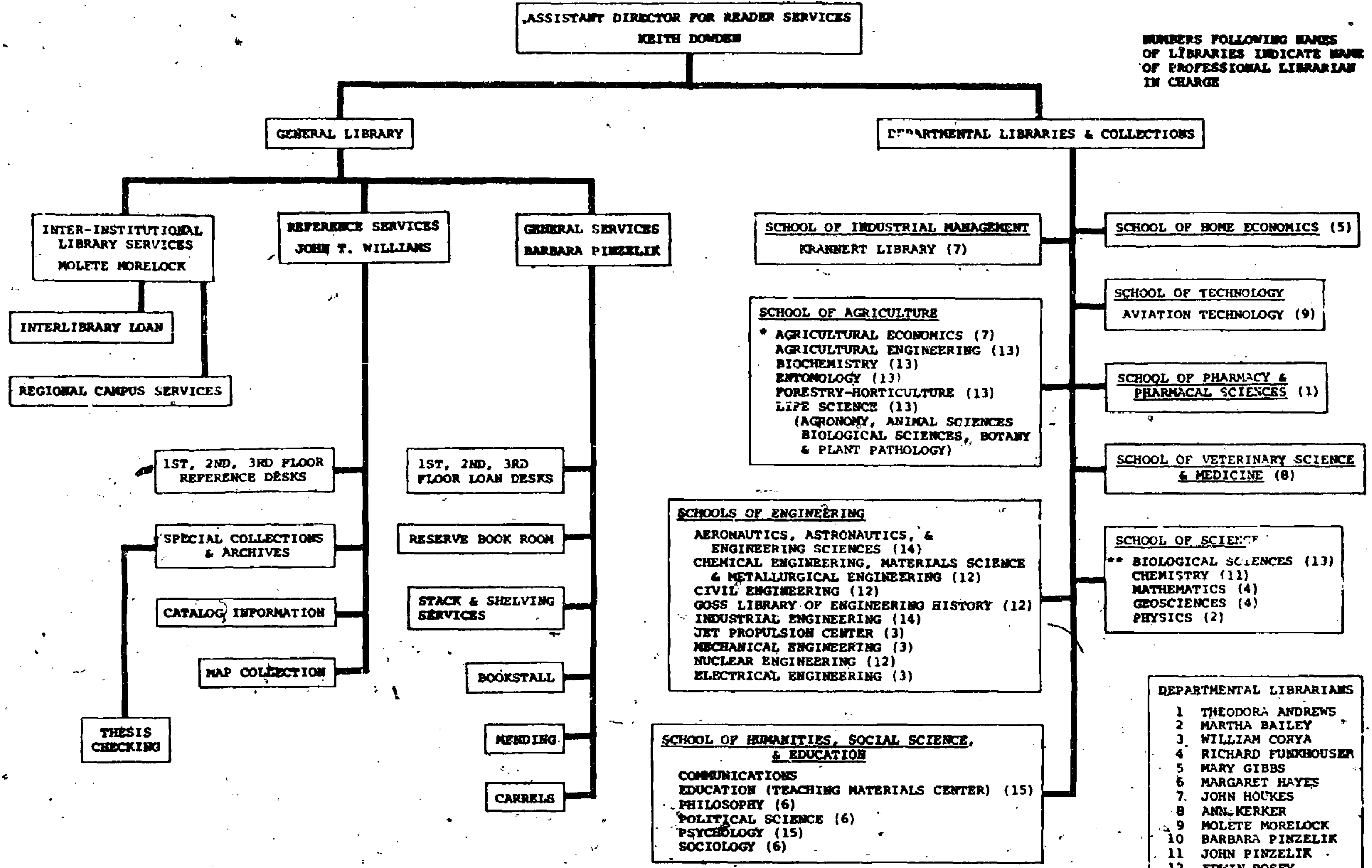
CHART V

PURDUE UNIVERSITY LIBRARIES & AUDIO-VISUAL CENTER ORGANIZATION


PROVOST
HAROLD F. ROBINSON
ADMINISTRATIVE OFFICE
DIRECTOR OF LIBRARIES & AUDIO-VISUAL CENTER
JOSEPH M. DAGNESE
UNIVERSITY LIBRARY COMMITTEE
ASSOCIATE DIRECTOR OF LIBRARIES & AUDIO-VISUAL CENTER
OLIVER C. DUNN
BUSINESS ADMINISTRATOR
CHARLES B. LONG
PERSONNEL OFFICER
KATHERINE M. MARKEE
FISCAL OFFICE
ASSISTANT DIRECTOR FOR READER SERVICES
KEITH DOWDEN
ASSISTANT DIRECTOR FOR TECHNICAL SERVICES
MICHAEL K. BUCKLAND
ASSISTANT DIRECTOR OF AUDIO-VISUAL CENTER
DAVID F. MOSES
continued on Page 2
continued on Page 3
continued on Page 4

As of Feb. 1973

CHART V
(cont.)


ASSISTANT DIRECTOR FOR READER SERVICES
KEITH DOWDEN
GENERAL LIBRARY
DEPARTMENTAL LIBRARIES & COLLECTIONS
INTER-INSTITUTIONAL LIBRARY SERVICES
MOLETE MORELOCK
INTERLIBRARY LOAN
REGIONAL CAMPUS SERVICES
REFERENCE SERVICES
JOHN T. WILLIAMS
1ST, 2ND, 3RD FLOOR REFERENCE DESKS
SPECIAL COLLECTIONS & ARCHIVES
THESIS CHECKING
CATALOG INFORMATION
MAP COLLECTION
GENERAL SERVICES
BARBARA PINZELIK
1ST, 2ND, 3RD FLOOR LOAN DESKS
RESERVE BOOK ROOM
STACK & SHELVING SERVICES
BOOKSTALL
MENDING
CARRELS
SCHOOL OF INDUSTRIAL MANAGEMENT
KRANNERT LIBRARY (7)
SCHOOL OF AGRICULTURE
* AGRICULTURAL ECONOMICS (7)
AGRICULTURAL ENGINEERING (13)
BIOCHEMISTRY (13)
ENTOMOLOGY (13)
FORESTRY-HORTICULTURE (13)
LIFE SCIENCE (13)
(AGRONOMY, ANIMAL SCIENCES BIOLOGICAL SCIENCES, BOTANY & PLANT PATHOLOGY)
SCHOOLS OF ENGINEERING
AERONAUTICS, ASTRONAUTICS, & ENGINEERING SCIENCES (14)
CHEMICAL ENGINEERING, MATERIALS SCIENCE & METALLURGICAL ENGINEERING (12)
CIVIL ENGINEERING (12)
GOSS LIBRARY OF ENGINEERING HISTORY (12)
INDUSTRIAL ENGINEERING (14)
JET PROPULSION CENTER (3)
MECHANICAL ENGINEERING (3)
NUCLEAR ENGINEERING (12)
ELECTRICAL ENGINEERING (3)
SCHOOL OF HUMANITIES, SOCIAL SCIENCE, & EDUCATION
COMMUNICATIONS
EDUCATION (TEACHING MATERIALS CENTER) (15)
PHILOSOPHY (6)
POLITICAL SCIENCE (6)
PSYCHOLOGY (15)
SOCIOLOGY (6)
SCHOOL OF HOME ECONOMICS (5)
SCHOOL OF TECHNOLOGY
AVIATION TECHNOLOGY (9)
SCHOOL OF PHARMACY & PHARMACAL SCIENCES (1)
SCHOOL OF VETERINARY SCIENCE & MEDICINE (8)
SCHOOL OF SCIENCE
** BIOLOGICAL SCIENCES (13)
CHEMISTRY (11)
MATHEMATICS (4)
GEOSCIENCES (4)
PHYSICS (2)

NUMBERS FOLLOWING NAMES
OF LIBRARIES INDICATE NAME
OF PROFESSIONAL LIBRARIAN
IN CHARGE

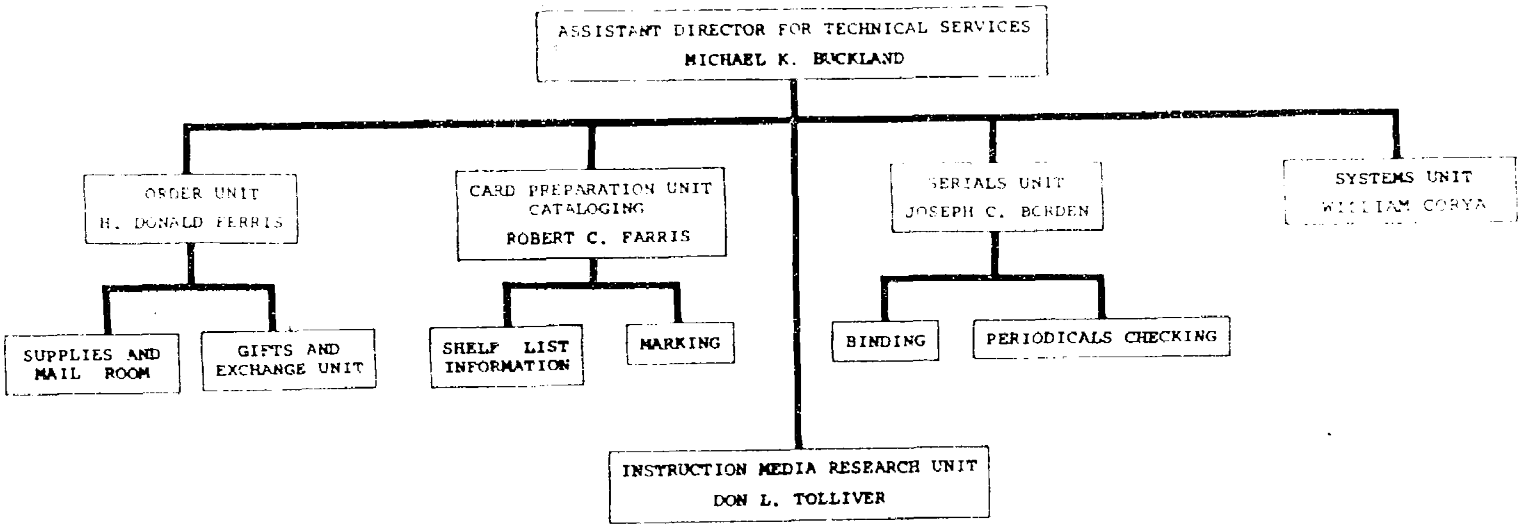
DEPARTMENTAL LIBRARIANS

1	THEODORA ANDREWS
2	MARTHA BAILEY
3	WILLIAM CORYA
4	RICHARD FUNKHOUSER
5	MARY GIBBS
6	MARGARET HAYES
7	JOHN HOUKES
8	ANN KERKER
9	MOLETE MORELOCK
10	BARBARA PINZELIK
11	JOHN PINZELIK
12	EDWIN POSEY
13	CHARLES SCHAEVE
14	RALPH SIMON
15	MARJORIE ZUMSTEIN

*LOCATED IN KRANNERT LIBRARY
**LOCATED IN LIFE SCIENCE LIBRARY

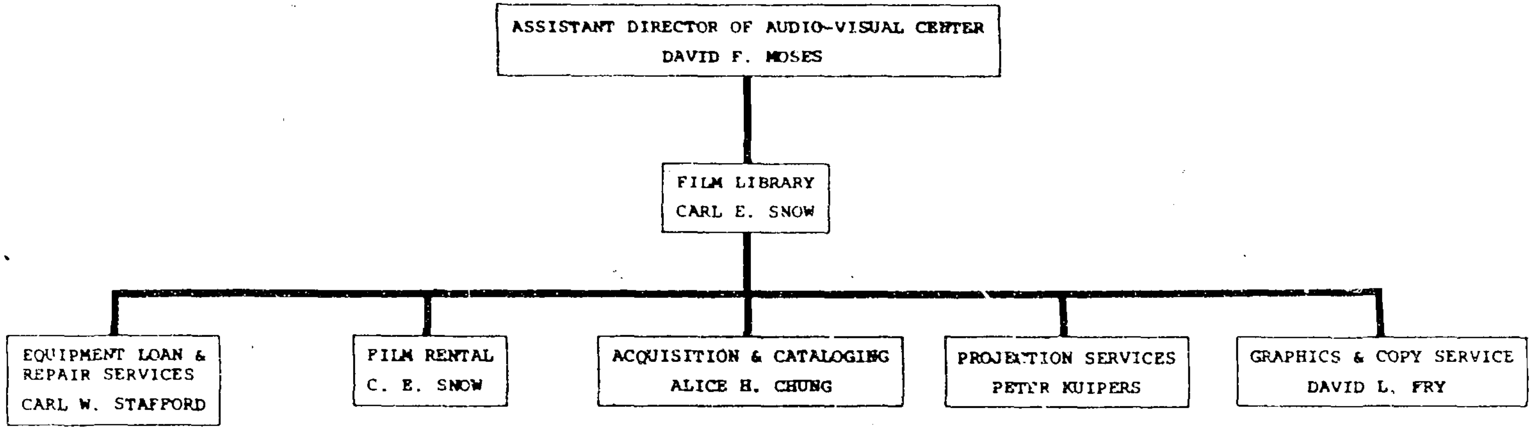
As of May 1972

CHART V
(cont.)


ASSISTANT DIRECTOR FOR TECHNICAL SERVICES
MICHAEL K. BUCKLAND
ORDER UNIT
H. DONALD FERRIS
SUPPLIES AND MAIL ROOM
GIFTS AND EXCHANGE UNIT
CARD PREPARATION UNIT CATALOGING
ROBERT C. FARRIS
SHELF LIST INFORMATION
MARKING
INSTRUCTION MEDIA RESEARCH UNIT
DON L. TOLLIVER
SERIALS UNIT
JOSEPH C. BORDEN
BINDING
PERIODICALS CHECKING
SYSTEMS UNIT
WILLIAM CORYA

As of Feb. 1973

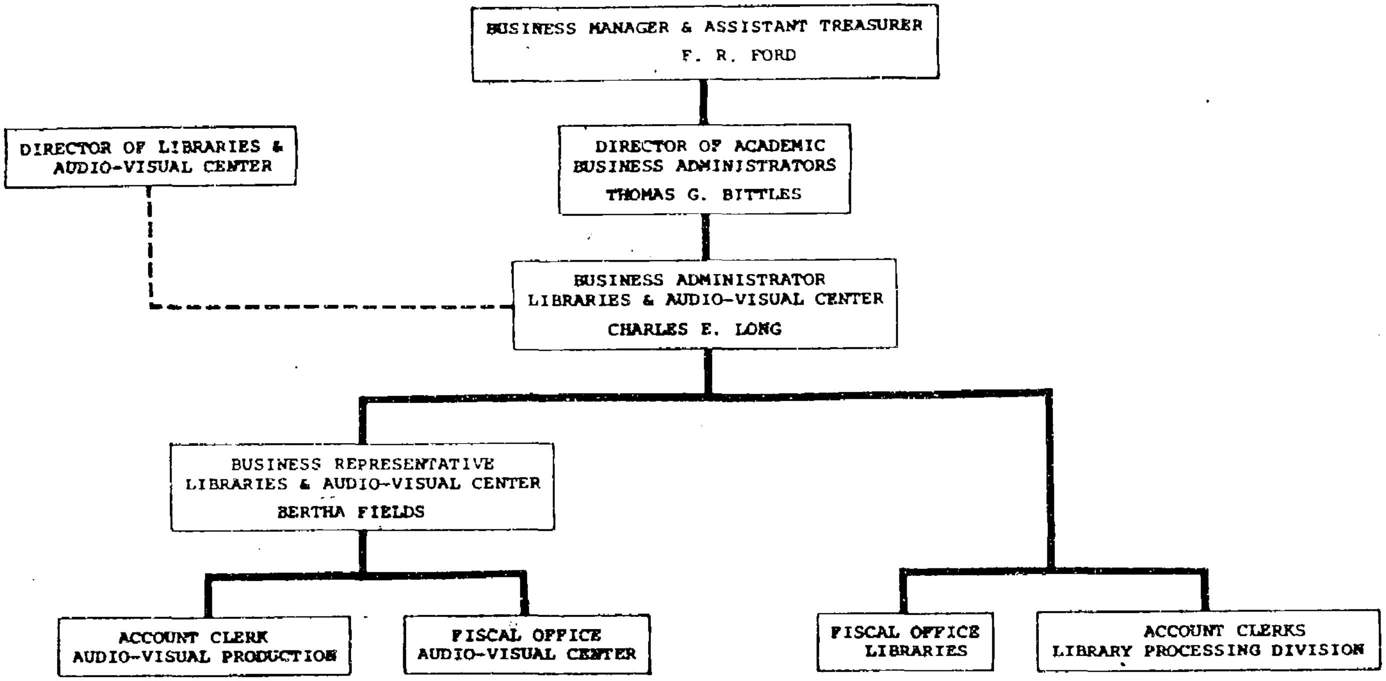
CHART V
(cont.)


ASSISTANT DIRECTOR OF AUDIO-VISUAL CENTER
DAVID F. MOSES
FILM LIBRARY
CARL E. SNOW
EQUIPMENT LOAN & REPAIR SERVICES
CARL W. STAFFORD
FILM RENTAL
C. E. SNOW
ACQUISITION & CATALOGING
ALICE H. CHUNG
PROJECTION SERVICES
PETER KUIPERS
GRAPHICS & COPY SERVICE
DAVID L. FRY

As of Feb. 1973

t.)

LIBRARIES & AUDIO-VISUAL CENTER BUSINESS OFFICE ORGANIZATION


BUSINESS MANAGER & ASSISTANT TREASURER
F. R. FORD
DIRECTOR OF LIBRARIES & AUDIO-VISUAL CENTER
DIRECTOR OF ACADEMIC BUSINESS ADMINISTRATORS
THOMAS G. BITTLES
BUSINESS ADMINISTRATOR LIBRARIES & AUDIO-VISUAL CENTER
CHARLES E. LONG
BUSINESS REPRESENTATIVE LIBRARIES & AUDIO-VISUAL CENTER
BERTHA FIELDS
ACCOUNT CLERK AUDIO-VISUAL PRODUCTION
FISCAL OFFICE AUDIO-VISUAL CENTER
FISCAL OFFICE LIBRARIES
ACCOUNT CLERKS LIBRARY PROCESSING DIVISION

Next a number of principles, as listed in the Study Manual, were examined as a basis for evaluating the present organization and for making recommendations.

> Organization should be flexible and able to respond to changing university programs and information needs and should clearly assign responsibility for maintaining working relationships with academic and administrative staff within the University.

The Libraries/AVC is not always informed and asked for input before new programs or new courses are established. Many programs are created and offered by schools and departments without adequate consideration of library needs, such as prior acquisitions of materials, planned facilities and services. In the past even programs on the doctoral level have been instituted without prior funding for and acquisition of necessary library materials.

There should be more communication and interaction between the library and the academic departments in order to insure coordination of academic programs with library needs. Because committees discussing the implementation of new programs or the discontinuance of old programs have a responsibility to consider library implications, the Libraries/AVC should always be represented through the University Library Committee, through School/Department Library Committees or any other appropriate means.

A planning office within the library organization could coordinate these activities for the Libraries/AVC.

Because of the highly decentralized nature of the departmental system it is felt that possible consolidation of small collections should be investigated. For users to have easier access to all collections campus delivery and pick-up service could be expanded. A cost benefit study would be most useful in this area. The telephone service at Catalog Information should be emphasized and given more publicity.

The Study Team recommends that suggestions with respect to the making available of subject expertise in the form of resource persons/bibliographers/subject specialists be examined in greater depth with a view toward nobilizing these skills regardless of whether or not the possessor of these skills is a member of the Reader Services Division in the library unit primarily concerned with that subject. This should not be at the expense of the existing general reference services. In the majority of the departmental libraries this need is met but greater utilization could be made of present staff abilities and specialization in the processing units. When new programs are planned and developed there should be awareness of the specialization that will be required in the preparation and servicing of new materials. Among recent examples is the acquisition and cataloging of materials in the area of music. Similar problems could develop if, as it has been mentioned, a Medieval Institute should be established. Our present organization does have the flexibility to respond to various departmental and school needs and changes. If we become to monolithic, these needs would be subordinated to the rigid consistencies of a highly centralized system. These could be too much formal organization.

> Organization should encompass all basic library programs and group them effectively.

Like functions are not always grouped together, e.g., cataloging and classification of books and serials are performed in two different units, bibliographic searching is done in three or more units. It is our belief that similar functions should be performed in one unit rather than several.

There is evidence of routine functions being performed by professional staff. On the other hand it is not unusual to see non-professionals involved in professional tasks. There is no doubt that the professional staff should function at the highest level of its competence. At the same time it is recommended that a "middle" or semi-professional (formerly Junior Professional) staff level be restored in the library.

In order to group library programs and functions effectively it is again evident that a formally organized planning office should be established. Under the supervision of the Associate Director, the functions of Planning, Budgeting, Personnel, Systems and Research would be brought together.

Organization should bring together the skills and perspectives needed for effective decision-making.

A committee structure exists at the present in the Libraries/AVC:

Faculty Committees.

In the constitution of the Libraries/AVC Faculty provision is made for Standing and Ad Hoc committees. At present there are four standing committees, (1) Agenda, (2) Nominations, (3) Primary Promotion, and (4) Area Promotions which is a committee with the Library Director as chairperson and three elected Libraries/AVC faculty members along with three members appointed from the university faculty. The Ad Hoc committees by their very definition come and go, the only ones functioning at the present time are the Constitutional Revision Committee and the Faculty Seminars Committee.

Administrative Committees.

The Administrative Committee consists of the Director, Associate Director, and the three Assistant Directors. The Administrative Council is made up of the Administrative Committee plus twenty other members representing various areas of the Libraries/AVC. The Automation Management Committee is composed of the Director, the Associate Director, the three Assistant Directors, and two Systems specialists. The Audio Visual Center Advisory Committee is composed of the professional staff and the graduate administrative assistants. The professional staff includes both faculty and administrative staff. There are also Ad Hoc committees, presently the following are active ones: ARL Management Study - LSCA Grant Committee - Committee on Microforms - Campus Delivery Service - Circulation Automation Advisory Group - Approval Plan Review - Ad Hoc Panel on Bibliographical Center - Serials Review with Physical Sciences, Engineering, Humanities and Social Sciences, and Biological Sciences, subcommittees - LC Proofslip Committee.

Working Groups.

There are other groups which may or may not meet on a regular schedule which might be called Working Groups. They are not committees because members are not elected or appointed. The Processing Division Unit Heads meet every three weeks. The professional librarians in the Readers Division meet once a month. Other groups within departments meet when need arises or on a more or less formal basis. For example, the General Services Meeting called by the General Services Librarian twice a semester.

There are divergent views and opinions on committee activities. It is felt that more decisions could be made on a one-to-one basis. The spirit of openness and cooperation is as important as the formal structure of committees.

A suggestion was made to change the Council's name to Administrative Advisory Council in order to indicate its basic function. Council members should be allowed to send a substitute, if unable to attend a meeting. To facilitate communication a special effort should be made to distribute the minutes of the Council meetings as rapidly as possible. Some feelings were expressed that the old Joint Meeting was useful and consideration should be given to reinstatement.

It has been suggested that professional librarians of the Processing Division meet together as do those in the Readers Division and in the Audio-Visual Center.

At present committees have no or little representation of support staff. It is recommended that staff at all levels be involved in committee work. Staff members should be invited to participate based on competence and experience in the area under investigation. Decision made with input from all levels of staff that are or will be affected, will bring to the question a wide range of experience. Persons directly involved in the function under consideration should be consulted.

It is also felt that committee work should receive more publicity in order to acquaint the staff with activities, recommendations and decisions.

Organization should bring technical activities together in a way that facilitates unit cost analysis and performance measurement.

Grouping of specific functions should be investigated such as:

combining classification of monographs and serials under one supervision;

combining ordering of monographs and serials;

combining filing under one supervisor, at least in the General Library but prefereably campus wide, giving more uniformity in filing procedures;

a centralized bibliographical search unit;

combining reference desks and circulation desks in the General Library.

Bring into the processing area such technical functions, now done in departmental libraries, as: marking books, over-typing sets of cards, periodicals checking, analyzing monographic series, etc.

The Task Force recommended that similar functions carried on in the Audio-Visual Center should continue there. It believed that the AVC should have its own supervision and routines because the material is physically different and requires different terminology and special training. The Study Team, however, did not endorse this belief and recommends that the whole of the Libraries/AVC should be included in the study of possibilities of moving toward a more "functional" operation.

In view of the many areas of concern no specific recommendation for organizational change can be made without a further study to determine priorities and locations where regrouping of related activities can be achieved.

Organization of library facilities and staff should emphasize service to users.

It is the general consensus that the departmental library system in most cases is convenient for the user, as it clusters services and materials where they are required, needed and used. However, it creates problems because of the dispersion of collections, in particular when a reader is looking for materials relating to one discipline but located in a number of libraries. The book delivery system recently instituted is a good beginning in alleviating these inconveniences and expansion of the system should be investigated.

There is much that can be done to help users. One important element is the collaboration with the classroom instructors. If they establish the need, we should be able to develop means to meet it. Efforts to prove to students the importance of the library will be successful only when their teachers support the idea.

The library may seem confusing, especially to inexperienced users. A General Information Desk should be located near the Main entrance in the General Library. The proposed consolidation of the floor circulation and reference desks should improve the situation. Perhaps the Union Catalog should be more centrally located. Greater use of signs would assist users to locate materials in the General Library. "Catalog Information" should be expanded and made more visible to potential users.

Finally it is suggested that reference service in the General Library be tailored to the needs of the users and organized to provide graduated levels of service from an "information desk" up. This will result in a better utilization of resources and skills.

In the departmental libraries a look at more consistent circulation policies such as loan periods, overdue notices, encumbrance procedures, periodicals borrowing, etc., seems warranted. It should be kept in mind that rigidity of procedures may be unappealing to the varied clienteles we serve and that emphasis on conformity may loose the allegiance of users.

Organization should define a reasonable span of control and should arrange and designate units to convey appropriate status and dimension of responsibility.

The case for limiting the span of control rests on the need for effective supervision, coordination, guidance and support. As the number of persons reporting to one individual increases then the efficacy of leadership and supervision can be expected to decline.

However, reducing the span of control necessarily means increasing the ratio of supervisors to supervised at each level. This tends to make for a more hierarchical structure with more delegation of supervision and more levels in the hierarchy. A consequence of this is that the number of levels increases.

The principal practical disadvantage is that increasing the number of levels increases the potential barriers to effective communication. A dilemma is thus created. If the spans of control are reduced, then how far does the increased barrier to effective communication counterbalance the anticipated advantages of more effective leadership and supervision?

We would comment as follows:

Realistic spans of control are essential for effective leadership and supervision and, therefore, we emphasize the need for attention to spans of control.
While effective communication is also important, there are several different ways of improving communications and so, as long as the importance of good communications is recognized, it should be possible to reduce the disadvantages of increased levels in the hierarchy.
In addition, the anticipated improvement in leadership and supervision should help somewhat.

A thorough review of the sprawling, varied organization of the Readers Division seems warranted in order to relieve and/or tighten supervision in some areas. Reporting relationships need improvement because it does not have a rational structure.

Further consolidation should be made as was done with the management of the libraries within the Schools of Engineering. This would possibly lead to eight school librarians reporting to the Assistant Director. For the present, needs of the ninth school, i.e., Technology, could be shared by existing library facilities and it may not be necessary to appoint a Technology Librarian.

The Task Force feels that the proposed creation of the post of HSSE Librarian forms an appropriate part of this consolidation and it is viewed as another School Librarian position. There is no consensus as yet concerning the responsibilities of this position vis-a-vis the more system-wide services performed within the General Library.

Administrative assistance for the Assistant Director is seen as a significant need for the effective operation of the Division.

Another area which seems to have a rather complex organizational structure is the now-combined Catalog and Card Preparation Units. We understand that a review of the organization of the Unit is planned. Considering the cataloging problems inherited from the past and the prospects of taking advantage of proposed bibliographical data banks, we would encourage the forthcoming review.

There are presently collections of various materials in different research centers of the University, such as LARS, TPRC, Thermal Science & Propulsion Center, etc. A liaison between Libraries/AVC and these centers would benefit the information needs of many potential users.

PROFILE OF ORGANIZATIONAL CHARACTERISTICS

One theory of administration suggests that the development of a participative management style can strengthen the organization by improving employee motivation and attitudes, the quality of decision and control and communication processes, and by unifying organizational and employee goals, as well as other factors.

According to Likert[3] four management systems can be identified with the two opposites being:

System 1: leadership style is close to "authoritarian";

System 4: leadership style is close to "democratic".

In order to test the applicability of Likert's participative management theory to the Libraries/AVC, his research instrument, "Profile of Organizational Characteristics" was utilized.

The Task Force gathered data from a sample of professionals, support staff, and student assistants (the latter were employed four semesters or longer). The return rate for the sample was sixty-four percent (61 of 95 people responded). These sixty-one respondents comprised the "experimental" group. A non-random volunteer group of library staff (excluding student assistants) also completed the questionnaire; this "control" group is comprised of 14 people. Professional supervisors comprised 30% of the random sample, whereas there were none represented in the volunteer group.

All respondents were asked to complete the questionnaire (Form J-2B), consisting of 18 statements based on Likert's participation management theory. After processing the data a preliminary analysis was made by George M. Golden of Purdue's Measurement and Research Center, which follows:

The instrument provides twenty response intervals separated into four major systems of five intervals each for the 18 statements. Organizational variables included in the questionnaire focus on leadership, motivation, communication, interaction-influence, decision-making, goal-setting, and use of control data.

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[3] Rensis L. Likert, New Patterns for Management. McGraw-Hill, 1961.

Respondents in both groups indicated preference for a more participative management style than was perceived to exist. Figures 1 and 2 show graphically the means of responses to each of the eighteen variables in terms of their evaluation of current vs. preferred organizational behavior and functioning (labelled "now" and "like" respectively). Tables 1-4 provide the same data in tabular form, including the percentage of respondents choosing the various alternatives. In addition, differences between the group evaluations of current and preferred behavior are given in Table 5. In every case, the means were higher for the "like" responses than for the "now" responses, with an overall average difference of one complete scale unit. Agreement between the two groups was quite high on the "like" responses, except for two items dealing with organizational control processes, probably indicating a similarity of emphasis on a desired participative style of management. Presently the volunteer group sees the organization as characteristically "authoritative-benevolent", an average of half a scale unit (.48) below the "consultative" image which the random group projected.

The overall organizational profile mean of 2.86 for the random sample is the same as that found in an earlier study involving top management and professional staff members of the Purdue Libraries (Marchant, 1971). Responses to individual items is also very similar between the two studies.

Percentage breakdowns are also given (see Tables 6 and 7) indicating the current and preferred organizational behavior for Professional-Supervisory, Non-professional Supervisory, and Non-professional - Non-supervisory subgroups in the random sample. Similar contrasts could also be made between the various organizational units within the Libraries. The Non-professional Supervisory subgroup views present organizational behavior as involving more trust, candid discussion, accuracy of upward communication, cooperative teamwork, involvement in decision-making, and group participation in goal-setting than do either the Professional-Supervisory or Non-professional - Non-Supervisory groups. The situation is reversed when the use of control data becomes the focus. Non-professional supervisors are also the least certain (more "I don't know" responses) when questions of control are asked. Many of these trends are also evident when preferred organizational behavior and functioning are examined.

Items rated lower than the overall response by both random and volunteer groups include these behaviors:

- awareness of problems at all organizational levels
- obtaining and using subordinates' ideas and opinions
- attitudes toward the library and its goals
- involvement in decision-making and goal-setting
- motivation to implement decisions and goals

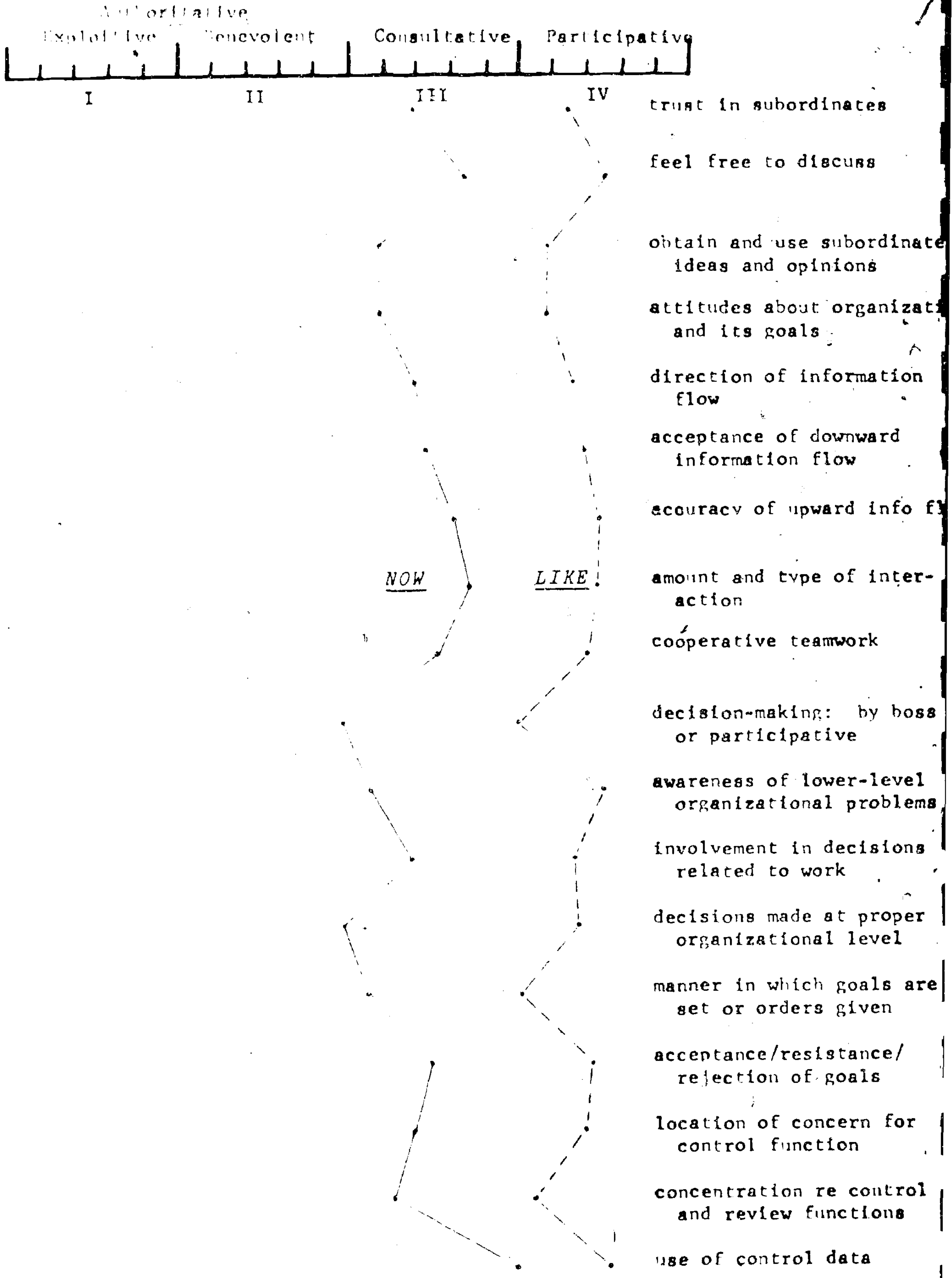
On the other hand, the dimensions of trust, openness, teamwork, and communication are presently seen as already tending toward a more participative style of management.

The Study Team draws attention to the tendency in the Likert results to suggest that awareness of lower-level organizational problems among higher levels of staff as well as the involvement of all levels of staff in decision-making deserves further attention.

Figure 1

000104

EXPERIMENTAL GROUP (RANDOM SAMPLE) N = 61

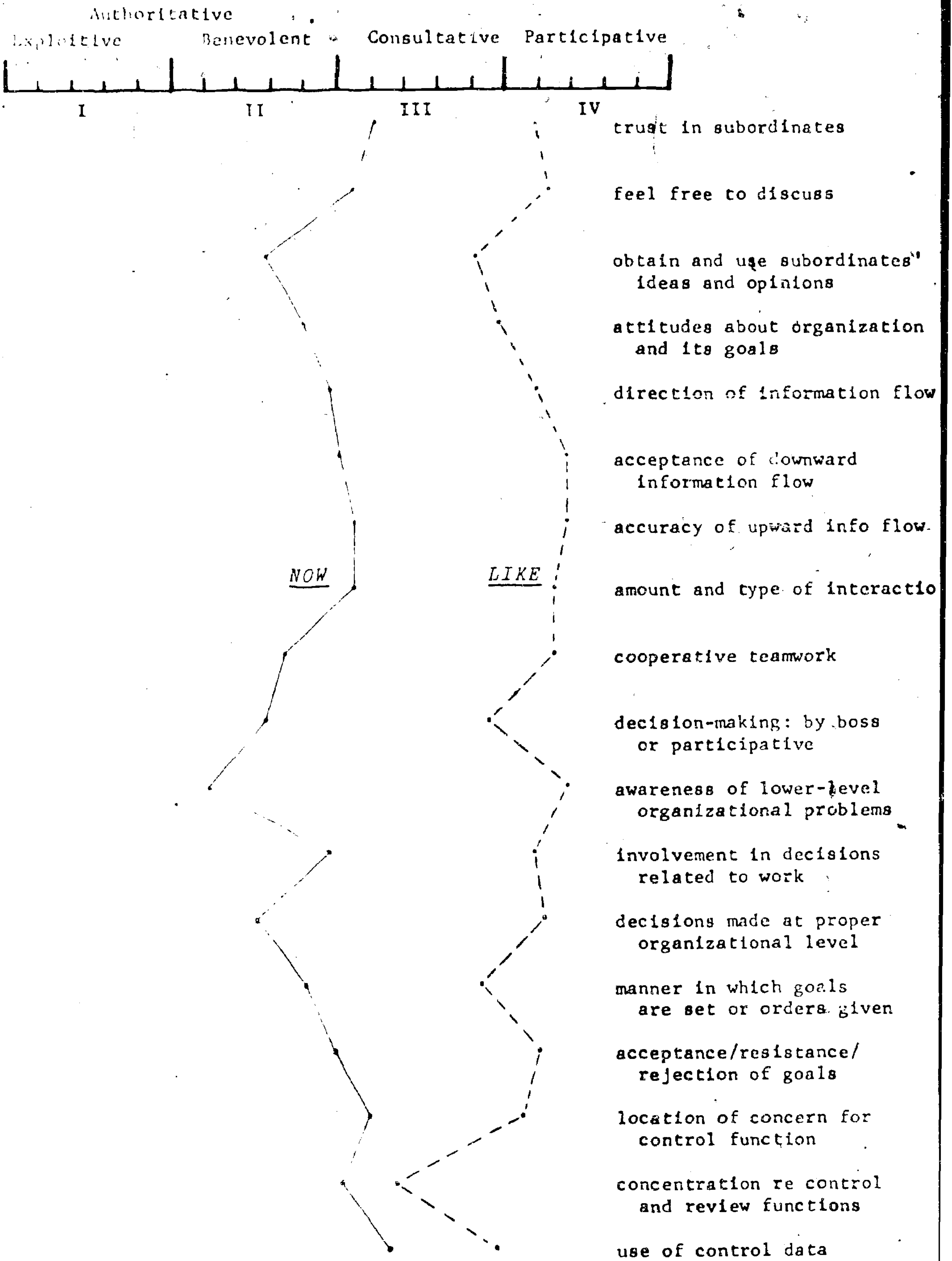


FORM C
APPROVED FOR USE IN
PURDUE UNIVERSITY

Figure 2

000105

CONTROL GROUP (VOLUNTEERS) N = 14



FORM C
APPROVED FOR USE IN
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Experimental Group (Random Sample) NOW

N = 61 000106

Percentages

	Blank	I	II	III	IV	MEAN *
Leadership						
1.	.0	4.9	24.6	37.7	32.8	2.98
2.	.0	3.3	14.8	44.3	37.7	3.16
3.	.0	6.6	32.8	47.5	13.1	2.67
Motivation						
4.	.0	1.6	37.7	52.5	8.2	2.67
Communication						
5.	1.6	4.9	36.1	24.6	32.8	2.87
6.	.0	3.3	29.5	37.7	29.5	2.93
7.	3.3	1.6	21.3	39.3	34.4	3.1
Interaction - Influence						
8.	1.6	1.6	11.5	54.1	31.1	3.17
9.	.0	4.9	16.4	54.1	24.6	2.98
Decision - Making						
10.	3.3	9.8	37.7	45.9	3.3	2.44
11.	.0	9.8	41.0	29.5	19.7	2.59
12.	.0	6.6	24.6	47.5	21.3	2.84
13.	1.6	9.8	44.3	34.4	9.8	2.45
Goal - Setting						
14.	1.6	6.6	36.1	49.2	6.6	2.57
15.	9.8	4.9	16.4	47.5	21.3	2.95
Control						
16.	26.2	1.6	21.3	37.7	13.1	2.84
17.	27.9	1.6	27.9	31.1	11.5	2.73
18.	45.9	.0	9.8	9.8	34.4	3.45

* Note--Means were figured eliminating any blank responses.

Experimental Group (Random Sample) LIKE

N = 61

	Percentages					*
	Blank	I	II	III	IV	MEAN
ership						
	8.2	.0	.0	19.7	72.1	3.79
	8.2	.0	.0	1.6	90.2	3.98
	6.6	.0	.0	31.1	62.3	3.67
vation						
	4.9	.0	3.3	24.6	67.2	3.67
unication						
	8.2	.0	3.3	13.1	75.4	3.79
	9.8	.0	.0	11.5	78.7	3.87
	11.5	.0	.0	4.9	83.6	3.94
raction-Influence						
	6.6	.0	.0	6.6	86.9	3.93
	6.6	.0	.0	9.8	83.6	3.89
sion-Making						
	6.6	.0	3.3	44.3	45.9	3.46
	3.3	.0	.0	4.9	91.8	3.95
	6.6	.0	.0	19.7	73.8	3.79
	8.2	.0	.0	16.4	75.4	3.82
-Setting						
	6.6	.0	.0	47.5	45.9	3.49
	18.0	.0	.0	8.2	73.8	3.9
rol						
	29.5	.0	.0	11.5	59.0	3.84
	31.1	1.6	3.3	19.7	44.3	3.55
	52.5	.0	.0	1.6	45.9	3.97

* Note--Means were figured eliminating any blank responses.

Control Group (Volunteers) NOW

N = 14 000

	Percentages					*
	Blank	I	II	III	IV	MEAN
Leadership						
1.	.0	14.3	28.6	28.6	28.6	2.71
2.	.0	.0	57.1	28.6	14.3	2.57
3.	.0	35.7	35.7	14.3	14.3	2.07
Motivation						
4.	.0	14.3	50.0	28.6	7.1	2.29
Communication						
5.	.0	28.6	21.4	28.6	21.4	2.43
6.	.0	7.1	42.9	42.9	7.1	2.5
7.	.0	7.1	50.0	21.4	21.4	2.57
Interaction-Influence						
8.	.0	14.3	42.9	14.3	28.6	2.57
9.	.0	35.7	28.6	21.4	14.3	2.14
Decision-Making						
10.	.0	42.9	21.4	21.4	14.3	2.07
11.	.0	50.0	35.7	7.1	7.1	1.71
12.	.0	21.4	42.9	7.1	28.6	2.43
13.	.0	35.7	28.6	35.7	.0	2.0
Goal-Setting						
14.	.0	28.6	28.6	28.6	14.3	2.29
15.	7.1	14.3	35.7	28.6	14.3	2.46
Control						
16.	.0	21.4	14.3	42.9	21.4	2.64
17.	.0	28.6	21.4	21.4	28.6	2.5
18.	7.1	7.1	35.7	21.4	28.6	2.77

* Note--Means were figured eliminating any blank responses.

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Control Group (Volunteers) LIKE

N = 14

	Percentages					
	Blank	I	II	III	IV	MEAN *
eadership						
.	7.1	.0	.0	28.6	64.3	3.69
.	14.3	.0	.0	21.4	64.3	3.75
3.	7.1	.0	14.3	35.7	42.9	3.31
otivation						
.	7.1	.0	7.1	35.7	50.0	3.46
ommunication						
.	7.1	.0	7.1	14.3	71.4	3.69
.	7.1	.0	.0	14.3	78.6	3.85
7.	7.1	.0	.0	14.3	78.6	3.85
nteraction-Influence						
3.	7.1	.0	.0	21.4	71.4	3.77
.	7.1	.0	.0	21.4	71.4	3.77
sion-Making						
0.	7.1	.0	.0	57.1	35.7	3.38
1.	.0	.0	.0	14.3	85.7	3.86
2.	14.3	.0	.0	28.6	57.1	3.67
3.	.0	.0	.0	28.6	71.4	3.71
oal-Setting						
4.	14.3	.0	.0	57.1	28.6	3.33
5.	7.1	.0	.0	28.6	64.3	3.69
ontrol						
6.	.0	.0	14.3	14.3	71.4	3.57
7.	14.3	.0	28.6	42.9	14.3	2.83
8.	14.3	.0	14.3	21.4	50.0	3.42

* Note--Means were figured eliminating any blank responses.

TABLE 5

Mean Scores on POC Ite

	Experimental (Random Sample)			Control (Volunteers)			Group Difference	
	Now	Like	Difference	Now	Like	Difference	Now	Like
1.	2.98	3.79	.81	2.71	3.69	.98	.27	.08
2.	3.16	3.98	.82	2.57	3.75	1.18	.59	.23
3.	2.67	3.67	1.00	2.07	3.31	1.24	.6	.36
4.	2.67	3.67	1.00	2.29	3.46	1.17	.38	.21
5.	2.87	3.79	.92	2.43	3.69	1.26	.44	.1
6.	2.93	3.87	.94	2.5	3.85	1.35	.43	.02
7.	3.1	3.94	.84	2.57	3.85	1.28	.53	.09
8.	3.17	3.93	.76	2.57	3.77	1.2	.6	.16
9.	2.98	3.89	.91	2.14	3.77	1.63	.84	.12
10.	2.44	3.46	1.02	2.07	3.38	1.31	.37	.08
11.	2.59	3.95	1.36	1.71	3.86	2.15	.88	.09
12.	2.84	3.79	.95	2.43	3.67	1.24	.41	.12
13.	2.45	3.82	1.37	2.0	3.71	1.71	.45	.11
14.	2.57	3.49	.92	2.29	3.33	1.04	.28	.16
15.	2.95	3.9	.95	2.46	3.69	1.23	.49	.21
16.	2.84	3.84	1.00	2.64	3.57	.93	.2	.27
17.	2.73	3.55	.82	2.5	2.83	.33	.23	.72
18.	3.45	3.97	.52	2.77	3.42	.65	.68	.55
Mean	2.86	3.79	.94	2.37	3.59	1.22	.48	.2

Experimental Group (Random Sample) NOW *

Percentages

	BLANK	I	II	III	IV
P - S	0	0	39	33	28
NP - S	0	0	9	46	46
NP - NS	0	7	19	41	33
P - S	0	0	6	67	28
NP - S	0	0	9	46	46
NP - NS	0	4	22	33	41
P - S	0	0	28	72	0
NP - S	0	0	9	73	18
NP - NS	0	15	41	26	19
P - S	0	0	28	67	6
NP - S	0	9	46	46	0
NP - NS	0	0	33	56	11
P - S	0	6	28	28	39
NP - S	0	0	18	27	55
NP -NS	4	7	41	26	22
P - S	0	0	33	56	11
NP - S	0	0	18	46	36
NP - NS	0	0	30	30	41
P - S	0	0	17	56	28
NP - S	9	9	9	9	64
NP - NS	4	0	26	41	30
P - S	0	0	6	67	28
NP - S	0	9	0	36	55
NP - NS	4	0	11	63	22
P - S	0	0	17	67	17
NP - S	0	0	0	45	55
NP - NS	0	7	26	44	22
P - S	0	0	28	72	0
NP - S	0	0	46	36	18
NP - NS	7	22	41	30	0
P - S	0	6	50	33	11
NP - S	0	0	46	36	18
NP - NS	0	11	37	26	26

Experimental Group (Random Sample) NOW

		BLANK	I	II	III	IV
12.	P - S	0	0	17	67	17
	NP - S	0	9	18	36	36
	NP - NS	0	7	30	48	15
13.	P - S	0	6	39	50	6
	NP - S	0	18	27	36	18
	NP - NS	4	7	52	30	7
14.	P - S	6	0	28	67	0
	NP - S	0	9	18	55	18
	NP - NS	0	11	48	33	7
15.	P - S	17	0	11	50	22
	NP - S	18	0	9	55	18
	NP - NS	4	11	19	41	26
16.	P - S	22	6	6	56	11
	NP - S	36	0	36	18	9
	NP - NS	26	0	26	30	19
17.	P - S	22	0	33	33	11
	NP - S	36	0	36	27	0
	NP - NS	30	4	18	30	19
18.	P - S	44	0	11	11	33
	NP - S	64	0	0	18	18
	NP - NS	44	0	11	4	41

* Number of respondents:

P-S	Professional-Supervisory	18
NP-S	Non-professional-Supervisory	11
NP-NS	Non-professional-Non-supervisory	27

(NOT included:)

P-NS	Professional-Non-supervisory	2
	Anonymous	3

Experimental Group (Random Sample) LIKE *

Percentages

	Blank	I	II	III	IV
P - S	11	0	0	22	67
NP - S	9	0	0	9	82
NP - NS	7	0	0	19	74
P - S	6	0	0	0	94
NP - S	9	0	0	0	91
NP - NS	11	0	0	4	85
P - S	11	0	0	22	67
NP - S	9	0	0	46	46
NP - NS	4	0	0	37	59
P - S	11	0	0	28	61
NP - S	0	0	18	9	73
NP - NS	4	0	0	22	74
P - S	11	0	0	0	89
NP - S	9	0	9	18	64
NP - NS	7	0	4	22	67
P - S	11	0	0	11	78
NP - S	9	0	0	18	73
NP - NS	11	0	0	7	82
P - S	11	0	0	6	83
NP - S	18	0	0	0	82
NP - NS	11	0	0	7	82
P - S	11	0	0	6	83
NP - S	9	0	0	0	91
NP - NS	4	0	0	11	85
P - S	11	0	0	0	89
NP - S	9	0	0	9	82
NP - NS	4	0	0	19	78
P - S	11	0	0	39	50
NP - S	0	0	0	46	55
NP - NS	7	0	7	52	33
P - S	11	0	0	0	89
NP - S	0	0	0	9	91
NP - NS	0	0	0	4	96

(cont'd)

Experimental Group (Random Sample) LIKE

		Blank	I	II	III	IV
12.	P - S	11	0	0	22	67
	NP - S	0	0	0	18	82
	NP - NS	7	0	0	22	70
13.	P - S	11	0	0	17	72
	NP - S	0	0	0	9	91
	NP - NS	11	0	0	22	67
14.	P - S	11	0	0	56	33
	NP - S	0	0	0	36	64
	NP - NS	7	0	0	52	41
15.	P - S	22	0	0	0	78
	NP - S	9	0	0	9	82
	NP - NS	22	0	0	11	67
16.	P - S	28	0	0	11	61
	NP - S	36	0	0	27	36
	NP - NS	30	0	0	7	63
17.	P - S	28	0	0	22	50
	NP - S	36	9	0	27	27
	NP - NS	33	0	7	15	44
18.	P - S	50	0	0	6	44
	NP - S	73	0	0	0	27
	NP - NS	52	0	0	0	48

* Number of respondents:

P-S	Professional-Supervisory	18
NP-S	Non-professional-Supervisory	11
NP-NS	Non-professional-Non-supervisory	27

(NOT included:)

P-NS	Professional-Non-supervisory	2
	Anonymous	3

RECOMMENDATIONS

The Study Team makes the following recommendations which may effect the organizational structure.

3. The Libraries/AVC should structure its organization along more functional lines. A study should be made to determine priorities and locations where regrouping of related and/or similar functions can be achieved, including the Audio-Visual Center.

4. A Planning Office should be formally established under the supervision of the Associate Director bringing together the functions of planning, budgeting, personnel, management information, systems and research.

5. Attention should be paid to the spans of control.

6. A thorough review should be made of the Readers Division organization with a view to further consolidation leading to eight school librarians reporting to the Assistant Director, who in addition would be given adequate administrative assistance.

7. We encourage the forthcoming review of the organization of the Catalog Unit.

10. There should be a greater consciousness in recruitment of the desirability of building up a wide range of expertise (e.g., SDI, user surveys, historical bibliography, interview techniques, citation analysis, specialist literature of any kind) as well as subject backgrounds. This would increase the collective competence of the Libraries/AVC. Greater familiarity with the exploitation of such specialist knowledge should be developed immediately.

13. A new classification of employment, between clerical/service and professional in terms of salary, benefits and responsibilities should be established. This new classification would consist of several strata of "para-professionals" who perform highly skilled, technical and/or semi-professional functions and should include the OAA and TAA classifications.

17. In order to ensure coordination of academic programs with library needs, communication between the Libraries/AVC and all academic departments should be improved.

18. Liaison between the Libraries/AVC and the various research centers of the University, such as LARS, TPRC, Thermal Science and Propulsion Center, etc., would benefit the information needs of many potential users.

20. Consolidation of small collections should be investigated.

21. Expansion of the current book delivery system should be investigated.

22. The "Catalog Information Service" should be expanded and made more visible to potential users.

23. The planned consolidation of the circulation and reference desks of the General Library should be implemented and a General Information Desk should be located near the Main entrance to the General Library.

24. Reference service in the General Library should be tailored to the needs of the users and organized to provide graduated levels of service from an "information desk" up.

8. The staff at all levels should be involved in committee work.

25. Committee work should receive more publicity in order to acquaint staff with activities, recommendations and decisions.

26. Change the Administrative Council's name to Administrative Advisory Council and allow Council members to send a substitute.

CHAPTER VIII

STAFF DEVELOPMENT

This chapter is based on the report of the Task Force on Staff Development. Membership of the Task Force was C. Cetti, M. Dunn, D. Fry, M. Hayes, and E. Posey, Chairperson.

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GROUP SESSIONS

General Remarks

With the enthusiastic cooperation and assistance of the Measurement and Research Center, notably in the person of Dr. James Derry, the Task Force on Staff Development set about the task of determining the staff attitudes in the various areas of our charge.

The Task Force decided to combine the questionnaire and interview techniques in a series of group sessions involving as many of the staff as was possible. The staff was divided into six groups, as follows:

Clerical/Clerical (Technical service, secretarial)
Clerical/Contact (Reader services in General Library, circulation)
Clerical/Departmental
Support (Shipping, receiving, and shelving)
Clerical/Support AVC
Professional

A total of ten meetings were held (four of the groups were handled in two sections due to the numbers of people involved). Morning and afternoon sessions for the four larger groups were scheduled to make it possible for more people to attend.

Dr. Derry conducted each of the sessions. The general format consisted of administering a questionnaire to each of the groups. These were collected, then each group was split into smaller groups and asked to come up with a list of items they felt were particularly relevant to their interests. The results were then used to generate responses from the entire group.

The output of these sessions was of three types. First, the responses to the questionnaires were tabulated, means and frequencies were computed, and these results conveyed to the Task Force. Secondly, the comments generated by the discussions were listed. Thirdly, Mr. Derry gave us his impressions of the subjective parts of the discussions--the topics that seemed to generate the most discussion.

Summary of Responses to Questionnaires

This section is included to provide a profile of the overall responses to the questionnaires, rather than a unit-by-unit breakdown. This more detailed information is also available, although it is not included with this report, and may be used when information in greater detail is required for planning or organizational purposes, at the discretion of the Director of Libraries/AVC.

Comments on the Tables of Responses to Questionnaires

166 out of the total staff of 258 responded to the questionnaires, or about 64.5 percent.

By groups, percentage responses were as follows:

AV Center	50%
Support	75%
Professional	66%
Departmental	56%
Contact	52%
Clerical	75%

A word of explanation is needed concerning the interpretation of the following results. Sometimes respondents did not answer a particular question. In these cases, the Measurement and Research Center decided to treat a blank response as "undecided". While this seems a reasonable procedure, it is possible that "undecided" does not really reflect the attitude of the respondent. Therefore, the reader is recommended to observe the distribution of the responses and to note the most frequent response which has been encircled. However, the reader should bear in mind the numbers in the "undecided" column may be higher than they should be.

The column on the extreme right is the average of the responses, based on the assigning of values to each response:

Strongly Agree	rated	1
Agree	rated	2
Undecided	rated	3
Disagree	rated	4
Strongly Disagree	rated	5

The Mean column provides an average of the responses.

Consider for example, the first question. The most frequent response is Agree with 61 such responses. This has been encircled to draw attention. However, it is prudent to observe also that the second most frequent response is Disagree which occurred 41 times. Both are reflected under the Mean which is 2.6 a value which less than three and therefore reflects a majority of agreement but is close to 3 (Undecided) indicating there is not a clear cut consensus of agreement.

Note that results given are the actual numbers of responses. They are not percentages.

TABLE OF RESPONSES TO QUESTIONNAIRES

All Groups

Circled number is the most frequent response or "mode".

Clerical/Clerical (Technical services, secretarial)
Clerical/Contact (Readers services in general library, circulation)
Clerical/Departmental
Support (Shipping, receiving, shelving)
Clerical/Support AVC
Professional

		1.Strongly Agree	2.Agree	3.Undecided	4.Disagree	5.Strongly Disagree	Mean
1.	I would like to have had more training for my job than I got.	30	**68**	18	41	9	2.6
2.	A regular on-the-job training program would be of benefit to my unit.	43	**80**	24	16	3	2.1
3.	Human relations training would be beneficial in all areas of the Libraries/AVC.	66	**78**	19	3	-	1.8
4.	In my job, people drop things on you and expect them to be done instantly.	26	48	13	**59**	20	3.0
5.	Mostly this is a boring job.	15	13	19	**76**	43	3.7
6.	My supervisor asks me for suggestions about work methods.	27	**72**	13	38	16	2.7
7.	I have a clear idea of the benefits connected with my job or else know where to go to find out.	43	**84**	18	18	3	2.1
8.	I think we need more team spirit around here.	47	**75**	25	14	5	2.1
9.	Supervisory training in my unit would be a good idea.	41	**62**	34	23	6	2.3
10.	When I do good work it is recognized and appreciated.	25	**66**	24	34	17	2.7
11.	I'm not going to be around here for very long, so I see little point in getting involved in a staff development program.	7	10	14	**78**	57	4.0
12.	I have not seen discrimination due to race or sex in the library.	13	**65**	22	39	27	3.0
13.	I feel that I am treated fairly.	22	**91**	25	19	9	2.4

		1.Strongly Agree	2.Agree	3.Undecided	4.Disagree	5.Strongly Disagree	Mean
15.	Things are too loose around here.	11	38	42	61	14	3.2
16.	My supervisor treats me like a person.	56	73	16	18	3	2.0
17.	Around here, people really do care about you.	14	53	48	36	15	2.9
18.	The work load here is not evenly distributed among the staff.	35	59	31	33	8	2.5
19.	I would be more inclined to take courses for credit if I knew I could get time off.	37	48	45	30	5	2.5
20.	This is really a great place to work.	17	45	59	34	11	2.9
21.	PULSE is an effective staff organization.	—	14	59	55	38	3.7
22.	PULSA (newsletter) serves the interests of the entire staff.	1	34	56	53	22	3.4
23.	We should unionize.	18	21	58	35	34	3.3
24.	There is a lot of cooperation among staff.	3	54	36	62	11	3.1
25.	I have an effective input into the decision-making process, especially as it affects my work.	11	65	29	39	22	3.0

Groups: Clerical/Clerical (Technical services, secretarial)
Clerical/Contact (Readers services in general library, circulation)
Clerical/Departmental
Support (Shipping, receiving, shelving)
Clerical/Support AVC

		1.Strongly Agree	2.Agree	3.Undecided	4.Disagree	5.Strongly Disagree	Mean
26.	I am afraid to approach my supervisor with a personal problem.	10	13	18	59	34	3.7
27.	I don't feel like a part of the whole library system.	15	42	24	40	13	3.0
28.	We need regular meetings of the entire staff so everybody can keep up on what's going on.	34	54	23	19	4	2.3

		1.Strongly Agree	2.Agree	3.Undecided	4.Disagree	5.Strongly Disagree	Mean
29.	A regular program of upgrading job performance skills as well as human relations activities would help make this a better place to work.	54	57	16	6	1	1.8
30.	My supervisor keeps me informed as to what actions I should take in order to get promoted.	5	20	21	59	29	3.6
31.	I don't know what it takes to get promoted, but I suspect that it depends on who you know.	23	26	33	43	9	2.9
32.	I can count on people in my unit to offer me help when I get behind.	22	63	19	19	11	2.5
Groups:	Clerical/Contact(Readers services in general library, circulation) Clerical/Departmental						
33.	I would like to have more training in how to deal with the public.	7	12	6	17	8	3.1
34.	I really enjoy the constant contact I have with students and faculty.	20	19	7	3	1	1.9
35.	We don't have enough people to really meet the needs of our patrons.	6	17	5	20	2	2.9
36.	A training program in telephone courtesy is really needed around here.	3	15	4	23	5	3.2
37.	People who work in departmental libraries feel closer to that department than to the central library staff.	23	14	12	—	1	1.8
38.	I don't get the same results as does my supervisor when requesting service from other units.	7	14	19	7	3	2.7
39.	Persons working in departmental libraries are not kept informed.	7	14	20	9	—	2.6
Group:	Professional						
26.	I would be interested in an exchange arrangement with some other institution involving academic work beyond the master's degree.	8	7	11	6	—	2.5
27.	If I took a Sabbatical leave, I'd prefer to use it for further formal	5	6	9	8	4	3.0

		1.Strongly Agree	2.Agree	3.Undecided	4.Disagree	5.Strongly Disagree	Mean
28.	I'd like some formal help in becoming a more effective supervisor.	5	⑱	4	5	—	2.3
29.	We need to develop an esprit de corps around here—everybody seems to be headed in a different direction.	6	⑬	8	4	1	2.4
30.	I'd like a Sabbatical in order to research a problem I'm interested in.	3	8	⑫	6	3	2.9
31.	I feel that inter-departmental rivalry and competition for available funds seriously hampers our effectiveness as an organization.	9	⑩	6	6	1	2.4
32.	The route for advancement is clear to me, and I have a good idea of what it takes to get promoted.	1	⑭	9	7	1	2.8
33.	Promotions around here are awarded on a basis of favoritism rather than merit.	1	2	⑮	9	5	3.5
34.	I'm not interested in taking a Sabbatical leave.	1	4	⑭	8	5	3.4
35.	I wouldn't mind swapping job assignments with someone else in order to broaden my experience and my knowledge of other areas in the Libraries/AVC.	6	⑬	6	7	—	2.4
36.	We are too shorthanded to do a good job helping people who want to use the Libraries/AVC.	10	⑯	1	3	2	2.1
37.	Staff meetings should be problem-oriented and discussion-type, rather than be a series of public pronouncements.	11	⑮	6	—	—	1.8
38.	I'd use a Sabbatical to acquire a second master's degree.	2	8	⑫	9	1	3.0

Comments from Group Sessions

Supervision

more communication between working staff and administrative officers

stock answer - "we are studying it"

Library administration - breakdown occurs here. I'd like to put some of those people at the desk and see how they survive.

rank pulling is rank...backing needed by supervisor...special cases (exceptions) hurt...rules are not followed...

better work distribution needed

clearer definition of jobs

more training for supervisor - e.g. public relations

who is supervisor? Librarian or senior clerk? Librarian often not around, but senior clerk has no authority.

slow chain of command with too many bosses; boss 1 and boss 2 contradict each other

some don't have time or interest in supervision, distorted views of efficiency... supervisor should know your job as well as you do...human relations

decisions predate committee?

reciprocal evaluation with supervisor

supervisor unresponsive/misuse of supervisor/my supervisor is the library flunky

too many mysterious mandates

administrators should circulate more...see what we're doing...understand whether a directive is possible before issuing it

supervisors change rules and make people look silly

procedures are changed by someone higher. happens all the time. makes me so damn mad. wheels don't care how we look. we have no backing.

need set of basic rules to abide by - supervisors/administrators say - why make rules we can't enforce. Do what the professor tells you. They make a rule one day and break it the next...the supervisor is the chief culprit

a little bit of improvement in communication with administration on a one to one basis...decisions through too many hands

more feedback on decisions and projects initiated by us

better definition of decision-making, policy and responsibility

a. not quickly enough - system level
b. lack of clear delegation
c. every person involved, hence slow
d. reluctance to make decision at low levels - inability rather than reluctance because of lack of delegation

no proper training in supervision - human relationships, dealing with people on a personal basis, how to instruct, lack of trust

send (Derry and) administrative staff on a tour with students this fall

Working Conditions

committee with backbone to listen to complaints and negotiate

more full-time help -- less 1/2 time

narrowness of function -- job narrow

more time off without pay especially during breaks

no upward mobility -- a "board" across the top

women and men are not hired at the same rates...men make more -- shelvers vs. reference...shelver starts at $2.50 equivalent to a clerk 3

no backup personnel

optimum diversity in jobs...need better training

flexibility of work hours -- some people arrive at 7:30 (ride with husbands) and would like to leave at 4:30 instead of 5:00

qualifications -- are they realistic? degree? doesn't seem to make any sense -- poor utilization of talent

misuse of personnel -- moving equipment up stairs as ordered by library administration, in order to save money. Why not physical plant?

professional doing nonprofessional work; nonprofessionals doing professional work

lack of continuity because of turnover

discrimination in supervisory positions

Job Audit Specifically

what have audits produced? "they changed my title" "psychological income"

job audits -- those who benefitted were with general library

administration (Purdue) inconsistent -- first cut benefits (jp's) and then conduct their seminars to find why we don't attend staff meetings, etc.

restoration of semi professional to free professional for faculty-type activities (which gain promotion)

semi profession - career ladder...gone away with university personnel audit inaccurate - unjust - demoralizing

junior professional hassle -- people screwed out of benefits

Benefits & Salaries

increase salary

a fair living wage with cost of living increase

more merit improvement (financially and position of responsibility)

job classification...you can get promoted without pay raise because of salary schedule overlap

be consistent with service credit...at least explain the policy

more even vacation time between professional and clerical

flexibility...job description, rotation, promotions, pay, enrichment

money -- merit raises and cost of living schedules should be consistent across the University

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board across the top -- nowhere to go for promotion...more challenges should be built into jobs

scholarships in training and education to those who are interested

increased awareness of benefits...some departments don't approve of the benefits (set up resistance to taking courses)

rewards for not using up sick leave

paperwork/red tape discourages persons from taking courses

why never merit raises? good work not recognized

Lack of Communication

(between units) & general lack of knowledge about what's going on

excessive departmentalization without communication between units

staff meetings on regular basis

too dependent on general library and no input into decision-making "they think we are idiots"

no sense of working on the same team when we call central library

more interaction between units...don't know function...more cooperation

secret salary schedules...explain the policies...service credit...how established

deficiency of personal cooperation and understanding of colleagues job and problems...MORE TEAM SPIRIT

Miscellaneous

administration should finally decide the mission of this library

why typing test only for women?

more time for scholarly pursuits -- reading, writing, and learning about the field

no input into decision-making; no general staff meetings; let us air our gripes

assess $1 for building fund from students

need to change lack of respect for professional competencies to an acceptance by university community

Things People Like

like the people I work with

job security -- no dress policy

I can go to supervisor with personal problems

pleasant

never a dull moment

insurance benefits

pleasant, clean, dealing with high-class people

self satisfaction in dealing with people

friendly atmosphere among employees

out-stations; more independence, nearest thing to self employed, flexibility of working hours. 90% of students and instructors are decent to work with

riety, not like an assembly line

SUPERVISION

General Remarks

Although we recognize that a separate Task Force dedicated to leadership and Supervision was in operation, the Task Force on Staff Development determined that this subject must also be covered by the Task Force on Staff Development, specifically as it relates to our charge: "Particular attention should be given to the methods and techniques available for the development of administrative and supervisory skills."

The Study Team is convinced that material benefits will result from the planned and judicious implementation of management techniques derived from the behavioral sciences, developed theoretically in institutions of higher learning, and implemented by corporations both large and small.

It may be useful to state briefly how this position was reached. The reading specified in the study manual, especially Tracey, Goodman and Stone, point to this conclusion. Secondly, the Task Force was especially fortunate in securing input from an administrator in local industry, where these techniques have been applied over a period of years with really dramatic results. The fact that these techniques have been adopted by large corporations (American Telephone and Telegraph, General Motors, General Electric, Standard Oil, Detroit-Edison--the list could be extended indefinitely) was also persuasive. If indeed hard-headed, profit-minded businessmen discard the whip in favor of more humane (and scientifically productive) methods, it seems intuitively evident that the Libraries/AVC should at least consider them.

What are these methods? It should be stated here that the "method" is not a cut and dried, packaged plan that can be adapted indiscriminately to any organization. To be successful, a carefully planned intelligent approach must be taken which considers the special needs and problems of the entire organization. Further, the program must gain the enthusiastic acceptance and cooperation of a majority of the members of the organization and especially those in top and middle administrative positions. Some of the key elements are:

1. Maslow's hierarchy of needs - paraphrased; people's needs may be ranked on a continuum from the basic needs such as food, shelter, and safety on up to the "apex of self-accomplishments in one's own right". These needs include respect in one's work and its importance. Modern management theory pays especial attention to these individual needs.

2. Participative management - in perhaps oversimplified terms, this suggests that decision-making be forced down to the level where the results are implemented, insofar as possible. Staff needs to have an input to the decision-making process, and further, a meaningful input.

3. McGregor's "X-Y" theory of management characterizes the "X" theory as a belief that humans dislike work and prefer to avoid responsibility, but the "Y" theory, conversely, assumes that work is a natural activity and that it is possible to motivate people to act in concert with the goals of the organization. These theories obviously have important implications for managerial styles, and the "Y" theory, in particular, underlies many of the strategies of the so-called "modern" management styles.

4. Social interaction skills - these are also sometimes characterized as "human relations training". A few examples - individuals need to correctly perceive the effects of their behavior on others, under-

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stand the dynamic complexities of group behavior, help diagnose and solve problems between units of the organization, appropriately interact with others, and so on. These skills can be developed and enhanced by formal training programs.

5. A key part of these proposed techniques is the attitude of all supervisors. Organizations which have adopted these techniques report a marked decrease in inter-departmental jealousy and rivalry, with a corresponding increase in cooperation. "Teamwork" and "Respect" are two of the cornerstones, and more than lip service is given to these concepts. Every employee is continually made aware of the importance of their contribution to the overall success of the organization, and a real sense of community is developed.

Since most of the specific cases examined are related to profit-making organizations, the questions legitimately arises as to the pertinence of these techniques for non-profit making entities. We submit that there is a great deal of similarity between the day-to-day activities of both kinds of organizations. Some industrial models are closer to that of the Libraries/AVC than others--for instance, the hospital model suggests itself as being somewhat appropriate to our needs since (1) the hospital deals in services, (2) these services are implemented by a relatively small professional staff and a larger support staff, and (3) profit, if a consideration at all, is usually not a prime purpose of the organization. The hospital has been studied intensively by behavioral scientists, and the results of these studies are readily available.

The only instance the Task Force found where these techniques have been tried in an academic library is cited in "In-House Training of Supervisory Library Assistants in a Large Academic Library" by Betty Jo Mitchell, Associate Director of University Libraries, California State University, which appears in College and Research Libraries, March 1973, Vol. 34, No. 2, Pages 144-149. This particular program was mounted without appropriate groundwork, which we assume will be dome in our Libraries/AVC.

Implementation: Some Illustrative Examples

Rather than specify a particular course to follow, the Study Team feels more comfortable in pointing out several possible courses of action. In reviewing these suggestions in the section immediately following, the reader is asked to note the points of correspondence as well as the points of departure--some of the more fundamental differences, for instance, hinge upon the use of the qualified expert from outside versus in-house committees. We stress that the relative position of each approach in this document does not imply a priority relationship in the minds of the Study Team.

One approach might be the establishment of a Committee for the xpress purpose of implementing these proposals. The Committee might consist of representative (and interested) supervisors from every level and unit. Their first task would be to acquaint themselves in depth with the various techniques, procedures, theories, etc., in the area of modern management--possible ways of doing this might include attendance at seminars, the invitation of experts (both local and from afield), pilot studies involving certain areas of the Libraries/AVC (employing such procedures as sensitivity/awareness training, T-groups, role playing, management games, etc.). After this committee gains a reasonable knowledge and proficiency, a large scale educational program could be designed and instituted in the entire system. Provision should be made to continually update these skills and to monitor the results. As remarked before, success is contingent upon having the enthusiastic cooperation of a majority of the staff. However, where these techniques have been instituted, a "bandwagon" effect is frequently noted--a substantial success in one area is likely to cause other groups to want to participate. ould be realistically recognized, however, that not everyone will "buy" these iques.

Another approach to implementation would be the hiring of a professional management person with experience in organizational development, manpower planning, and people sensitivity skills specifically for the purpose of planning and directing a program in supervisory training. An advisory committee of representative and interested supervisors from every level could be established to assist in the program. This committee's members should follow the general steps outline in the above paragraph to familiarize themselves with the field. Under this arrangement, the experienced professional would head and direct the program, while the committee's purpose would be to ascertain needs and publicize the program.

A third possibility, in consideraly more detail than the skeletal outlines above, is the following program:

This system of management can be referred to by several descriptive adjectives, however, for our purpose we will adopt the terminology of "Participative Decision Making" (PDM). Participative decision making is essentially "a mode of organizational operation in which decisions as to activities are arrived at by the very persons who are to execute those decisions" (Lowin, 1968, p. 69).

The implementation of a PDM system cannot survive without a few general ground rules.

1) The decision for a participative system must be accepted and encouraged by top level management.
2) The change to a participative system must be one allowing for the acceptance of PDM through a level by level, top to bottom exposure to and participation in PDM.
3) This change should not be expected to occur without the training and education of organizational members in PDM methodology.

Implementation within the Purdue Libraries/AVC might be considered on four levels.

Level 1--Workers or clerical/support/service people.
Level 2--The foremen or first level supervisors of level 1 personnel.
Level 3--Unit or department heads.
Level 4--The Libraries/AVC Director and Assistant Directors.

(Note--Where it may apply, Levels 2 and 3 can be combined. Level 1 will be referred to as the basic work unit or work team.)

Steps for Implementation

Step 1--The Libraries/AVC Director, Associate Director and Assistant Directors (Level 4) should attend an outside program in participative management, preferably concurrent with sessions in human relations training and management development (e.g., the programs offered by the National Training Laboratories, Bethel, Maine). It is suggested that since there seems to be no one overtly qualified on the Libraries/AVC staff in the development and supervision of programs or training in PDM or human relations, that an outside consultant be secured to develop a program specific to the needs of the Purdue Libraries/AVC. This committee also offers the suggestion that resources from the University by proselytized for this task. Perhaps a 3/4 time graduate student assistantship could be offered to a Ph.D. candidate in Industrial Management, Organizational Psychology or Organizational Communication as an inexpensive and efficient means for fulfilling the needs of the Libraries/AVC.

(Note - It cannot be emphasized enough that any program of this nature, to be successful, must be perceived by subordinates in the organization to be positively valued and reinforced through the actions of top level management.)

Step 2 - A committee should be created through a diagonal grouping of individuals across all organizational levels and departments to act as an advisory committee whose purpose is input and feedback for organizational implementation of PDM. This committee should consist of approximately 8 members representing each of the various units within the Library/AVC system. (A suggested breakdown would be one member each from: order unit, card prep, serials, systems/LSD/IMRU/ITIS, AVC, departmental libraries, reference/circulation, service (shipping, shelving, etc.) and fiscal office/personnel.) Each representative would have equal rights of membership including voting privileges with power as a group to make binding decisions in organizational coordination of Participative Decision Making.

Step 3 - The Library Director and Assistant Directors (Level 4) should begin meeting with unit and departmental heads (Level 3) and openly practice PDM through information sharing and delegation of decision making authority to the individuals directly responsible for them. In-house workshops and/or training sessions in PDM, "human relations", and supervisory skills should also be initiated for unit and departmental heads. A representative from Level 3 should be elected by his peers to represent their interests and input at the regular meetings of Level 4 personnel. These elected representatives may be referred to as linking pins in respect to the mission they serve through linking all levels of management together with input and feedback to and from each separate level. (These representatives will also hold equal membership and voting privileges as regular committee members.)

Step 4 - An in-house program of PDM, "human relations" training and supervisory skill building should be initiated for Level 2 personnel. This group will also elect a representative to serve the linking pin function on the Level 3 committee.

(Note - Understandably Levels 1 and 2 will contain the largest number of individuals. It is suggested that due to this circumstance, committees of Level 1 and 2 personnel be restricted to those individuals directly related to the accomplishment of specific or closely related tasks (i.e., shelvers and shipping personnel although on the same level, would still comprise two separate committees). Concommitant with the groupings of Level 1 personnel, a member from each separate grouping is elected to serve as a representative to a general committee of Level 1 personnel who in turn will elect a member to serve as a representative on the Level 2 committee.)

Step 5 - Level 1 personnel should be formed into basic work teams whose function is specifically oriented to similar tasks within a unit or complementary tasks within a department. The responsibility for PDM training will rest with the Level 2 and 3 supervisors.

Some basic tenets for committee organization should be:

1. The purpose of the committees is one of an on-going communication process of information exchange and feedback rather than crisis intervention.
2. Any member who feels that his rights or privileges under a system of PDM are being restricted or infringed upon may consult with the advisory committee for investigation and subsequent action. (This should not be confused with the function of a grievance committee.)
3. The personal needs and interests of the individual should be encouraged and developed with an emphasis on blending organizational goals with personal goals.

Resources for Implementation

A variety of techniques and resources are available to assist the Libraries/AVC in switching to this new managerial style. The Task Force met with Mr. Dewey Scheuffler, the Manager of Training and Staff Development for the University, who offered the services of his office in preparing a supervisor's instruction program. Mr. Scheuffler stressed the importance of the Libraries/AVC developing its own program, with the advice and assistance of his office. He also gave us an idea of the multiplicity of training devices available - programmed texts, audio and visual aids, management games, etc.

The Measurement and Research Center is also very interested in the implementation of a program of this type in the Libraries/AVC, and have offered their assistance. The Task Force called upon them to help design and conduct the group sessions - these sessions, incidentally, are a good example of just one of the "new" techniques involved in modern management. Additional expertise is available from the Krannert School of Industrial Administration, Organizational Communication, Organizational Psychology, etc.

These are some of the training aids called to our attention which can be incorporated into a program for staff development using modern techniques.

Some of the films currently in the AVC are:

Human Relations in Supervision (Armstrong Cork Company, parts 1-4)
Supervisory Relations Series (film strips)
Management of Human Assets (Likert)
Motivation through Job Enrichment

Simulation games are another tool which may be utilized in this area - the following are owned by the Personnel Department:

Handling Conflict in Management: Superior/Subordinate-Group Conflict, and Conflict Among Peers, Superior/Subordinate Conflict. (3 Parts) Roles: participants are managers in a medium-sized company/ Playing time: approximately 2 1/2 hours per part. Teams of five players; the number of teams which can play simultaneously is unlimited.

Managing Through Face-to-Face Communication (...provide an opportunity for middle managers to practice their communications skills) "...involves perception in differences in meaning, working with abstractions, tailoring messages to the receivers, separating fact from inference, and dealing with emotional statements." Roles: participants are middle managers. Playing time: approximately 3 hours. Three to five players per team; any number of teams can play simultaneously.

Other commercially available programs include items as Didactic Systems' Job Enrichment Multi-Media Program, one-day Seminar which can be run by the Libraries/AVC - it includes a Seminar Leader's Guide and audio tape ($75), and participants' materials at $15 per participant.

Programmed texts are another item which might be used - an example is:

Burby, Raymond J. An Introduction to Basic Supervision of People. Addison-Wesley, 1966.

We cite these illustrative examples to indicate the variety of available tools which might be incorporated into a supervisory development program - these are only .es, and many more are readily available.

These concepts and techniques are arduous, time-consuming and occasionally frustrating. Rather than hiding behind a desk and issuing reams of directives, the executive is required to interact frequently with his or her staff. This means a reordering of priorities must occur, and may have organizational implications. Span of control, for instance, may have to be reduced in some cases to permit this type of interaction. Attitudinal change is also directly involved, and this may be the biggest hangup in instituting this type of program. The hierarchical system of management is so deeply imbedded in most of us that major psychological changes will be required for whole-hearted acceptance of many of these things. This is why a thorough and well thought out program is essential.

CLERICAL AND SUPPORT STAFF

General Background

The average tenure for all clerical positions in the Libraries/AVC is one year. The holders of these positions tend to be (1) graduate student wives, and (2) probably overeducated for the tasks they perform. The combination of these factors poses a special problem in staff development, especially in the larger sense of job enrichment and satisfaction.

Education

It is especially essential that this group be made fully cognizant of the formal educational opportunities which are a part of the benefit package at Purdue, and that furthermore, every effort be made to make it possible for all individuals to take advantage of these opportunities. It should be a matter of firm policy to insist that supervisors make every effort to alter schedules as is necessary to enable personnel to take courses. In cases where there is an apparent insoluble conflict, the supervisor should be able to turn to either a clerical pool or arrange with other units to provide temporary desk coverage. To expedite matters, **the Task Force recommended that a clerical pool be established to provide temporary coverage for absences occasioned by activity of this type.**

The Study Team recommends a Staff Development function should be defined and responsibility assigned. It is further recommended that the functions of the Staff Development Office include the capability of advising and counseling staff who wish to take formal courses. In the exercise of this function, this office should be fully cognizant of, and refer staff to, such valuable specialized facilities as the Guidance Center with its extensive testing facilities, Psychological Services, Speech and Hearing Center, and other centers of expertise. This office would also regularly publicize the availability of this opportunity to the entire staff.

Upward Mobility

Criteria should be developed to enable the comparison of a non-related degree to experience and specialized training. Some specified combination of practical experience plus specialized training should be equivalent to a non-related formal degree. This is seen as introducing more upward mobility among clerical and service staff, and should improve long-term morale. The concept of a standardized civil service tests might be incorporated into the program.

Supervision

Due to the inherent frustration engendered by the combination of high turnover and a "captive" labor market, the **Study Team** feels that it is expedient to consider and implement improved methods of supervision on all levels - this recommendation is dealt with at length in the Supervision Section. Here, it is important to note that these methods should minimize friction at the interface between supervision and work staff. An important part of these "new" techniques is the delegation of some of the supervisor's authority to those being supervised - as mentioned above, most of the staff is quite capable of exercising independent judgment in the area of their work assignment. As this is implemented, it is predicted that job satisfaction will rise proportionately, as frustration decreases.

On-the-Job Training

Because of the high turnover rate, it is especially important to establish a detailed and on-going job training program. While expensive in time and staff effort, this seems to be a necessary concommittant to the utilization of cheap labor with a high turnover rate. Detailed job manuals should be written for each separate job, in consultation with the incumbent and the supervisor. Elements which are common to a number of positions should be made the subject of a formally organized and prepared "mini-course", which can be produced and packaged with the assistance of the Audio-Visual Center and the Instructional Media Research Unit and used for training purposes. The unique characteristics of each job, which may have to be communicated first hand to new incumbents, should also be made a part of each detailed job analysis. Insofar as possible, the performance levels expected in each quantifiable aspect should be spelled out explicity and in detail.

Beyond Orientation

A recurring theme among the number of "inputs" to the Task Force has been the need for a consistent, meaningful and on-going training program for all clerical staff. While an important segment of this training should be job performance oriented, the equally important element of developing a sense of pride in one's work and a good knowledge of how this work relates to the overall Library/AVC effort must not be neglected. It is suggested that unit heads devote serious attention to this aspect of training. The important point is that the staff member should learn not only how their department operates, but should also be informed as to how other units function and the overall relationship of all units to the purposes and goals of the Libraries/AVC.

Human Relation Skills

Staff members whose duties bring them into contact with our clientele should receive additional training, and periodic updating, in human relations skills. Since these people constitute the exposed 1/8 of the "iceberg" (**the Task Force's analogy**), it is especially important that they be aware that they are representing the entire library. It is recommended that an interested committee of supervisors from all levels (and not chosen arbitrarily) develop ways of implementing this program immediately. A variety of techniques are available - climate studies, attitudinal change techniques, sensitivity training, role playing, etc., etc. The Measurement and Research Center has indicated, through Dr. James Derry, that they stand ready to assist in this most important effort.

Staff Association

The Task Force commented that it was intuitively evident that the morale problems among clerical staff can be alleviated to some extent by an improved staff association which better meets their needs. It was recommended that the association have its own newsletter; free from faculty control, that the association should have time set aside during working hours for meetings, and its publication should be subsidized by the L/AVC administration (as is PULSE). It anticipated that this organization would provide direction and cohesiveness to staff development efforts directed toward their area. It further argued that the excess of talent above can be well applied to this important task.

The Study Team, bearing in mind the comments of other Task Forces and individuals, has recommended a broadly based Committee for Staff Concerns which should review these matters.

Communication

It is noted that many of the morale problems in the Libraries/AVC seem to stem om inadequate communication, and that this is especially true of the Clerical and

Service Staff. All units seem to need more productive and informative meetings - both on a unit level and on a system level. People want to know what is happening, how it affects them, and to have the opportunity to speak out on issues which concern them. The group session comments and other inputs to the Task Force seem to indicate a perceived unresponsiveness on the part of the Personnel Office toward the L/AVC staff.

On another level, and this is also covered in the section on Supervision, it is essential that all supervisors at all levels get out of their offices and talk to the staff on a one-to-one basis, a one-to-several basis, and in various other modes. While it is perhaps a natural tendency for supervisors to become "desk-bound", the Task Force feels that real dividends will be experienced by activity of this kind - staff will gain an increased sense of community and enterprise with a corresponding increase in morale and job satisfaction.

Junior Professionals/Job Audit

It is evident to the **Study Team** that a considerable residue of resentment still exists regarding the abolition of the position of Junior Professional. The Professional Staff regarded this function as being supportive of their desire to do more "professional" type work, and the former incumbents are dissatisfied both because of the consequent loss of status, as well as the loss of real benefits. The clerical/service staff who were not Junior Professionals still seem to have the feeling that they as a group lost something - for instance, it was theoretically possible for them to move into this group, and that capability no longer exists.

The **Study Team** feels that the "paraprofessional", by whatever name, is an integral and important element of the staff of the Libraries/AVC and is due recog**nition both in the form of status and benefits. It, therefore, recommends that a new classification of employment, between clerical/service and professional in terms of salary, benefits and responsibilities should be established. This new classification would consist of several strata of "para-professionals" who perform highly skilled, technical and/or semi-professional functions and should include the OAA and TAA classifications.**

Grievance Procedure

Taking note of present inadequacies in the grievance system the Task Force discussed formation of a grievance procedure or committee having clearly defined responsibilities, limitations, and powers. Several of these methods are outlined briefly below. It was decided that no one method would be recommended, this being viewed as an important decision to be reached by the entire staff.

Therefore the Study Team recommends that a more effective system for grievances or complaints should be established.

The Task Force suggested the following possible approaches to a grievance system:

a) **Formation of a committee composed of representatives from all branches and levels of staff excluding the administration, i.e., Ass't./Assoc. Directors and the Director. This committee would be elective--the procedures for electing to be carefully worked out to ensure representation of all groups. Having received a complaint the committee would be authorized to investigate, interview and reach an enforceable decision. This decision, along with the reasons for having reach it, would be reported to the Director. He/She would then have the opportunity to provide any information which might affect the decision reached. However, the actual authority to successfully settle the complaint would be vested in the committee.**

b) Development of procedural, structural system. The basic outline for this approach is a series of elective committees. Each branch or group of the staff would elect a set number of their peers to a committee. Complaints would be brought first to this committee where preliminary discussion and investigation would be carried out with the possiblity that a solution would be found and the complaint eliminated. If not, the complaint would be brought to another committee representing a broader spectrum of the library staff. The process would be then repeated with the addition of new and differing viewpoints. The number of and the structure of the various committees would be devised after extensive investigation of the Library staff system. However, at some point a final, representative committee would reach a binding decision.

c) Incorporation of the "grievance committee" into the duties of a new position. This position would require a professional, experienced personnel manager and education officer with strong organizational development, manpower planning, and people sensitivity skills. This approach works from the idea that one person of this nature would be more efficient and economical than a committee of several members. This person would have a complete working knowledge of the policies of the university and top library administration. She/He would serve as an intermediary between staff and supervisory, and also have a thorough knowledge of payroll and benefit programs.

PROFESSIONAL STAFF

General Remarks

The professional librarian in the Purdue Libraries/AVC seems to be enmeshed in a strange system which imposes conflicting demands and poses some very difficult questions relating to staff development. On the one hand, it is the professed attitude of administration that researching and teaching the conventional modes in a high level are desiderata especially to justify our having "faculty status" - on the other hand, it is immediately apparent that professional staff members are rewarded in promotion and salary for superior performance in the areas of management, supervision, and conventional library duties. It seems evident that if research, writing and teaching are to be done, that some of the other demands of the professionals must be subordinated to some degree.

A factor which presents real difficulties in implementing research programs, as well as in pursuing advanced education, is the geographical location of Purdue - sister institutions with the required facilities are a hundred miles or more distant. Another factor is the regulation regarding pursuing an advanced degree stated in the Faculty Handbook - such an effort is strictly taboo. This precludes a very desirable activity - cooperation between the Libraries/AVC and appropriate University departments (Industrial Management, Industrial Engineering, Education, etc., etc.) whereby a candidate could both pursue an advanced degree and do research on problems of interest to the Libraries/AVC. This situation has the further deleterious effect of shutting off a potentially valuable source of funding, since the funding base for discipline-oriented research is broader than that available for in-house library research.

Sabbaticals

To the extent that barriers or impediments to in-house research and study exist, it seems desirable to pursue these activities by means of Sabbatical leaves. There are certain problems involved here, also. One such problem is the attitude of present staff, or a substantial portion of the present staff, that Sabbatical leaves in the past have not resulted in benefits to the Purdue Libraries/AVC, since the recipients of these leaves have been known to leave for greener pastures. Perhaps we should adopt the typical view of teaching faculty that these leaves are not specifically intended for the immediate benefit of the granting organization, but rather are an essential ingredient in the academicians' career plan which benefits the profession as a whole rather than a particular institution. It further seems apparent that an organized and on-going program of Sabbatical leaves would enhance job satisfaction even on the part of professionals who are not participating - the possiblity of a reward of this sort would seem to be an important inducement to redirect the thinking of our more junior professional staff toward research and advanced study. The Study Team hereby goes on record as approving both the principle and the practice of Sabbatical leaves as an essential element in the overall staff development program for professional staff.

Relating to the research problem is the problem of continuing the researcher's normal activites or job assignment during the period the research is done. There are several examples to support the contention that this is more feasible, say, in department library positions than in general library positions. If it is indeed a policy on the part of the Library/AVC administration to encourage and promote research activities, a determined effort should be made to increase the flexibility of job assignments in these areas that seem to be locked in a 40 hour per week [illegible]le. One possibility that suggests itself is to use departmental librarians [illegible] not want to do research to provide released time for this activity.

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Teaching

The implementation of the teaching function is somewhat more difficult. It has been suggested that our various capabilities of subject bibliographers in our field of expertise be applied to as many different areas of formal instruction as possible--the drawback to this is that most teaching professors consider that they have a better command of the bibliography of their area than is possible for an "outsider", and are, for the most part, reluctant to turn to the Libraries/AVC for formal assistance. This statement is not meant to discount the desirability and possibility of each professional librarian's role in interpreting and publicizing the resources of the Libraries/AVC to all teaching faculty--however, this activity is seen as being at one remove from formal teaching, with consequently lower recognition as being a part of the formal instructional effort. In summary, the professional librarian's most suitable role would be that of formal and informal instruction in the art and science of literature searching, information retrieval and the like, with appropriate courses in the literature of particular subjects being offered in areas where this acitivity is seen as being desirable and productive.

Supervision

A particular professional staff attitude that struck the Task Force as being incongruous is the attitude toward "non-professional" duties, particularly supervision. Most of our professional staff are also supervisors, and they possibly tend to regard this activity as being non-professional. In addition to the effect of increasing job dissatisfaction, this attitude, to the extent that it exists, probably is reflected in the quality of the actual supervision that is done. We view the supervisory component of library professionalism as not unique to the Purdue system, but rather typical of most larger libraries of all types. It seems to be high time that supervision, per se, is recognized as an indispensable part of the librarian's professional skills and that this recognition be conveyed by the administration to all professional librarians in the system. Further, our professional staff should be encouraged and supported in the development of these skills by formal training both at Purdue and elsewhere, in-house seminars, etc. (See the section of this report dealing with supervision for more detailed suggestions.)

In line with these general observations, the Task Force feels that when filling administrative positions, emphasis should be placed upon administrative skills, rather than traditional bibliographical training.

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RECOMMENDATIONS

The "Recommendations - General" section immediately following represents broad areas where specific action programs are indicated. In some cases, these programs will involve lengthy and administratively-difficult procedures, with no apparent immediate payoff in terms of concrete results. The next section - "Recommendations - Specific" contains recommendations about specific problems or opportunities which, in the opinion of the **Study Team**, can be addressed immediately.

Underlying several of the "Recommendations - General" is the general consensus on the part of the **Study Team** that the Libraries/AVC should begin an immediate movement toward a management style based on the applicable findings from behavioural research, especially as these findings have been modified and implemented in the field of managerial science and techniques. The reason that no specific recommendation in this area is made is that the **Study Team** does not feel that it has the competence or expertise to prescribe a particular model of a system that will best satisfy the somewhat unique needs of a large academic library, and further, that the system to be devised should be implemented only after very careful deliberation on the part of the administration and after they have availed themselves of the best information which it is possible to obtain. We refer the reader to the section on "Supervision" and especially to the sub-section on "Participative Management" as being examples of two elements that are typically found in modern management systems but caution the reader that these do not by any means constitute the entire system.

GENERAL RECOMMENDATIONS

The Study Team makes the following general recommendations concerning staff development.

9. The Libraries/AVC should begin an immediate movement toward a management style based on the applicable findings from behavioral research.

10. There should be a greater consciousness in recruitment of the desirability of building up a wide range of expertise (e.g., SDI, user surveys, historical bibliography, interview techniques, citation analysis, specialist literature of any kind) as well as subject backgrounds. This would increase the collective competence of the Libraries/AVC staff. Greater familiarity with and exploitation of such specialist knowledge should be developed immediately.

13. A new classification of employment, between clerical/service and professional in terms of salary, benefits and responsibilities should be established. This new classification would consist of several strata of "para-professionals" who perform highly skilled, technical and/or semi-professional functions and should include the OAA and TAA classifications.

27. Committee for Staff Concerns
    (a) There is a need for a staff concerns committee to examine matters of supervision, personnel policies, staff development, and working conditions.
    (b) The Study Team would see the committee as reporting to the Director and also acting in an advisory capacity in personnel matters.
    (c) This committee should be broadly based.
    (d) It is suggested that we start with an elected interim committee with two functions:
        1. Devise a suitable permanent committee(s) based in part upon the findings of the study.
        2. Handle such urgent assignments as are referred to it.

38. Libraries/AVC staff should be trained in setting performance goals. Written statements of such goals are recommended as well as the evaluation of staff in the achievement of these goals.

28. Problem-oriented and discussion-type meetings involving all levels of staff should be instituted to deal with the variety of communications and understanding problems turned up by this study.

61. A program to incrase the knowledge of all functions and departments of the Libraries/AVC among all staff should be designed and implemented.

64. During the study there has been considerable evidence of inadequate knowledge of policies relating to salaries, benefits and personnel policies. It is recommended that a high priority be given to the better communication of these matters and to the more effective remedying of misconceptions. In particular, an employee handbook should be developed to include information on:
    --Libraries/AVC table of organization;
    --Library administration;
    --Library units and their functions;
    --Wages and benefits including grievance procedures;
    --Procedure for enrolling in classes;
    --Explanation of service credit.

68. The Libraries/AVC should move towards a policy of making personnel files available to individuals concerned.

69. A more effective system for grievances or complaints should be established.

91. Greater attention should be given to staff development, both by encouraging self-improvement and by providing assistance as appropriate. Not only does the Libraries/AVC employ over 200 staff, but these staff depends very directly on the skills and effectiveness of our staff. A staff development function should be defined and responsibility assigned, with a specific charge to:
a. expand the development of the individual staff member through increased awareness and utilization of available programs and benefits, and
b. preparing and administering new programs in on-the-job training.

92. Training programs in the area of human relations should be started to improve our skills, particularly those staff show duties bring them into direct contact with the clientele of the Libraries/AVC.

94. The possibility of scholarships and/or released time with pay for clerical and service staff to gain additional formal qualifications in job-related areas should be explored.

95. A work-study program in library science for clerical and service staff should be instituted.

98. The opportunities for taking courses, which we regard as a part of the benefit package attendant to employment at Purdue, should be extended to all staff on an equal basis and, further, even be encouraged by the introduction of more flexibility in job assignments, establish of a clerical pool to cover desks during incumbent's absence for this purpose, etc.

99. The Study Team draws attention to the problems of finding the opportunity "to conduct research, to write, or to attend continuing education seminars" when there is a heavy pressure of professional duties (including administrative duties), and that some aspects of faculty status, namely criteria for promotions and tenure, make this problem more critical. A deliberate effort should be made to release professional staff, particularly in the lower ranks, from structured schedules so that research can be pursued.

100. Sabbatical leaves for the purpose of study and research should be encouraged and promoted among interested professional staff.

105. The Study Team identified the quality of supervision as a matter of major importance. We recommend that the design and implementation of suitable programs for the various groups of staff be given a high priority and further that these programs be tailored to specific Libraries/AVC needs. After the initial pilot stages are completed, successful completion of the appropriate course should be expected of all staff, both professional and clerical, who have any supervisory duties whatsoever.

106. The Libraries/AVC should institute a more formal program of orientation, information and job-related education. There are two facets of this recommendation:

a. the establishment of an Office of Orientation and Education, and
b. the establishement of a continuing program of education and training in supervisory skills tailored to the needs of the Libraries/AVC.

SPECIFIC RECOMMENDATIONS

The Study Team makes the following specific recommendations.

14. Statements were made relating to the desirability of backup personnel, both for covering desks when regular incumbents are absent due to illness or vacations, and covering positions when an incumbent is pursuing educational benefits. It would seem highly desirable either to establish a "labor pool", or to increase the flexibility of assignments to the point where these needs can be served. Flexible assignments would also have the desirable effect of improving inter-departmental communication.

15. Several groups noted that they are frequently asked to do work which they regard as work more suitably performed by groups outside of the Libraries/AVC (particularly, Physical Plant for moving furniture and other physical labor including janitorial tasks). The administrative procedures necessary to obtain help from Physical Plant should be refined to make this more practical, and all supervisors should be apprised of this.

57. Supervisors should make every attempt to keep rules uniform; when this is impossible or impractical, exceptions should be made in such a manner that it does not make the supervisee "lose face."

96. A general deficiency in the machinery for upward mobility was noted. The Study Team recommends that the possibility of hiring most new personnel at a low level (Clerk 2, for instance), with the higher level positions to be filled by promotion from the ranks, be considered.

CHAPTER IX

LEADERSHIP AND SUPERVISION

This chapter is based on the report of the Task Force on Leadership and Supervision. Membership of the Task Force was H. Kuntz, J. Pinzelik, C. Stafford, Chairperson, and M. Zurawski.

This review of Libraries/AVC management in the supervision and leadership was based on six principles:

1) Responsibility for leadership and supervision approaches in the Libraries/AVC should be clearly defined;
2) Leadership processes used should be positive, and designed to maintain high staff morale and effectiveness in the Libraries/AVC;
3) Effective motivational forces should be used by supervisors through the Libraries/AVC;
4) Decision making throughout the Libraries/AVC should be effective and lead to prompt action;
5) Staffing patterns should assure that effective supervision and leadership are provided to critical Libraries/AVC programs;
6) Leadership and supervision should be effective in conveying purpose throughout the system and in mobilizing resources constructively.

Following is a discussion of the present situation.

The first principle to consider is that the responsibility for leadership and supervision approaches in the Libraries/AVC should be clearly assigned. Our findings indicate that there are responsible and dedicated leaders and supervisors in the Libraries/AVC. However, there are varying degrees of leadership and competency of supervision. This is in a large part due to the general lack of preparation of the professional staff as supervisors. This problem of lack of training is intensified by the uncertainty of the individual supervisor's responsibilities and his/her place in the chain of command. This is especially evident in the middle supervisory level.

Permeating the two above-mentioned problems is the clogged, intermittent and faulty lines of communication which prevent fast dispersal of information. In addition, there is a general lack of any formal method of checking the effectiveness of the communications channels. If the above conditions are not remedied, the only outcome will be an increasingly sluggish bureaucracy that fails to provide the information needs of the University.

The second principle is that the leadership processes used should be positive and designed to maintain high staff morale and effectiveness in the Libraries/AVC. A reasonable degree of trust and confidence exists between the staff toward their supervisors and vice versa. However, the staff does not believe that this trust is wholeheartedly returned. Thus, one can perceive the beginning of distrust toward the supervisors. This is additionally evident by the fact that an appreciable minority felt that their supervisor was not a leader. This should be viewed as especially serious in those units where non-supervisors are viewed as leaders and supervisor is not.

The problem with the supervisor not being trusted is that he/she will have extreme difficulty in getting his/her staff to initiate the communications necessary for producing the information needed to allocate the unit's resources and provide the requested services. If the supervisor is not viewed as a leader, new methods of accomplishing the requested services will be difficult to implement. Another problem with the supervisor not being viewed as a leader is that in difficult and high stress conditions, a strong leader can often maintain a high staff morale to help surmount the difficulties. A supervisor who is viewed as a non-leader might compound his/her problems and difficulties in trying to overcome the bad conditions.

In examining the third principle that effective motivational forces should be used by supervisors throughout the Libraries/AVC, the Task Force found from the information obtained from the questionnaire that effective motivational forces are used moderately in the management of the Libraries/AVC. The evaluation of a questionnaire is especially difficult when dealing with abstract concepts such as motivation, goals leadership, and staff attitudes. (Unfortunately, the interpreter's view is always present in any evaluation.) Several of the criteria used to determine motivational forces fell short of the acceptable range. Therefore, the Task Force believes that this was a reflection of a moderate usage of positive motivational forces.

The Task Force's interpretation of three key motivational factors--possibility for advancement, variety, and pay--appears to be negative in tone. A substantial number of the Libraries/AVC staff feel that their possibility for advancement is very limited, if not, in fact, non-existent. A considerable number of staff are bored because of a lack of variety in their jobs. Feelings about pay were generally less negative but there is substantial discontent noticeable.

The Task Force's present rather pessimistic feelings concerning the Libraries/AVC's use of effective motivational forces are reinforced by comments added to the questionnaire by the staff. The comments, varying in length from a word to several paragraphs, are difficult to enumerate and interpret in a few words. A few paraphrased and edited examples may convey the tone of them - lack of effective grievance procedures, very negative comments about the job audit, necessity for better trained supervisors. Thus, it appears that at the present, Libraries/AVC does have some potentially serious managerial problems. However, one factor must be stressed here. This factor is the reservoir of potential good will of the Libraries/AVC staff toward the organization. We feel that if the Libraries/AVC moves quickly to begin the process of correcting the various situations and conditions which portend serious managerial problems, this latent reservoir of good will can be drawn on as a source of energy in accomplishing the repair and renovation and this reservoir can also act as a basis from which to launch a renewed drive towards increasing the quality and quantity of the services offered by the Libraries/AVC.

The fourth principle is decision making throughout the Libraries/AVC should be effective and lead to prompt action. When we reviewed this, we discovered that the "Chain of Command" upward is clearly defined, but some deficiencies exist in the opposite and linear directions with resultant faulty communication. Some respondents felt that a lack of feeling of unity and cooperation among the staff contributes to this, but that there has been a degree of improvement within the last year. A few respondents voiced the opinion that a lack of feedback from the top administrative levels on suggestions made by faculty resulted in poor morale in the professional staff. This may point out that "prompt action" in decision making is not currently conspicuous. Generally, all staff members should be made to feel that their suggestions are appreciated and at least to be considered; recognition for input, in the form of suggestions, is often self-motivating to the staff. A follow-up consultation or explanation of the decision should be considered essential by supervisors and necessary to furthering open communications.

Decisions regarding unit procedures is a sensitive area. Not enough innovation is allowed in routine procedures. There was also a great deal of feeling expressed that the person performing a specific task be allowed to make decisions relating to the mechanics of the task performances; he/she is often the most reliable source of information regarding aspects of the task which are not always obvious to a supervisor. Flexibility in the performance of routine tasks can and often does lead to more efficient operations.

The Task Force found a general feeling of lack of team-work among the various departments, units, etc., and at the same time a belief that team spirit is necessary for maximum efficiency. The Libraries/AVC needs a staff that is working toward a common goal, and knows and understands that each person, each department and section can achieve that goal best by cooperation. Along with this, the individual must be made to feel that his/her effort is necessary and appreciated. Supervisors can and must foster self-esteem among the staff, which should, in turn, foster individual motivation and improve cooperativeness. A true feeling of team-work can be achieved only when each individual's part is evident in the plan, and each individual believes that he/she is a vital part, recognized for his/her efforts.

When the Task Force reviewed the fifth principle that staffing patterns should assure that effective supervision and leadership are provided to critical Libraries/AVC programs, staffing patterns among the professional and supervisory employees were found to be favorable, with the possible exception that a majority of supervisors felt they needed more knowledge of management techniques. The Task Force felt that the support staff as well could benefit by expanded understanding of management expectations in general, for the good of the overall system. Generally speaking, all personnel, and supervisors in particular, would benefit from an expanded training program. All supervisory positions should require the completion of a management course on the part of the applicant or current position-holder. Many supervisors were found to be well-intentioned but felt unknowledgeable about management techniques.

Staffing patterns of non-supervisory support personnel seem much more unsatisfactory. A high turn-over rate is viewed by supervisors as a threat to efficiency; while the same high turn-over jobs are viewed by suppor staff as unchallenging and lacking in variety, responsibility and possibility for advancement. Some form of recognition for merit is badly needed in the system. Positions within areas sometimes vary little in job level, which creates a lack of potential reward for added training or effort. Individual supervisors have little or no authority in granting rewards for their staff, i.e., pay, promotion, etc., whereas, those who have authority do not know of outstanding individual efforts. In order to humanize the system, we must let the individual know that those he/she works with every day recognize his/her talents and efforts to do a better job.

The support staff feels they should receive a more encompassing training program given in the same form as the present orientation course: a description of the Libraries/AVC system and its parts, how to talk on the phone and with patrons and faculty, what Libraries/AVC management expects from them in the performance of their duties, etc. This idea of an expanded central training program was also suggested by some supervisors as a method of cutting down on time spent by them for training and as a method of promoting an additional feeling of belonging to the whole organization.

When the Task Force considered the sixth principle that leadership and supervision should be effective in conveying purpose throughout the system and in mobilizing available resources constructively, they found that at present it seems that the supervisory energies are mainly focused on completing the Libraries/AVC activities and very little energy is going into the satisfaction of the needs of the staff. This in part would seem to account for some of the morale problems evident in the Libraries/AVC. One of the main reasons little emphasis is placed on staff need satisfaction is that the administrative staff lacks supervisory training on how to go about fulfilling staff-needs or even how to determine staff-needs. It should, though, be stressed that the major component of a staff member's productivity should be the accomplishment of the Libraries/AVC activities. There is, however, strong indications of the need of insuring that a person's job is not entirely confined to routine tasks. This does not mean that routine tasks would be eliminated, but it does mean that non-routine tasks should be parceled out to all staff members.

A second facet of this principle is that success of supervision is measured and rewarded on the basis of the opportunities provided for staff growth along with achievement of the Libraries/AVC goals. Unfortunately, the Libraries/AVC is lacking formally recorded goals on which to measure the performance of the various units. This lack of formally stated goals for various units creates a lack of guidance as well as not giving a clear means of attempting to measure the performance of the units. However, if the supervisor were rewarded for his/her unit meeting or surpassing the unit's goals, and these goals were only concerned with performance and did not include the concept of personal development of each individual staff member in the unit (the supervisor included), there exists the potential of future labor-management trouble. In addition, trouble would also be certain if the supervisor were the only one rewarded for the unit meeting or surpassing its goals. This trouble would take the form of a low motivated, insecure and unproductive staff. If there is a lack of the above-listed qualities in any staff member, this lack detracts from the overall ability of the Libraries/AVC to fulfill both quantity and quality of the services demanded of and supplied by the Libraries/AVC.

Another consideration of this principle is that the supervisor's primary task is mediating the conflict between organizational goals and individual needs and desires. At the present time, this is not being done in the Libraries/AVC in any organized fashion. This is due to three major reasons. The first is the lack of formal goals; the second is the lack of time on the part of the supervisors; and the third is the lack of training of the supervisors on how to identify an individual staff member's needs and desires and how to relate these needs and desires to the organizational goals.

RECOMMENDATIONS

1. Our first recommendation is that the Libraries/AVC should move to have its organization structure along more functional lines. This would require the movement of non-homogeneous services (internal or external), which are under the responsibility of one unit, to other units which have the responsibility for the services which are homogeneous with their own services. This would allow and require supervisors to concentrate their expertise in very related areas and limit the duplication of energies and responsibilities.

There are two dividends to the Libraries/AVC for having a functional organization. The first is that the responsibility of homogeneous services will reside in one unit and decisions about these services can be made that will maintain the uniformity of the services, as well as reduce the number of people consulted to make the decisions. The second dividend is that when another unit needs a service, the supervisor of the unit will know where to go for the service his/her unit needs and will not require the duplication of the service.

A second aspect of this functional organization is that the job description should conform to the requirements that the supervisor places on the people filling the position as well as the requirements really necessary to do the work. There does seem to be some discrepancies at present, in particular in regard to the level of education requested for some jobs. This type of discrepancy as well as others create morale problems which very definitely cause problems for supervisors in being able to ensure that the services are provided. This morale problem arises because of two reasons. The first reason is that due to the failure to get the job level up to the proper pay level, the people in the position feel they are victims of discrimination. The second reason is that unspecified requirements or requirements unnecessarily high will block good people who do not have the requested levels of requirements for one reason or the other. This will prevent the aforementioned people from being able to advance to higher paying positions. This will create frustration, hard feelings and jealousy which generate tension and destroy the unit's ability to provide its services.

2. Our second recommendation is that the Libraries/AVC proceed to write and continuously review the Libraries/AVC's policies and procedures necessary for providing the services of the Libraries/AVC. There are four reasons for this recommendation. The first is that it would provide the necessary information for the supervisors to develop their training routines for their employees. The second reason is that supervisors would have a public definition as to what and how the services of their units were to be performed. This would allow the supervisee to have some method of requesting further definition as to what was required of him/her in regard to various aspects of his/her work. The third reason is that it would provide a continuity of operation within the unit as well as across units. Procedures and policies will be defined and open for discussion and review as to whether the overall Libraries/AVC system is providing the services needed and/or requested by the users of the Libraries/AVC. The fourth reason is that the policies and procedures are some of the more important basic information needed by the Libraries/AVC to begin to assess and measure the quality and quantity of the services provided by the Libraries/AVC.

3. Our third recommendation is that the Libraries/AVC should institute a program of orientation, information and job-related education for the entire library staff. The main thrust of this program would be to provide orientation, information and specialized instruction for new staff members and continuing education and professional enrichment for all staff members. This education could take the form of personalized instruction, informal discussion groups, formal workshops, seminars, lectures and short courses. The resource people for the above-mentioned educational programs could come from the library staff, other university staff and outside speakers and lecturers--finances permitting. Perhaps one point should be stressed and this point is that the orientation, information and education should not only be for guiding the individual to operate as an optimal member of the Libraries/AVC staff, but also to operate as a member of the University staff.

One area of great importance is the education of the management staff in effective supervisory techniques. The development of suitable courses designed to improve the quality of supervision is seen as a matter of major importance. Completion of an appropriate course should be expected of all supervisors.

A second area of equal importance is the orientation and job-related education of staff people in new positions and of the entire staff on policies and procedures. This area is of such prime importance that we feel a new position should be created. This position is that of Orientation and Education Officer who would report to the Personnel Office. The responsibilities of this position would be to determine what the needs of the Libraries/AVC are in regard to orientation and education of its staff, formulation of an overall plan to fulfill these needs, and with the aid and cooperation of the supervisors of various units produce the necessary programs to fulfill the orientation and educational needs of the staff of the Libraries/AVC.

We feel there is one important consideration in regard to how much and to whom this education is given. This consideration is that of the length of time the employee is here or is expected to remain within the system. We are of the opinion that the quantity and complexity of the education should be related to the above-mentioned consideration.

4. In order to facilitate communication of the Libraries/AVC goals, and to provide a method of assessing how the Libraries/AVC staff is meeting these goals, we recommend an evaluation of each staff member at least annually. This evaluation should take the form of a development review of all professional, administrative, and support staff performances. One facet we feel is especially important to assess is the development of managerial ability of supervisors on all levels. Methods should be developed so that the supervisee can have the opportunity to provide input on the supervisor's managerial methods at this time. We feel that this recommendation will promote communication and participation in management throughout the Libraries/AVC system but will be of particular value in units with wide areas of responsibility and large staffs.

5. In general, the clerical/service staff feels it has little opportunity for input into the system for the various reasons given previously. In this regard we suggest the creation of a Committee for Staff Concerns. The main responsibilities of this group shall be the surveying, the discussing and the reporting of recommendations to the Director in matters of supervision, personnel policies, staff development and working conditions. A long-range goal of the Committee would be the establishment of a network of cooperation among all staff members and an increased awareness of clerical/service motivational factors on the part of the Libraries/AVC administrative and supervisory personnel.

6. In order to aid recommendation number 3, it is recommended that there be established a labor pool which could be used to back up the various units when some person was sick or attending training. This would require the formulation of priorities so as to determine which unit and condition had first draw on this pool. It is felt that this pool would lessen the effect of the interrupted service during orientation, education, maternity leave, or other temporary absences. However, it is recognized that there are several practical problems involved in implementing this.

RECOMMENDATIONS

The Study Team identifies the quality of supervision as a matter of major importance and makes the following recommendations.

3. The Libraries/AVC should structure its organization along more functional lines. A study should be made to determine priorities and locations where regrouping of related and/or similar functions can be achieved, including the Audio-Visual Center.

53. There should be a program for preparing, discussing, recording, distributing, publicizing, and reviewing policies. The policies should be reviewed on an annual basis to ensure that they reflect the range and type of services the Libraries/AVC should be providing.

106. The Libraries/AVC should institute a more formal program of orientation, information and job-related education. There are two facets of this recommendation:
   a. the establishment of an Office of Orientation and Education, and
   b. the establishment of a continuing program of education and training in supervisory skills tailored to the needs of the Libraries/AVC.

101. There should be a development review made annually of all individual performances including managerial abilities.

27. Committee on Staff Concerns
   (a) There is a need for a staff concerns committee to examine matters of supervision, personnel policies, staff development, and working conditions.
   (b) The Study Team would see the committee as reporting to the Director and also acting in an advisory capacity in personnel matters.
   (c) This committee should be broadly based.
   (d) It is suggested that we start with an elected interim committee with two functions:
      1. Devise a suitable permanent committee(s) based in part upon the findings of the study.
      2. Handle such urgent assignments as are referred to it.

14. Statements were made relating to the desirability of backup personnel, both for covering desk when regular incumbents are absent due to illness or vacations, and covering positions when an incumbent is pursuing educational benefits. It would seem highly desirable either to establish a "labor pool", or to incrase the flexibility of assignments to the point where these needs can be served. Flexible assignments would also have the desirable effect of improving inter-departmental communication.

In addition, attention is drawn to the recommendations made in Chapter VIII: Staff Development and Chapter X: Personnel.

CHAPTER X

PERSONNEL

This chapter is based on the report of the Task Force on Personnel. Membership of the Task Force was J. Baaske, Chairperson, M. Gibbs, H. Graf, R. Long and M. Rudy. In addition to reviewing the appropriate section of the Study Manual and examining other materials, the Task Force interviewed Ms. K. M. Markee, Personnel Librarian,,and J. Gantz, M. Drayer and B. Buche of the University Personnel Administration.

In addition five sets of data were supplied by the University Personnel Administration concerning the composition and remuneration of different levels of clerical and service staff. Numerous other data were acquired from a variety of other sources including a questionnaire concerning staff characteristics.

PERSONNEL ADMINISTRATION

"Good personnel administration helps individuals to utilize their capacities to the full and to attain not only maximum individual satisfaction from their work but also satisfaction as part of a work group."[1] The personnel administrator should perform several important functions: (1) the provision of personnel procedures and services as an aid to supervisors in getting more effective results with the people in their work groups. Among these procedures and services are job descriptions, recruitment, interviewing and testing, orientation programs, training programs, wage and salary surveys and their administration, and development of employee benefit programs. (2) The development and updating of manpower plans to meet the organization's needs. (3) The study of indicators of personnel problems -- absenteeism, accidents, high turnover, grievances, etc.

Skills Needed by the Personnel Administrator

The personnel administrator must first of all have a thorough understanding of management techniques. Other skills needed are "the ability to establish mutual trust and respect, the ability to recognize and respect individual differences and the ability to establish and maintain a motivational environment".[2]

Role of Personnel Within the Organization

In most large organizations the personnel administrator serves as a staff specialist; that is, he offers advice, service and consultation with respect to managerial functions that directly involve the line manager (supervisor) and his work group. The line managers are those who have complete responsibility for the results achieved by the people in their unit.

Personnel Administration at Purdue University

The Department of Personnel Administration in conjunction with the Clerical and Service Personnel Committee establishes policies and procedures which are to be applied uniformly for all clerical and service staff in all departments of the University. The Department of Personnel Administration provides a centralized recruiting service, provides a testing service, develops wage and salary scales, establishes service credit, maintains employee records, provides skills training -- typing, shorthand, etc., and establishes the employee benefit program.

The Libraries/AVC Personnel Office was established on February 1, 1962 to provide assistance to L/AVC management. No other department on campus has a personnel officer; business representatives handle many non-hiring personnel activities in the other departments.

In addition to the duties associated with recruitment of clerical, service, and student staff, the L/AVC Personnel Officer performs the administrative functions involved in recruiting professional staff. These duties include handling correspondence, placing advertisements, maintaining files of possible candidates, and scheduling interviews.[3]

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[1] Paul Pigors. Personnel Administration. 6th ed. McGraw-Hill, 1969. p. 30

[2] O. G. Dalaba. "The dual responsibilities of managing human resources" Indiana University Graduate School of Business. Business Horizons. vol. 15, no. 6 ber 1972 p. 44-45

[3] from Joseph M. Dagnese, Director, L/AVC, May 17, 1972.

STAFF CONCERNS

The various areas of staff concerns are arranged in alphabetical order.

Communications

A communication problem was found to pervade every aspect of personnel administration. The resulting confusion creates frustration and misconceptions on the part of employees in dealing with university policies and procedures, many of which are quite clearly spelled out. This communication gap begins with top management and seeps down to the lowest level of organization.

In our interviews with the Library Personnel Officer and the University Personnel Administration we found discrepancies regarding the interpretation and implementation of personnel practices. For example each office assumes that the other insures correct beginning service credit. However, to insure correct service credit Personnel Administration must know what job the applicant is filling and whether, if in the opinion of the supervisor and L/AVC Personnel the applicant's experience has received the credit it deserves. The Task Force believes that a closer working relationship between the Library Personnel Officer and University Personnel Administration would benefit L/AVC employees by eliminating confusion and misconceptions concerning policies and procedures, and by eradicating the proverbial "run-around". Periodic meetings are one means of moving in this direction. Through the exchange of ideas, the airing of library personnel problems and the reviewing of the latest developments in the personnel field, both offices can function more consistently and completely.

Because of the volume of employees referred by the L/AVC personnel, the office has relied on supervisors to answer many employee questions. Although this is an accepted means of handling the situation, supervisors are not prepared for the role of intermediary, and often are not even aware of this duty which they are expected to perform. In many cases the supervisor receives the same memo as staff, and is expected to clarify and interpret policies without the proper background or added explanation. Consequently employees do not receive consistent information concerning policies and procedures. As a result the employee is often uninformed or even misled concerning library policies and benefits.

The **Study Team** urges the development of a manual for supervisors. This manual should include information on techniques of interviewing, an explanation of employee benefit programs, wage and salary administration, termination procedures and any other information which would help the supervisor in day-to-day relationships with staff. The supervisor's responsibilities to the new employee should be detailed. For example many supervisors are unaware of what information is given to the new employee by L/AVC Personnel and what needs to be explained by the supervisor. Policy sources should be referenced and the manual up-dated yearly. References such as the Business Procedures Manual should be placed where employees have easy access to them.

On the first day of work, each new employee is given the booklet, You and Purdue. Because this handbook is intended for all Purdue University clerical and service staff, it deals mainly with general university policies and doesn't provide specific L/AVC information. Consequently the policies are vague, paraphrased and unreferenced, thus providing the employee little opportunity to interpret policies according to the individual situation.

To further insure that each employee receives consistent answers to questions oncerning L/AVC policies and benefits as well as to save valuable time on the part f both the Personnel Officer and the employee's supervisor, the **Study Team** recommends that a handbook be designed to meet the needs of L/AVC employees. This handbook should include information regarding the L/AVC table of organization, library offices, units and their functions, wages, benefits, the grievance procedure, and the sources of the above information.

In addition each staff member of the L/AVC should be given a current directory of staff members which should include each staff member, his or her position, department and phone number. The Task Force feels that such a directory would facilitate communication between departments by aiding staff members in learning whom to contact for unusual problems or questions.

Furthermore the Task Force proposes the establishment of a committee to examine areas suitable for a staff lounge which would be available to all levels of staff and easily accessible to the majority of members. A staff lounge would be an ideal place to post personnel policies, announcements and unfilled positions of interest to both support and professional staff. Although pertinent policies and vacancies are currently posted in the L/AVC Personnel Office, it is felt that the size of the office limits the available bulletin board space and the geographic placement prevents many employees from keeping up with the latest postings. Until a lounge has been located, it is suggested that the order unit serve as a temporary location for the posting of professional vacancies since most professionals have business there. A bulletin board in the first floor circulation workroom could serve a similar purpose for support staff. (Note: Since the report of the Task Force, professional vacancies have been posed in the Order Unit and university support staff vacancies posted in seven locations.)

Access to Personnel Files

It is the unwritten policy of University Personnel Administration not to release employee files which contain a history of employment and wage record to anyone without a court order. On the other hand much of this information has been put on the computer and is available in condensed form to the individual who requests it in writing.[4]

It was the opinion of the Task Force that continued confidentiality of Libraries/AVC personnel files serve no purpose and that open files would encourage objective, fair and constructive evaluations and recommendations of professional and non-professional staff. The Task Force also believed that open files would allow individuals an opportunity to respond to evidence submitted to their files.

Therefore the Personnel Task Force recommended that the Personnel Office make available to individuals of the professional and non-professional staff their file during regular business hours. To ease the transition from secrecy to non-secrecy and to reassure those who submitted information in confidence, the Task Force further recommended:

(a) The creation of an appointment file for each staff member to include letters of recommendation, transcripts and other confidential records utilized for the purpose of evaluation for appointment. Access to this file would be limited to the appropriate persons involved in the selection process. After appointment this file would be limited to the library administration and the personnel librarian.

(b) The creation of a personnel file for each staff member to contain documents submitted to the file after initial appointment. Access to the personnel file shall be limited to the individual staff member, library administration, the Personnel

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[4] Dugan, Personnel Administration

Librarian, promotions and tenure committees and the appropriate supervisors. Upon the written permission of the staff member, the file may be released to another party or parties.

(c) That letters of reference, solicited or unsolicited, received after July 1, 1973 be regarded as non-confidential.

It was the intent of these recommendations that after a period of time, for example, one year, these files be combined into a single file available to the individual concerned, library administration, the Personnel Librarian, promotions and tenure committees and appropriate supervisors.

The Study Team, reviewing these recommendations in the light of subsequent discussions, makes the following recommendation: that the Libraries/AVC should move toward a policy of making personnel files available to individuals concerned.

Grievances

In case of complaints, grievances, or questions regarding their employment, the clerical and service staff should follow the organizational structure of the Libraries/AVC in seeking solutions. However, it is recognized that because of particular circumstances or because of the nature of the problem itself, staff members may be unable or unwilling to approach superiors for answers or solutions. Also, supervisors, department heads, and administrators may not provide answers that are deemed satisfacotyr. In such instances, the University Complaint and Grievance Procedure is available, but it is a complicated and cumbersome alternative. Furthermore, it is felt that the clerical and service staff of the Libraries/AVC lacks access to and communication with the Library Administration regarding the formation of library policies and procedures.

Therefore, the Study Team recommends that Committee for Staff Concerns be established. There is no doubt that there is a need for such a committee to examine matters of supervision, personnel policies, staff development, and working conditions. The Study Team recommends that the committee report to the Director and also act in an advisory capacity in personnel matters. The committee should be broadly based and it is suggested that a start be made with an elected interim committee with two functions:

i. Devise a suitable permanent committee(s) based in part upon the findings of the study.
ii. Handle such urgent assignments as are referred to it.

The report of the Task Force on Personnel made a variety of detailed recommendations concerning the scope, composition and procedures for a Committee for Staff Concerns. So also did the reports of other Task Forces. Additional input was received from individuals. One suggestion, with which the Study Team disagrees, is that the committee should be exclusively composed of non-professional staff. However, cognisance of all these suggestions should be taken in developing the permanent committee.

PULSA

A working conditions committee for the Purdue Libraries Staff was organized in 1951 to act as a mediator between staff members with grievances or suggestions for improvements of conditions and the administration. In 1956 the Purdue University Libraries Staff Association became the "official" organization of the staff. In 1961 a Constitution was adopted which stated the purpose of PULSA as "the promotion of professional, social, and economic wellbeing of its members, the provision of a medium for the expression of staff opinion, the encouragement of understanding and cooperation among various units of the Libraries, and contribution to the betterment of the Purdue University Libraries."

An attempt was made in 1971 to make PULSA more representative of and responsive to the entire L/AVC staff. The staff voted to dispense with dues, thus opening membership to all L/AVC personnel, and to replace the rigid structure of leadership with a Steering Committee made up of the chairperson of four standing committees (Courtesy, Nominations, Social, and Working Conditions) and two officers (a Secretary and a Treasurer).

Today the PULSA Constitution is a dead letter. It neither describes the organization in its present form nor as it presently attempts to function. The ideals embodied in that document are commendable, and the organizational form may have been valid in 1961 but PULSA is not an effective organization.

The two primary functions of PULSA have been in the Social and Working Conditions areas. However, the Working Conditions Committee has not been regarded as useful by the staff in departmental libraries who tend to regard their problems as internal matters and resolve or cope with them accordingly. Also, the Committee, having no formal recognition within the administration, is inordinately dependent upon the administrators' good will. The professional staff, having faculty status and being well represented on the Administrative Council, has no need for the Committee.

The social functions of PULSA have been overambitious and undersupported. The Committee is handicapped by the lack of a proper facility in the library, the expense of functions held outside the library, and the necessity that its functions be monetarily self-supporting. The basic problem is that staff support for after working hours socializing does not exist.

For these reasons the Study Team suggests that PULSA be discontinued and that the clerical and service staff of the Libraries/AVC support the recommendation for the establishment of a Committee for Staff Concerns. (Note: Since the Task Force reported, a ballot of Libraries/AVC indicated general support for the discontinuance of PULSA.)

Promotions

A. Support Staff

Because raises have tended to be small, promotions are very important. It is the Libraries/AVC policy to promote from within. Job openings from Libraries/AVC Personnel Office are widely circulated and staff already employed are given a specified amount of time to apply for a position before that position is opened to outsiders. Often, however, the individual with experience and potential for development is not moved into the higher level position. Instead, a person with a college degree (a degree which may be entirely unrelated to the job) is hired. The Study Team recommends that criteria be developed to enable the comparison of a non-related degree to experience and specialized training. Some cified combination of practical experience plus specialized training should equivalent to a non-related formal degree.

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Job openings listed by the University Personnel Administration do not receive Library-wide circulation. Although they are posted in three locations, Personnel Office, Fiscal Office, and Circulation Workroom, many employees do not have the opportunity to seen them before jobs are filled. Therefore, the Study Team recommends that University vacancies receive the same distribution as the Libraries/AVC listings.

B. Professional Staff

A formal promotions policy is used to evaluate L/AVC professional staff for promotion to higher academic rank The policy was written to parallel the specifications for promotions set forth in October 1, 1971 memorandum from the Provost on "Policy Concerning Promotions".

Many professional staff at the instructor level are tied to a desk schedule and do not have much opportunity to use their time creatively to conduct research, to write, or to attend continuing education seminars.

The Study Team recommends that the L/AVC's very capable support staff be better utilized thereby providing the professional staff more time for the creative activities required for promotion.

Raises

A. Support Staff

The University Administration annually determines the amount of increase for each department in the University. The increase is normally on a predetermined percent and is allocated based on the dollar value of positions which qualify for increases in the department's budget. In the past, the amount of increase given to L/AVC was then distributed to each area based on its salary base: administrative areas, processing division, readers division, and AVC. Raises given in 1973/74 were based on the amounts needed in different areas to raise the bracket index equitably. The actual distribution of salary increase funds was based on the decision of the assistant director concerned, in some cases with the advice of the supervisor involved. This means that an individual position, unit or division may not necessarily receive the exact percent of increase available. The amount may be more or less depending on the needs and circumstances of the situation. Some of the factors which affect the increase distributed to a position, unit or division are:

1. Clerical and Service Salary pay bracket increases.

   The Wage and Salary Administration for the University reviews and updates clerical and service staff pay scales at least annually. A few of the provisions which they use to establish the pay plans are:

   a. recognition for job performance
   b. recognition for length of service
   c. adequate competitive position in the area labor market
   d. similar pay for similar jobs in various departments
   e. cost of living
   f. availability of funds

2. Vacant positions in the unit.
3. The supervisor's decision regarding merit increases.

Purdue University. Department of Personnel Administration. Handbook for Wage and Salary Administration for clerical and service employees. March 1973. p. 11-12.

It is the Study Team's understanding that funds for merit increases are often limited since funds must be used to bring employees who would be below the new brackets up to at least the minimum scale paid in the bracket. Nevertheless as was demonstrated in the budgeting for Fiscal Year 1973, the Library Administration can make additional money available by reallocating resources from other Libraries/AVC activities.

Therefore, the Study Team recommends that:

1. Staff members should be told whether a raise is a merit increase, a change in service credit, an increase in bracket, or a combination.
2. The salaries of clerical and service staff should be raised in order to bring the Bracket Index into line with the Business Procedures Manual.[6]
3. The entire concept of merit raises with respect to both the principle and the mechanics deserves a thorough review, especially in connection with the effects of the Bracket Index, the giving of merit raises during the year and the use of salary savings.

B. Professional Staff

In past years the University has provided funds for across-the-board raises for its faculty. Because of the budgetary constraints of fiscal 1973-74, however, no across-the-board raises are to be given. The Libraries/AVC Administrative Committee will grant raises to individuals who have received increased responsibilities, have performed in an outstanding manner, or who have a salary which is much below that of other Libraries/AVC professional staff.

Job Classification

Between May, 1970, and March, 1971, the Junior Professional positions were reclassified. Some of these became Operations or Technical Assistants, while others became Library Assistants. It is recognized that there has been dissatisfaction about these reclassified positions, but there is little likelihood that the "Junior Professional positions" will be reinstituted in its original form. Nevertheless, the Study Team recommends that a new classification of employment, between clerical/service and professional in terms of salary, benefits and responsibilities should be established. This new classification would consist of several strata of "paraprofessionals" who perform highly skilled, technical and/or semi-professional functions and should include the OAA and TAA classifications.

Recruitment & Hiring -- Professional

The Task Force's examination of the recruiting process revealed several discrepencies between (a) Memo dated May 17, 1972 "Appointment of Library/AVC Faculty" and (b) Interview with O.C. Dunn in April on professional hiring and (c) EEOC Guidelines as discussed in American Libraries Dec. 1972, "EEOC Guidelines for preventing discriminatory employment practices."

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Although lower level job openings are advertised in professional journals as well as thru library schools and the National Registry for Librarians, those for high level administration have not been and in fact the Memo on Appts. states that the selection committee will "decide whether and how to publicize the position". Adherence to this as a policy would seem to be in violation of EEOC Guidelines. "Compliance officers have indicated that the most questionable practice (and one which is most common in the library field) is word-of-mouth recruiting. ...Listing openings at several library schools, the National Registry for Librarians, and in professional journals **should provide sufficient exposure to minority librarians."**[7]

The Study Team recommends that recruitment for all positions consist of (1) advertisements in professional journals, (2) listings at library schools, (3) the use of the National Registry for Librarians, Roster of the SRRT Task Force on Women, and the Clearinghouse for Black Librarians. In addition, a file of eligible minority and women librarians should be actively maintained by Personnel Office.

According to the memo on the "Appointment of Library/AVC Faculty" it is the responsibility of the faculty selection committee to (1) request and review credentials of all candidates; (2) select and invite candidates for visits. In the past, the selection committee has relied heavily on the Personnel Office to perform these functions.

The hiring interview seems to be a troublesome area of the recruitment and hiring process. Some librarians have commented "the job description does not match the position I took", "I wasn't told enough about job duties during the interview". Greater care and accuracy seems to be needed.

Staff Benefits

A. Sick Leave

Under the present sick leave policy a person must either be unfortunate or unscrupulous to realize this benefit. There can be no question that those who suffer illness benefit from the policy. However, some persons blessed with good health receive no benefit while others take advantage of the policy and their fellow workers by using sick leave indiscriminately. Or as someone once put it, "Sick leave is what I use when I get sick of working."

To give Purdue employees an incentive to use sick leave for legitimate illnesses and to reward work attendance it would seem appropriate that the University alter the present policy to some formula which would allow one or more of the following to be done with unused sick leave time: 1) to convert to vacation time, 2) to convert to personal leave, 3) to be paid upon termination or retirement.

It is recommended that a representative of the L/AVC Clerical and Service Staff be found to approach the Clerical and Service Staff Advisory Committee of the University to voice support for such a revision of the sick leave policy and to urge continued pressure by the CSSAC on this matter.

The staff should be aware, however, that this matter has been the subject of discussions between the CSSAC and University Personnel Administration. A report on the outcome of these talks is found in the January 15, 1973 issue of SERCLE (volume 1, number 16).

American Libraries. December 1972.

Maternity Leave Policies

Two aspects of the revised maternity leave policies are of special concern. First, the employee who does not plan to return to work status at the end of a maternity leave is not paid for her unused sick leave credits. Yet her co-worker who promises to return does receive payment, whether or not she does in fact return. The Study Team regards this as thoroughly unsatisfactory and recommends that a representative of the Libraries/AVC should approach the Clerical and Service Staff Advisory Committee to change the maternaity leave policy so that sick leave credit can be included in the last pay check of a pregnant woman employee who chooses not to return to work.

Secondly, no provision is made for the new father who may need to take time off to care for his children while his wife is in the hospital or who wants to take time off after the child is born to help with the newborn infant. The Study Team recommends that a representative of the Libraries/AVC should approach the Clerical and Service Staff Advisory Committee to promote the use of sick leave credits for paternity leave.

Day Care Facilities

There is a great need for improved pre-school and nursery day-care facilities for the children of Libraries/AVC staff, with minimum charge to the parents. It is recommended that this should be a university wide project and that the Libraries/AVC, because of its large number of women employees should take the initiative in urging the establishement of a university day-care center.

Staff Development

The Study Team recommends in Chapter VIII that greater attention should be given to staff development, both by encouraging self-improvement and by providing assistance as appropriate. Not only does the Libraries/AVC employ over 200 staff, but these staff account for most of the Libraries/AVC budget and the quality of our services depends very directly on the skills and effectiveness of our staff. The Study Team recommends a staff development function should be defined and responsibility assigned, with a specific charge to:

i. Expand the development of the individual staff member through increased awareness and utilzation of available program and benefits, and
ii. Preparing and administering new programs in on-the-job training.

Meanwhile, the Study Team recommends that the Libraries/AVC Personnel librarian work with supervisors to initiate certain staff development programs.

Specifically:

1. A more flexible work day should be planned for non-contact staff to allow more employees in those units to take classes. A work day from 7:30 a.m. to 5:30 p.m. is suggested.

2. A guide for staff members who would like to enroll in classes should be developed. This guide should list in detail the procedure for enrolling in classes--who to see, what forms are needed, what discounts are available to staff members, etc. Staff members should be informed that they are permitted to register for regular University classes after being employed for 3 months; sooner, if the course is job related. If the course is job related, time spent in class need not be made up. This guide should be included in the L/AVC Employee Handbook as well as distributed to all staff members prior to the

beginning of the first semester of each year.

3. Seminars and workshops should be held for supervisors and potential supervisors to provide training in management and human relations techniques. Supervisors should be encouraged to enroll in currently offered University courses on management and personnel administration.

4. Since Technical Assistants and Operations Assistants are already serving in a semi-professional capacity, the **Study Team** recommends that the L/AVC Administration recognize this fact, expand the number of positions in these classifications, and provide opportunities for further professional development.

A. Job Exchange

Although job exchange and lateral transfer programs may be considered a part of the staff development domain, the responsibility for the initiation and implementation of these programs lies with the personnel office. Because these are new concepts, little information concerning implementation is available for U.S. libraries. However, similar programs are not uncommon in European libraries.

A job exchange comes about when two people of professional or support staff with equal job levels and similar pay status trade positions for a period of time. To succeed, such a program must be imaginatively planned and executed with finesse. The participating staff members should have worked at least a year in their current positions, and plan to remain long enough to complete the exchange by returning to their former positions. The exchange should take place on a voluntary basis and support of the supervisors involved is vital.

The **Study Team** feels that such an exchange program would benefit the L/AVC in several ways. It would encourage interdepartmental communication and cooperation. Ill-feelings between departments or divisions arise which are often due to a misunderstanding or ignorance of each other's policies and procedures. When this happens, staff members often feel freer to discuss dissatisfaction concerning another department with a co-worker. The exchange employees would be considered a member of their current department yet in the light of their previous experience, able to discuss the problem from the point of view of their former department(s). Through such an exchange staff members could come to a better understanding of the workings of other departments.

Too often staff members tend to view their department as an isolated unit, battling the odds, rather than as an integrated part of the L/AVC, battling the odds. Through the concomitant learning which takes place during the exchange of ideas in the office as well as on breaks, staff members could gain more insight into how another unit functions, and ultimately develop a better perspective of the L/AVC as a whole. Through the exchange employees, the staff could become more integrated as co-workers from their current departments meet friends from their former departments. When inter-departmental problems arise, staff members usually feel less hesitant to call upon acquaintances for assistance, and the acquaintances more willing to cooperate.

A job exchange program would give employees variety and relieve the feeling of boredom that many feel toward their jobs. It would give employees a greater sense of responsibility with the increased role they will have as "goodwill ambassadors", learning to work in a new environment with new colleagues and new goals, to the benefit of the departments.

B. Lateral Transfers

The high number of tedious or routine jobs combined with a high number of over-educated employees makes for a staff which is often bored, dissatisfied and yearning for change. Upward mobility is limited partially by the small number of high level rical and administrative positions, and partially by the now impenetrable barrier of the professional degree in one direction and the apparent reluctance of administrative personnel in a number of University departments to promote qualified clerical people. The lateral transfer program could be used to great advantage for both the L/AVC and the employee by providing many of the same benefits as the job exchange program:

1. Foster inter-departmental cooperation and communication
2. Provide insight into how other units function
3. Reinforce awareness of the L/AVC as an integrated working whole by creating a better perspective of how each unit contributes to the success of the total
4. Relieve boredom for the individual employee by providing new duties and new responsibilities.

The **Study Team** recommends that the lateral transfer be encouraged as a form of employee mobility. This recommendation includes professional staff, particularly at beginning levels.

Job Audit and Classification

A. Job Audit

Because job duties as well as incumbents are in a constant state of change, each supervisor should frequently compare the job descriptions for the positions in the unit with the actual responsibilities and duties being performed by the incumbents. When the duties and responsibilities are found to be different from the description, a written request to audit should be made to Wage and Salary Administration by the Department Head. If the supervisor does not take the initiative in requesting an audit, the incumbent may ask the supervisor to request one. If the supervisor refuses, the incumbent may go to his department head, Personnel Administration, and ultimately to a grievance committee if necessary.

The **Study Team** on Personnel recommends that supervisors annually review each position in their units. These reviews should include comments and suggestions from the incumbents. If the decision is made to request an audit, the incumbent should understand that the job may be re-calssified to a higher level, a lower level, or remain at the same classification level as a result of the audit. Because the terms used in describing jobs appear to be an important factor in determining classification, it is further recommended that supervisory personnel be trained to write effective and accurate job descriptions.

Staff Evaluation

A. Philosophy

The fundamental purpose of personnel evaluation is to improve performance. The use of such appraisals for raises, promotions and terminations is a secondary consideration. In general, evaluation should reflect the degree to which goals developed by the subordinate either alone, as in the case of a branch librarian, or, jointly with the supervisor, as in the case of library clerk and supervisor, are met. That is, evaluations should measure results not personality characteristics. Because employees want and need to know where they stand, such evaluations should be made on a continuous basis.

Therefore, it is the recommendation of the **Study Team** that: 1) Supervisors be trained in setting performance goals for staffs; 2) A written statement of performance goals then be requested from each supervisor; 3) Supervisors be trained to gain facility in providing their staff with evaluative feedback on a continuous basis.

B. The Form - Non Professional Staff

A formal written performance appraisal should never be a surprise to the person being evaluated. It should measure achievements rather than personality characteristics. Desirable qualities for written performance appraisals include:

1) A relevant question briefly stated.
2) Ratings to be based on specific verifiable events.
3) Scale used for ratings must be firmly anchored in specific, easily recognizable behavioral descriptions -- not in ambiguous terms like "average." (Some explanatory notes are attached to the end of this chapter.)

It was the opinion of the Study Team that the performance evaluation forms developed by the Personnel Office for clerical service staff meet most of these requirements. However, the use of the terms "excellent", "above average", etc. should be supplemented in each case by behavioral descriptions.

The form for OAA's and TAA's is very good indeed. And the section "Comments of reviewed individual" should be included in the clerical and service performance review.

Ideally, the written evaluation form is best based on the job description and performance goals. Therefore, the Task Force recommends that efforts should be made to create "personalized" performance evaluation forms for each position on the L/AVC staff. This should be the task of the Personnel Librarian in conjunction with individual supervisors.

C. The Form - Professional Staff

At present formal written performance reviews for professional staff members are not being made. And in fact informal evaluations are also neglected.

It is the opinion of the Study Team that formal written performance reviews on a regular basis are essential to the development of professional librarians. Therefore we recommend that:

1) a performance review form be developed to reflect the qualities most important to the library faculty;
2) this form be tailored to the specific requirements of the position.

In addition we recommend that professional librarians develop their own goals in the form of a "work load program" which describes what each librarian expects to accomplish during a given period of time (e.g. a semester) and that further evaluation of these goals and their accomplishment form integral parts of the written performance review.

D. Oral Interview

It is the recommendation of the Task Force on Personnel that oral interviews accompany written formal interviews for clerical, service and professional staff.

Student Assistants

The L/AVC employs approximately 175 students per year. The student employees are the cheapest form of labor. As a result they are usually part-time with a high turnover and little input into the L/AVC system. Some units such as Circulation, could not function without student assistants. The Task Force recommends that more effort should be made to keep competent student assistants by rewarding those who do remain. Such incentives as periodic raises and ladder levels of student positions would give students an opportunity to advance in financial levels as well as in job responsibility. Supervisors should be made aware of their responsibility to request periodic raises. In ition an effort should be made to utilize students in the Educational Media Program ce their interests are already directed toward libraries and audio-visual work.

Termination

The termination interview provides the "opportunity to obtain some inklings about employee attitudes toward the company, and feelings or opinions with regard to specific practices, policies, working conditions, etc." Furthermore, the "check it provides on policies covering employment, placement, training, grievances, and wages helps to identify sources of employee dissatisfaction and reasons for high turnover."[8]

The **Study Team** recommends:

1) That the termination interview as conducted by the Personnel Officer continue to be an integral part of the termination procedure.

2) That the data collected at such interviews be evaluated to identify sources of staff dissatisfaction with L/AVC policies and procedures.

3) After careful investigation, the Personnel Officer recommend changes should they be necessary.

Wages and Salaries

A. Support Staff

Since beginning service credit is determined by Personnel Administration before it is known which positions the applicants will interview for, they may not receive proper credit. Therefore, the Task Force on Personnel recommends:

1. **That the Personnel Librarian be responsible for insuring proper service credit for each new employee.**
2. **That an explanation of service credit be included in the Libraries/AVC Employee Handbook.**
3. **That employees be informed that they may questions service credit at any time.**

Wages differ considerably for employees of the same level with similar service credit. Some of the variance can be explained in terms of length of time in the position and merit raises. However, in a few cases, the starting salaries of clerks of the same level with less than six months service credit varied as much as fifteen cents. University policy states that "starting rates of pay for the same or similar jobs, after considering Beginning Service Credit if applicable, must be the same in all employing departments. Within an employing department and within any given job level a new person should not start at a higher rate than current staff members who have the same or greater Service Credit."[9] This is significant in a period such as 1972/73 in which raises were often as low as a nickel or a dime. (See Appendix).

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[8] Tiffin, Joseph and McCormick, Ernest. Industrial Psychology. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, p. 338.

[9] Business Procedures Manual. p. 60a

It also appears that employees who stay for a long period are not always rewarded for their tenure with good pay increases. However, it should be noted that University policy states that "marginal to satisfactory job performance should result in a wage near the bottom of the pay bracket; average performance near the middle; and outstanding performance near the top".[10]

The Task Force did not have the time to study the support staff salaries for specific inequities. The Study Team recommends that this be done by qualified, unbiased persons and that the Libraries/AVC make amends for any inequalities.

B. Administrative

The salary for an administrative position is contractual. There is no standardized beginning salary, and no "brackets". Likewise, there are no guidelines concerning raises and no salary ceilings. Consequently, a TAA or an OAA may start at a salary lower than upper level clerks, and may be paid less than the people they supervise. Because the administrative assistants are the equivalent of a library para-professional, the Study Team recommends that beginning salary be standardized somewhere between that of the highest clerical level and a beginning professional librarian, and that no salary ceiling be instituted.

C. Professional

According to the information provided by Business Representative of Libraries/AVC, Purdue librarians on the average receive salaries that are equivalent to other Big 10 librarians. Yet substantial differences can be seen to exist when compared with other 12 month faculty at Purdue.

Purdue University Libraries

Average Salaries by Rank
1972-1973

	Libraries[1]	Purdue[2]	Difference
Professor	$21,793	$26,993	$5,200
Associate Professor	16,933	19,288	2,355
Assistant Professor	13,648	15,190	1,542
Instructor	10,013	10,581	568

1. All Libraries salaries on 12 month basis.

2. From table three (3) AAUP Committee Z on the Economic Status of the Profession, 1972-1973. Figures represent 11-12 month contracts.

These differences appear to be minimal on the instructor level. However, it was the opinion of the Task Force that if library instructors were compared with other academic departments where the Masters degree constitutes a terminal degree, larger differences would become apparent.

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[10] Handbook for Wage & Salary Administration. Department of Personnel Administration, 21.

Therefore, the Study Team recommends that professional salaries should be examined and compared with other University salaries. Improvements should be made where called for.

D. Discrimination - Service & Clerical

Much dissatisfaction has been expressed concerning the apparent discrimination in the filling of service positions and the resulting wage discrepancies. Of the 30 L/AVC service positions 4 are filled by women employeeds; all of these are at the level four position and at the lowest end of the bracket. The remaining 26 positions filled by men range from service level 5 to 8. (See Table 1)

	Women					Men				
Level	4	5	6	7	8	4	5	6	7	8
Libraries	4	0	0	0	0	0	6	3	2	0
AV	0	0	0	0	0	0	0	11	3	1

Table 1. Staff in service positions by sex. (Data is 1972-73)

The salaries of the present male incumbents employed by L/AVC range from $2.55 to $4.35 per hour; the lowest is equivalent to that of a Clerk III with 3 years service credit. The top salary paid a L/AVC clerical employee is $3.66 (with 15 years service credit; among the service staff, the highest salary is $4.35 with 14 years service credit.) The highest wage possible for a member of the clerical staff according to the 1972-73 salary scale is $4.45. The highest wage possible for a member of the service staff (at level 8) is $4.55.

Although the standards for job classification and wages are a result of University policy, the administration of L/AVC has a responsibility to encourage qualified women to apply for the better paying service positions as well as to use any lever available to urge the University towards a people-oriented rather than male or female oriented evaluation of jobs.

Discrimination - Professional

This lack of balance is also in evidence among the professional staff. The overall numbers (24 women and 22 men) and the number of Assistant Professors are fairly evenly divided. The distribution [illegible] given in Table II.

ERIC
Full Text Provided by ERIC

	1972-73		1973-74 (as of May 1973)	
Rank	Women	Men	Women	Men
Instructor	13	4	11	3
Asst. Prof.	8	8	8	8
Assoc. Prof.	1	5	3	6
Professor	2	5	2	5
	24	22	24	22

Table II. Distribution of professional staff by rank and sex.

Although there are more women than men, it may be noted that the ratio of women to men is less than the national average for academic libraries which is 2 women:1 man.[11]

The majority of women librarians are in the Instructor and Assistant Professor ranks, while the distribution of men is more evenly spread. Similarly, averaged salaries for men tend to be higher than those for women of the same rank.

	Professional Experience at Purdue		Total Library Experience	
Rank	Women	Men	Women	Men
Instructor	3.5	3.75	4.9	6.3
Asst. Prof.	9.5	9.1	18.5	16.3
Assoc. Prof.	15.0	9.8	30.0	16.1
Professor	16.0	17.0	22.5	18.0

Table III. Mean number of years of professional experience for professional staff by sex. Data related to 1972-73 and exclude senior administration.

In terms of administrative posts, all of the senior administrators are men: Director, Associate Director, and 3 Assistant Directors. In the Technical Services Division all five unit heads are men. In the Readers Services Division women equal men in numbers and responsibility. In the Audio-Visual Center three out of four professional positions are held by men.

These data suggest that the Libraries/AVC has made little affirmative attempt in past years to recruit women for senior professional positions. In this, Purdue appears to have been typical of North American academic libraries. This is a contentious and important topic. The statistical data is difficult to handle and can be said to be misleading. Nevertheless it is clear that at the present time there are a number of unbalances:

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[11] Schiller, Anita. Characteristics of professional personnel in college and research libraries. Springfield, Ill., Illinois State Library. 1969. p.1.

(a) Minority groups are under-represented throughout;
(b) Senior posts, higher professorial ranks and service classifications have proportionately more men than women;
(c) Clerical and typing classifications have more women than men.

The Study Team recommends that the Libraries/AVC give high priority to achieving a more balanced distribution in the future.

The Study Team also recommends that an examination of the status of women in the Purdue Libraries should be made. Any inequities should be remedied. Also the Affirmative Action Plan of the Libraries/AVC should be rewritten and expanded to include women. The Libraries/AVC should encourage the University towards a more people-oriented rather than male or female oriented evaluation of jobs.

Note on Evaluation

Behavioral descriptions are statements of typical behavior of individuals. These statements may be in the form of a checklist or a rating scale. In each form the rater is asked to indicate the statements most descriptive of the person being rated. Descriptive statements may also originate from the rater.

Checklist

i.e.,

_____ Employee is patient with library users

_____ Handles circulation procedures with confidence

_____ Works steadily, not easily interrupted

_____ Encourages employees to show initiative

Rating Scale

Quality of Work	Exceeds requirements of job	Meets requirements of job	Partially meets requirements of job	Does not meet requirements of job
Accuracy				
Economy of time				
Neatness				
Thoroughness				
Quantity of Work				
Productive Output				

RECOMMENDATIONS

The Study Team makes the following recommendations with respect to personnel matters.

Staffing

10. There should be a greater consciousness in recruitment of the desirability of building up a wide range of expertise (e.g., SDI, user surveys, historical bibliography, interview techniques, citation analysis, specialist literature of any kind) as well as subject backgrounds. This would increase the collective competence of the Libraries/AVC staff. Greater familiarity with and exploitation of such specialist knowledge should be developed immediately.

12. Flexible working hours for non-contact staff should be developed.

13. A new classification of employment, between clerical/service and professional in terms of salary, benefits and responsibilities should be established. This new classification would consist of several strata of "para-professionals" who perform highly skilled, technical and/or semi-professional functions and should include the OAA and TAA classifications.

Committees

27. Committee for Staff Concerns.
    (a) There is a need for a staff concerns committee to examine matters of supervision, personnel policies, staff development, and working conditions.
    (b) The Study Team would see the committee as reporting to the Director and also acting in an advisory capacity in personnel matters.
    (c) This committee should be broadly based.
    (d) It is suggested that we start with an elected interim committee with two functions:
        1. Devise a suitable permanent committee(s) based in part upon the findings of the study.
        2. Handle such urgent assignments as are referred to it.

Performance Goals

38. Libraries/AVC staff should be trained in setting performance goals. Written statements of such goals are recommended as well as the evaluation of staff in achievement of these goals.

Management Information

47. The termination interview should continue to be an integral part of the termination procedure. Data so collected should be evaluated to identify trouble spots and recommendations for improvement made.

Communication

62. The Business Procedures Manual and copies of other handbooks and manuals useful to employees should be placed where employees have easy access to them, in addition to the Personnel Office and the Administrative Offices.

63. A Libraries/AVC directory should be produced which includes staff members by name with her/his position, department and phone number.

64. Attention should be paid to the considerable evidence of inadequate knowledge of policies relating to salaries, benefits and personnel policies. It is recommended that a high priority be given to the better communication of these matters and to the more effective remedying of misconceptions. In particular, an employee handbook should be developed to include information on:
    --Libraries/AVC table of organization;
    --Library administration;
    --Library units and their functions;
    --Wages and benefits including grievance procedures;
    --Procedure for enrolling in classes;
    --Explanation of service credit.

Personnel

65. Personnel Office should be responsible for ensuring proper service credit and employees informed that they may question the service credit awarded them.

66. A closer working relationship between Personnel Administration and the Libraries/AVC Personnel Office is needed. Regular meetings are suggested as one method for achieving this relationship to exchange ideas, air problems, and review latest developments.

68. The Libraries/AVC should move towards a policy of making personnel files available to the individuals concerned.

70. Space for a staff lounge should be found which is easily accessible to both readers services and technical services staff.

Salaries

71. The salaries of clerical and service staff should be raised and maintained in order that the Bracket Index be in line with the Business Procedures Manual.

72. Beginning salaries of administrative staff (OAA and TAA classifications) should be standardized somewhere between that of the highest clerical and the beginning professional. A salary ceiling is not recommended.

73. Professional salaries should be examined and compared with other University salaries. Improvements should be made where called for.

74. Staff salaries should be examined on an individual basis to discover and right inequities.

75. The entire concept of merit raises with respect to both the principle and the mechanics should be given a thorough review, especially in connection with the effects of the Bracket Index, the giving of merit raises during the year, and the use of salary savings.

76. Staff members should be told whether a raise is a merit increase, a change in service credit, an increase in bracket, or a combination.

Recruitment and Vacancies

77. Continuing attention should be paid to discrimination which is a contentious and important topic. Statistical data is difficult to handle and can be misleading. It is clear that at the present time there are a number of unbalances:
(a) Minority groups are under-represented throughout;
(b) Senior posts, higher professorial ranks and service classifications have proportionately more men than women;
(c) Clerical and typing classifications have more women than men.
The Study Team recommends that the Libraries/AVC give high priority to achieving a more balanced distribution in the future.

78. An examination of the status of women in the Purdue Libraries/AVC should be made. Any inequities should be remedied.

79. The Affirmative Action Plan of the Libraries/AVC should be rewritten and expanded to include women.

82. The practice of attracting and utilizing students enrolled in the Educational Media Program should be encouraged.

83. Personnel policies, announcements and job vacancies should be posted in the Order Unit and in the 1st floor circulation workroom in the General Library until a staff lounge is found.

84. University Personnel Administration vacancy lists should receive the same distribution as Libraries/AVC listings.

85. Openings for professional librarians at all levels should be advertised in professional journals, and rosters available from certain units of the American Library Association should be utilized.

86. Notices of professional vacancies at other institutions should be posted on a bulletin board in the Order Unit.

Benefits

87. A representative of the Libraries/AVC should approach the Clerical and Service Staff Advisory Committee to voice support for a sick leave policy which will allow healthy staff members to benefit from it.

88. A representative of the Libraries/AVC should approach the Clerical and Service Staff Advisory Committee to change the maternity leave policy so that sick leave credit can be included in the last pay check of a pregnant woman employee who chooses not to return to work.

89. A representative of the Libraries/AVC should approach the Clerical and Service Staff Advisory Committee to promote the use of sick leave credits for paternity leave.

90. There is a great need for improved pre-school and nursery day-care facilities for the children of Libraries/AVC staff, with minimum charge to the parents. It is recommended that this should be a university wide project and that the Libraries/AVC, because of its large number of women employees, should take the initiative in urging the establishment of a university day-care center.

Staff Development

91. Greater attention should be given to staff development, both by encouraging self-improvement and by providing assistance as appropriate. Not only does the Libraries/AVC employ over 200 staff, but these staff account for most of the Libraries/AVC budget and the quality of our services depends very directly on the skills and effectiveness of our staff. A staff development function should be defined and responsibility assigned, with a specific charge to:
(a) expand the development of the individual staff member through increased awareness and utilization of available programs and benefits, and
(b) preparing and administering new programs in on-the-job training.

93. Efforts should be made to keep competent student assistants through regular raises and ladder levels of student positions.

97. Criteria for promotions should be developed to equate experience and specialized training in library work with the non-related college degree so that all Libraries/AVC employees can compete for promotions.

99. The Study Team draws attention to the problems of finding the opportunity "to conduct research, to write, or to attend continuing education seminars" when there is a heavy pressure of professional duties (including administrative duties). Some aspects of faculty status, namely criteria for promotions and tenure, make this problem more critical. A deliberate effort should be made to release professional staff, particularly in the lower ranks, from structured schedules so that research can be pursued.

102. Performance reviews for librarians should be developed which are tailored to the position. The use of a work load schedule is recommended.

103. Performance review forms tailored to specific Libraries/AVC positions should be created.

104. Job exchange and lateral transfer programs should be initiated.

Leadership and Supervision

107. Seminars and workshops on management and human relations techniques should be instituted for supervisors and potential supervisors.

108. The supervisor should review each position annually for the purpose of a potential job audit. In addition, supervisors should be trained to write effective job descriptions.

109. A manual for the use of supervisors should be developed by the Personnel Office to include policies and procedures on the following:
--techniques of the interview;
--wage and salary administration;
--employee benefit programs;
--termination procedures, etc.
The manual should be updated annually.

CHAPTER XI

MISCELLANEOUS TOPICS

A. Research and Development

B. Faculty Status in the Libraries/AVC

C. Communications

A. RESEARCH AND DEVELOPMENT

Introduction

By Research and Development we mean conscious attempts to change and improve the effectiveness of the Libraries and Audio-Visual Center as opposed to energies channelled into doing routine activities.

R & D, therefore, means directing existing or new resources into improving the system as opposed to operating it. It can, therefore, cover a very wide range of activities from theoretical developments, through automation to cost calculations which may result in changed procedures. This Management Review and Analysis should be seen as an R & D activity. In practice taking time and energy to review and improve current activities should blend into normal management activities, nevertheless we believe that it is useful to identify R & D as a management function and to consider its proper role in the Libraries/AVC.

THE NEED FOR R & D IN THE LIBRARIES/AVC

The Mission statement of the Libraries and Audio-Visual Center has a consistent theme of striving for excellence. In addition three of the nine Implementation statements are explicit.

More specifically:

No. 6 To study the operations and services provided by the Libraries and Audio-Visual Center to assure effective use of available resources.

No. 8 To provide an environment in which to develop and maintain a capable staff.

No. 9 To anticipate and plan for future developments in informational and services which are likely to affect the University community.

A CLASSIFICATION OF LIBRARIES/AVC R & D

Even though problems tend to merge into one another, it is helpful to map out some areas:

1. PROCEDURAL EFFICIENCY

How can tasks and procedures be performed with a more effective combination of effort, cost and time? In this category may be clustered the various techniques which can be used to perform a task more easily, more cheaply or more quickly. These include office management skills, industrial engineering and a good deal of automatic data processing.

2. MANAGEMENT FUNCTIONS

The present study has set out to review systematically the various management functions: planning, use of policies, management information, budgeting, organization, leadership and supervision, staff development, personnel, communication.

In each case the study team has concluded that there is scope for improvement and a fertile field for further investigation -- sometimes calling for advanced skills.

3. POLICY ANALYSIS AND PLANNING

Whereas procedural efficiency (as defined above) is concerned with the effort, cost and time of performing particular tasks and procedures, there remains a class of questions which are really at a different level: Which services should be provided? How much of each?-- and in what combination? Problems at this level are concerned with goals, allocation of resources and the prediction of likely consequences of various alternative plans.

R & D cannot be expected to solve problems of this type but can be expected to contribute usefully towards their solution. Theorists of planning have suggested that policy-making and planning problems tend to include those types of uncertainty (1).

i. Uncertainties concerning values. In a situation of conflicting demands, the manager may need to clarify policies concerning whose values should be adopted.

ii. Uncertainties concerning related choices. For example, how much do the decisions of others concerning budgets, space and new programs mesh with or contradict proposed Libraries/AVC plans. For this, foresight and attention to liaison and coordination may help.

iii. Uncertainties concerning the environment. This includes knowledge about the structure of the system within which the manager operates. In particular, how would users respond to a change in service?
In this case, the collection and analysis of pertinent data may be the only practical approach.

In brief R & D is likely to be useful in helping with the analysis of the problems and in providing supporting information with respect to the likely consequences of possible solutions.

4. BACKGROUND RESEARCH

In addition to the three levels already described, there remains a variety of investigations which are less directly aimed at solving the problems. Much of the exploratory work on user behavior, bibliography, indexing arrangements and methodological studies, for example, can be classified at this level.

Such studies can be regarded as the reduction of uncertainty -- as "curiosity research" as opposed to "problem-oriented" research in any strict sense. Sometimes it may be "enabling research" which enables practical problems to be studied. Exploratory studies may reveal unexpected problems or new factors; or they may indicate that anticipated problems are not, in fact, problems.

RESOURCES

The above review of the Libraries/AVC and the types of R & D leave no doubt that there is a need for competent R & D. Certain resources are available.

1. We regard it as an essential part of the work of every member of the Libraries/AVC staff to seek to improve the efficiency and effectiveness of the way things are done. The scope for -- and complexity of -- improvement grow with the increases in the managerial and administrative responsibility. When this striving ceases, then it is probably time for a reassignment of duties.

2. Library faculty have a professional and professorial responsibility to research and to investigate which is reinforced at Purdue by the system of academic promotions. This brings enhanced status and salaries but is conditional upon excellence of library work, excellence in research, scholarship, and/or creative endeavor, and excellence in continuing education and/or service.* Although involvement in R & D may not be indispensable for academic promotion, there would seem to be a strong motivation.

Further motivation is provided by the enhanced career prospects of librarians who have a record of creative improvement in the theory or the practice of their work.

3. The Libraries/AVC has, for some years, had two small units specifically employed to engage in R & D.

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*In order to recognize that the work of professional libraries is not identical to that of other faculty, the Libraries and Audio-Visual Center uses a policy concerning promotions which is a little different from but comparable to the University's policy.

Instructional Media Research Unit (IMRU) has for some ten years conducted a variety of studies mainly in connection with the effectiveness of media in instruction, but including some work on library surveys. Currently IMRU is heavily engaged with substantial outside funding on work on instructional development but is also placing more emphasis on management problems in response to a new charge from Director Dagnese.

3. Systems Unit The Systems Unit is concerned with the use of computers. Most of the expertise and resources are supplied by the University's Administrative Data Processing Center (ADPC).

The budgeted support for both units is currently less than it used to be, though in the case of the Systems Unit this is more than compensated by the ADPC support.

4. Other schools and departments at Purdue. As a large and internationally famous university, strong in applied studies, Purdue has a remarkable wealth of talent which could be exploited to the mutual advantage of both the Libraries/AVC and the faculty concerned.

The range would seem to complement rather completely the expertise of the faculty of the Libraries/AVC since it includes not only bibliographers, and media specialists, but also psychologists, computer scientists, statisticians and all kinds of specialists in organization and management.

The main problem would seem to be one of coordination and control in ensuring that the motivation and the direction remains focused on the Libraries/AVC's actual needs for R & D.

RECOMMENDATIONS

We recommend that:

1. The need of the Libraries and Audio-Visual Center for Research and Development should be recognised and supported by the Libraries and Audio-Visual Center administration.
2. All staff and especially all professional staff be encouraged to contribute creatively to the improvement of the theory and the practice of their work.

Means of encouragement exist in terms of
- --sabbaticals and study leaves,
- --involvement with IMRU or Systems Unit,
- --university or external grants.

3. The development of IMRU should be based on the following considerations:
   - (a) Its major role should be to help provide a better informed basis for decision-making by the Library Administration.
   - (b) It should take a broad view of the Libraries and Audio-Visual Center and the role of media in the learning process of instruction and research.
   - (c) It should be a policy of IMRU to encourage and support library staff; for example, with experimental design, proposal preparation and guidance on potential sources of funding.
   - (d) IMRU should take a flexible approach to the choice of its projects bearing in mind the urgency and the importance of problems, the availability of expertise and funding and the desirability of evolving coherent long-term programs in which individual studies may interact and augment each other.
4. Systems Unit The Systems Unit was created to introduce computer-assisted systems to replace or supplement manual record handling systems. A lot of resources have been devoted to developing computer-based catalogs of serials holdings for both Purdue and the State of Indiana, but several other applications have either been made operational or at least surveyed. Examples are the two fiscal reporting systems and the current overview of circulation.

Another significant aspect of the role of the Systems Unit is as source of expert advice on equipment, e.g. cost and options on terminals and on keypunch equipment.

Although the mission of the Systems Unit is to concentrate on all aspects of the introduction of automatic data processing this should include reviewing the scope for non-automatic data processing aids. In other words, if the Systems Unit were to conclude that an alternative manual system would be the best course of action then this would be recommended.

It is recommended that the Systems Unit should continue along the lines evolved in the past year or so. It should emphasize the involvement of those who will have to operate the new systems and it should concentrate on the dynamic role of concentrating on the development of new systems, transferring out of the Systems Unit responsibility for the routine operation of systems which are operational.

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London, Tavistock. 1969. Chapters 4 & 5.

RECOMMENDATIONS

The Study Team makes the following recommendations with respect to Research and Development.

110. The need of the Libraries/AVC for Research and Development should continue to be recognized and supported by the Libraries/AVC administration.

10. There should be a greater consciousness in recruitment of the desirability of building up a wide range of expertise (e.g., SDI, user surveys, historical bibliography, interview techniques, citation analysis, specialist literature of any kind) as well as subject backgrounds. This would increase the collective competence of the Libraries/AVC staff. Greater familiarity with and exploitation of such specialist knowledge should be developed immediately.

4. A Planning Office should be formally established under the supervision of the Associate Director bringing together the functions of planning, budgeting, management information, personnel, systems and research.

36. Information concerning the cost-effectiveness of various alternatives in staffing, materials, purchasing, services, etc., should be made readily available. Major study is indicated here.

111. All staff and especially all professional staff should be encouraged to contribute creatively to the improvement of the theory and practice of their work.

112. The development of the Instructional Media Research Unit should be based on the following considerations:
    (a) Its major role should be to help provide a better informed basis for decision making by the Libraries/AVC administration;
    (b) It should take a broad view of the Libraries/AVC and the role of media in the learning process of instruction and research;
    (c) It should be a policy of IMRU to encourage and support library staff; for example, with experimental design, proposal preparation and guidance on potential sources of funding;
    (d) IMRU should take a flexible approach to the choice of its projects bearing in mind the urgency and the importance of problems, the availability of expertise and funding and the desirability of evolving coherent long-term programs in which individual studies may interact and augment each other.

113. It is recommended that the Systems Unit should continue along the lines evolved in the past year or so. It should emphasize the involvement of those who will have to operate the new systems, transferring out of the Systems Unit responsibility for the routine operation of systems which are operational

In addition the Study Team draws attention to the numerous specific areas which have been identified as needing investigation, especially in the Chapter on Management Information. (e.g., Recommendations 36, 44-47, 58, 67, 75, 78, 91, 92, 99, 100, and 105-107.)

B. FACULTY STATUS IN THE LIBRARIES/AVC

Purdue University Libraries and Audio-Visual Center differs from many other libraries nd audio-visual centers in that professional librarians and professional media specialists old faculty appointments. As a consequence of this, the professional staff normally have an academic rank as well as the title pertaining to their job description. They are eligible for academic promotion up to full professor through the same procedures as other Purdue faculty, with criteria for academic promotion based on the criteria used for other faculty.* Library faculty are eligible for sabbatical, for tenure and subject to non-reappointment for lack of tenure. In addition there is eligibility for faculty activities, such as voting rights and membership of the University Senate, faculty committees, etc. The Libraries/AVC faculty has a detailed constitution and meets at least once a semester.

These features of the Libraries/AVC faculty have numerous implications for the management of the Libraries/AVC.

For example:

(i) Faculty status should make for improved recognition for librarians and media specialists and greater involvement in the academic affairs of the University;

(ii) Academic promotion criteria provide additional motivation for professional librarians and media specialists to engage in research, publication and professional activities than would otherwise be the case. This should enhance but might conflict with their "regular" duties;

(iii) There is a co-existence of the Libraries/AVC system with an Administrative Council and a Libraries/AVC Faculty with its meetings. Membership overlaps very considerably; so also the sphere of interest of each body would seem to be overlapping.

Meanwhile it should be recognized that librarians and media specialists do differ rom most other faculty in that:

(i) Libraries/AVC faculty have more administrative duties than other faculty;

(ii) The highest qualification held is normally an MLS rather than a Ph.D.

Therefore, a management review and analysis would seemingly need to include some consideration of the implications of having a Libraries/AVC faculty as a distinct group within the Libraries/AVC system. Appeals for comments on this topic have brought very little response and the Task Force on Organization made no comment on it. The Study Teams attitude can be summarized as follows:

Faculty status for librarians and media specialists is an important feature of the Libraries/AVC. The implications of it are numerous. The interrelationships between assigned duties and faculty status are complex, as is also the way in which staff perceive their won roles as professionals. It would seem that perceptions of faculty status and its implications do vary.

The Study Team has not attempted to review and analyze the ramifications of this topic but does identify it as a senstive area deserving of continuing consideration.

In considering this matter the Study Team also considered the wider area of staff concerns. The recommendation has come from Task Forces that there be a Staff Concerns Committee exclusively for and of Clerical and Service Staff. If this recommendation were adopted then it would seem desirable to also have a Staff Concerns Committee for professional staff. If so, it should be a committee of the Library Faculty. Furthermore, such a committee might be a suitable vehicle for exploring and making known the implications of faculty status. owever, the Study Team believes that a broadly based Committee on Staff Concerns should be established which should include librarians and media specialists with faculty status and has so recommended. However, this should not deter the Libraries/AVC faculty from exploring aking known the implications of faculty status.

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tions Policy for the Libraries and Audio-Visual Center Facul[illegible] July [illegible] (Rev.)

RECOMMENDATIONS

The Study Team makes the following recommendations concerning faculty status.

11. The Study Team has not attempted to review and analyze the ramifications of faculty status but does identify it as a sensitive area deserving of continuning consideration. It recommends a continuous exploring of and making know, the implications of faculty status.

9. The Study Team draws attention to the problems of finding the opportunity "to conduct research, to write, or to attend continuing education seminars" when there is a heavy pressure of professional duties (including administrative duties). Some aspects of faculty status, namely criteria for promotions and tenure, make this problem more critical. A deliverate effort should be made to release professional staff, particularly in the lower ranks, from structured schedules so that research can be pursued.

C. COMMUNICATIONS

At an early stage in the Study, the Study Team decided that Communication was a topic which deserved special attention. However, it was agreed to defer considerations of Communication until after the Task Force reports had been completed.

The Study team's impression can be briefly summarized as follows:

(i) Communication is important;

(ii) Communications both within the Libraries /AVC and also between the Libraries AVC and other groups need to be improved;

(iii) However, Communication is rather difficult to discuss in the abstract and many concrete aspects of Communications are covered in the Task Force reports. This recurrent theme in the Task Force reports needs to be stressed.

Consequently this note will endeavor only to pick out some key features of Communications.

EXTERNAL COMMUNICATIONS.

Users

The Mission Statement contains several references to Communication with users. The first item in the implementation section is: "to assess the informational requirements of the university community on a continuing basis by formal and informal interaction with all other elements of the university community." Other items stress the need to "interpret and publicize."

Our users are composed of undergraduate and graduate students, faculty, researchers, administrative personnel, plus many outside groups such as interlibrary loan contacts, interinstitutional programs, Cobicil etc. This is an area where we are operating at all levels of communication on a daily basis--written, oral, unspoken. Since this is a complicated topic which is beyond the scope of this brief section, we suggest that this is a subject for further research. The research could include readership studies of our library handbooks, GUIDE TO PURDUE UNIVERSITY LIBRARIES and HANDBOOK OF LIBRARY INFORMATION FOR MEMBERS OF THE FACULTY AND GRADUATE STUDENTS, plus the publication BOOK LIST. It could include a study of whether or not our clients understand what the serial printout is and how to use it. For example, would they prefer handbooks, directories, and other reference material currently in the printout be cataloged as monographs? The policies and rules of the General Library, AV Center, and deparmental libraries could be studied to see where input from the students and faculty could improve them.

The problems of Communicating on a campus of this size are clearly severe and the Study Team is aware of the effort devoted to this. Nevertheless, it is difficult to see how members of the University can take advantage of our services effectively unless they are relatively well-informed about the system. This applies in varying ways to all types of user.

A multiplicity of approaches would seem especially needed here. In addition to formal channels such as booklist covers, items in Monday Memo and notices, continuing emphasis on informal contacts through library representatives and discussions with department heads and new faculty are needed. This is especially relevant to special services such as the Catalog Information Service, the book delivery system and, as Purdue's self-sufficiency inevitably declines, the facilities available through back-up facilities such as the Center for Research Libraries, the Foreign Newspapers microfilm program etc.

Funders.

In the statement of Mission developed during an earlier part of this study a specific objective needed for success in the Libraries/AVC mission was defined thus:

"to present and interpret to the funders the fiscal and other needs of the Libraries and Audio-Visual Center."

In view of the complexity of the university's funding and the variety of influences at work, there is a need for more than the annual budgeting process. What is needed, in particular, is a constant publicity program designed to increase awareness of the potential, the achievements, the problems and the conditions needed for effective service by the Libraries AVC.

This calls for a continuing public relations activity. It should be noted, however, that success or failure in this depends largely upon the attitudes of the Libraries AVC staff in their day-to-day contact with users and potential users.

Library Profession

The image of Purdue Libraries AVC in the profession at large depends upon the perceptions of individuals elsewhere of the situation at Purdue and, especially, upon the views concerning the work and effectiveness of the staff here. A poor image is damaging in that it deters good potential recruits and is unlikely to help the reputations of the professional staff at Purdue or their prospects when seeking to move elsewhere. For these reasons it is important not to disparage achievements at Purdue.

INTERNAL COMMUNICATIONS

A persistent theme in the management study hitherto has been problems of Communication.

A few examples are:

(a) An advantage of adopting performance goals would be a clearer understanding of roles, duties and relationships;

(b) An aspect of the mission statement is "to provide an environment in which to develop and maintain a capable staff." A well-informed staff would seem to be an important ingredient.

(c) The Task Force on Budgeting recommended not only that "the Libraries /AVC must establish better communications with other University departments..." but also that "supervisors should have more input into the budgeting process."

(d) The Task Force on Management Information identified five areas concerning which there was inadequate information and made several recommendations for improvement.

(e) The Study Team has already commented that all supervisors should be involved in a formal planning process.

(f) The Task Force on Policies reported a consensus "that the communication of policies both written and unwritten was a problem ... People become aware of unwritten policies in other areas that might affect their own operations by chance, by running into a problem, by complaints from patrons, etc."

(g) The Likert Profile administered by the Task Force on Organization revealed that the Libraries/AVC staff would like to see greater awareness of problems, more obtaining and using of subordinate's ideas and opinions, and more involvement in decision making and goal-setting.

(h) The Task Force on Leadership and Supervision found "...clogged, intermittent and faulty lines of communication which prevent fast dispersal of information. In addition there is a general lack of any formal method of checking the effectiveness of the communications channels."

(i) The Task Force on Staff Development noted "that many of the morale problems in the Libraries/AVC seem to stem from inadequate communication, and that this is especially true of the Clerical and Service staff."

(j) The report of the Task Force on Personnel revealed extensive misconceptions about policies and procedures.

In brief, a major finding of the study is that there are serious communication ms. Since communication is difficult to study in the abstract and the Study ecommends that greater emphasis be placed on communications in dealing with all aspe s of management and service.

The adoption of three principles of communication is recommended:

i. the channels of communication need to match the organizational structure. If the latter changes through expansion or a move to a more participative style, then adjustments may need to be made to the means of internal communications.

ii. "Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it" (Dr. Johnson). In other words we may not need to communicate everything to everyone, but we do need to ensure that staff can promptly find out what they need to know.

iii. Communication, like other management activities, consumes resources, - notably staff time. It should be a challenge, therefore, to devise cost-effective means of communication and this implies reviewing the effectiveness as well as the cost of communication.

iv. A variety of channels of communication is likely to give more reliable and less distorted information than dependence on one channel.

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RECOMMENDATIONS

The Study Team draws attention to communication problems as a recurrent theme throughout this study. The following specific recommendations are made.

58. A major finding of the study is that there are serious communication problems. The Study Team recommends that greater emphasis be placed on communications in dealing with all aspects of management and service. Greater attention should be paid to the need for multiple channels of communication and to the need to check occasionally on the effectiveness of these channels, especially with regard to unconventional services.

59. All staff should recognize their role in representing and interpreting the Libraries/AVC and should act accordingly.

60. Existing formal mechanisms for public relations should be improved and expanded.

61. A program to increase the knowledge of all functions and departments of the Libraries/AVC among all staff should be designed and implemented.

62. The Business Procedures Manual and copies of other handbooks and manuals useful to employees should be placed where employees have easy access to them, in addition to the Personnel Office and the Administrative Offices.

63. A Libraries/AVC directory should be produced which includes staff members by name with his/her position, department and phone number.

17. In order to ensure coordination of academic programs with library needs, communication between the Libraries/AVC and all academic departments should be improved.

18. A liaison between the Libraries/AVC and the various research centers of the University, such as LARS, TPRC, Thermal Science and Propulsion Center, etc., would benefit the information needs of many potential users.

8. The staff at all levels should be involved in committee work.

25. Committee work should receive more publicity in order to acquaint staff with activities, recommendations and decisions.

More generally, the communications aspect should be borne in mind in considering the whole report. It is reflected in the general recommendation (1) seeking a more formal, better informed and more participative style of management. It is also reflected in the development of the Mission statement and the advocating of the use of performance goals. Numerous specific recommendations made in other chapters are relevant, expecially Chapters V: Management Information, VII: Organization, and X: Personnel.

CHAPTER XII

SUMMARY AND RECOMMENDATIONS

This Management Review and Analysis study has involved much work and much time for many people. This effort has been willingly given because this study has been viewed as a major step towards making Purdue University Libraries and Audio-Visual Center the outstandingly effective organization that we want it to be. The process of conducting this review and analysis has in itself, had some beneficial impact on the Libraries/AVC. It is now necessary to transform these recommendations into a program of action if we are to reap the full benefits of this study. This initiative now rests with the Director of the Libraries/AVC by whom this report was commissioned. We believe that the members of the Task Force, and indeed the Libraries/AVC staff as a whole share the Study Team's desire to move forward with the following recommendations.

APPENDIX

TASK FORCE MEMBERSHIP

The names of the full membership of the Task Forces are as follows:

Task Force	Name	Location
Budgeting	R. Farris	Catalog Unit
	G. Baumgart	Aero Library
	R. Funkhouser	Math Library
	C. Long	Fiscal Office
Management Information	J. Houkes	Krannert Library
	W. Corya	Systems Unit
	D. Moses	AVC
	M. Skinner	Library Offices
	D. Tolliver	IMRU
Planning	C. Stafford	AVC
	O. Dunn	Library Offices
	H. Schroyer	Archives
	R. Simon	Aero Library
	T. Zidar	Periodicals Checking
Policy	M. Bailey	Physics Library
	A. Dorsett	Krannert Library
	D. Ferris	Order Unit
	C. Snow	AVC
Organization	J. Houkes	Krannert Library
	A. Chung	AVC
	K. Markee	Personnel Office
	R. Road	Catalog Unit
	J. Westerberg	Circulation I
Staff Development	E. Posey	CE Library
	M. Dunn	Math Library
	C. Cetti	Mail Room
	D. Fry	AVC
	M. Hayes	Reference I
Personnel	J. Baaske	Circulation I
	M. Gibbs	HE Library
	H. Graf	Order Unit
	R. Long	Reserve Book Room
	M. Rudy	Chem-Met Library
Leadership and Supervision	C. Stafford	AVC
	H. Kuntz	Order Unit
	J. Pinzelik	Chemistry Library
	M. Zurawski	Catalog Unit

LEADERSHIP AND SUPERVISION (cont.)

109. --employee benefit programs;
--termination procedures, etc.
The manual should be updated annually.

RESEARCH AND DEVELOPMENT

110. The need of the Libraries/AVC for Research and Development should continue to be recognized and supported by the Libraries/AVC administration.

111. All staff and especially all professional staff should be encouraged to contribute creatively to the improvement of the theory and practice of their work.

112. The development of the Instructional Media Research Unit should be based on the following considerations:
(a) Its major role should be to help provide a better informed basis for decision making by the Libraries/AVC administration.
(b) It should take a broad view of the Libraries/AVC and the role of media in the learning process of instruction and research.
(c) It should be a policy of IMRU to encourage and support library staff; for example, with experimental design, proposal preparation and guidance on potential sources of funding.
(d) IMRU should take a flexible approach to the choice of its projects bearing in mind the urgency and the importance of problems, the availability of expertise and funding and the desirability of evolving coherent long-term programs in which individual studies may interact and augment each other.

113. It is recommended that the Systems Unit should continue along the lines evolved in the past year or so. It should emphasize the involvement of those who will have to operate the new systems and it should concentrate on the dynamic role of concentrating on the development of new systems, transferring out of the Systems Unit responsibility for the routine operation of systems which are operational.

ENVOI

114. The Study Team draws attention to the fact that most of the recommendations above are concerned with the manner in which the Libraries/AVC is managed and requests that, in cases where immediate implementation does not seem feasible, the factors which lead to the recommendation will be borne in mind in the development of the Libraries/AVC.

STAFF DEVELOPMENT (cont.)

99. The Study Team draws attention to the problems of finding the opportunity "to conduct research, to write, or to attend continuing education seminars" when there is a heavy pressure of professional duties (including administrative duties). Some aspects of faculty status, namely criteria for promotions and tenure, make this problem more critical. A deliberate effort should be made to release professional staff, particularly in the lower ranks, from structured schedules so that research can be pursued.

100. Sabbatical leaves for the purpose of study and research should be encouraged and promoted among interested professional staff.

101. There should be a development review made annually of all individual performances including managerial abilities.

102. Performance reviews for librarians should be developed which are tailored to the position. The use of a work load schedule is recommended.

103. Performance review forms tailored to specific Libraries/AVC positions should be created.

104. Job exchange and lateral transfer programs should be initiated.

LEADERSHIP AND SUPERVISION

105. The Study Team identifies the quality of supervision as a matter of major importance. We recommend that the design and implementation of suitable programs for the various groups of staff be given a high priority and further that these programs be tailored to specific Libraries/AVC needs. After the initial pilot stages are completed, successful completion of the appropriate course should be expected of all staff, both professional and clerical, who have any supervisory duties whatsoever.

106. The Libraries/AVC should institute a more formal program of orientation, information and job-related education. There are two facets of this recommendation:
    (a) the establishment of an Office of Orientation and Education; and
    (b) the establishment of a continuing program of education and training in supervisory skills tailored to the needs of the Libraries/AVC.

107. Seminars and workshops on management and human relations techniques should be instituted for supervisors and potential supervisors.

108. The supervisor should review each position annually for the purpose of a potential job audit. In addition, supervisors should be trained to write effective job descriptions.

109. A manual for the use of supervisors should be developed by the Personnel Office to include policies and procedures on the following:
    --techniques of the interview;
    --wage and salary administration;

PERSONNEL (cont.)

90. There is a great need for improved pre-school and nursery day-care facilities for the children of Libraries/AVC staff, with minimum charge to the parents. It is recommended that this should be a university wide project and that the Libraries/AVC, because of its large number of women employees, should take the initiative in urging the establishment of a university day-care center.

STAFF DEVELOPMENT

91. Greater attention should be given to staff development, both by encouraging self-improvement and by providing assistance as appropriate. Not only does the Libraries/AVC employ over 200 staff, but these staff account for most of the Libraries/AVC budget and the quality of our services depends very directly on the skills and effectiveness of our staff. A staff development function should be defined and responsibility assigned, with a specific charge to:
    (a) expand the development of the individual staff member through increased awareness and utilization of available programs and benefits, and
    (b) preparing and administering new programs in on-the-job training.

92. Training programs in the area of human relations should be started to improve our skills, particularly those staff whose duties bring them into direct contact with the clientele of the Libraries/AVC.

93. Efforts should be made to keep competent student assistants through regular raises and ladder levels of student positions.

94. The possibility of scholarships and of release time with pay for clerical and service staff to gain additional formal qualifications in job-related areas should be explored.

95. A work-study program in library science for clerical and service staff should be instituted.

96. A general deficiency in the machinery for upward mobility was noted. The Study Team recommends that the possibility of hiring most new personnel at a low level (Clerk 2, for instance), with the higher level positions to be filled by promotion from the ranks, be considered.

97. Criteria for promotions should be developed to equate experience and specialized training in library work with the non-related college degree so that all Libraries/AVC employees can compete for promotions.

98. The opportunities for taking courses, which we regard as a part of the benefit package attendant to employment at Purdue, should be extended to all staff on an equal basis and, further, even be encouraged by the introduction of more flexibility in job assignments, establishment of a clerical pool to cover desks during incumbent's absence for this purpose, etc.

PERSONNEL (cont.)

77. (c) Clerical and typing classifications have proportionately more women than men.
The Study Team recommends that the Libraries/AVC give high priority to achieving a more balanced distribution in the future.

78. An examination of the status of women in the Purdue Libraries should be made. Any inequities should be remedied.

79. The Affirmative Action Plan of the Libraries/AVC should be rewritten and expanded to include women.

80. The Libraries/AVC should encourage the University towards a people-oriented rather than male or female oriented evaluation of jobs.

81. It was also felt that there is a discrepancy between the wages paid between "male" type jobs (shelvers, etc.) and "female" type jobs. To the extent that this exists, the situation should be remedied.

82. The practice of attracting and utilizing students enrolled in the Educational Media Program should be encouraged.

83. Personnel policies, announcements and job vacancies should be posed in the Order Unit and in the 1st floor circulation workroom in the General Library until a staff lounge is found.

84. University Personnel Administration vacancy lists should receive the same distribution as Libraries/AVC listings.

85. Openings for professional librarians at all levels should be advertised in professional journals, and rosters available from certain units of the American Library Association should be utilized.

86. Notices of professional vacancies at other institutions should be posted on a bulletin board in the Order Unit.

Benefits

87. A representative of the Libraries/AVC should approach the Clerical and Service Staff Advisory Committee to voice support for a sick leave policy which will allow healthy staff members to benefit from it.

88. A representative of the Libraries/AVC should approach the Clerical and Service Staff Advisory Committee to change the maternity leave policy so that sick leave credit can be included in the last pay check of a pregnant woman employee who chooses not to return to work.

89. A representative of the Libraries/AVC should approach the Clerical and Service Staff Advisory Committee to promote the use of sick leave credits for paternity leave.

PERSONNEL (cont.)

65. Personnel Office should be responsible for ensuring proper service credit and employees informed that they may question the service credit awarded them.

66. A closer working relationship between Personnel Administration and Libraries/AVC Personnel Office is needed. Regular meetings are suggested as one method for achieving this relationship to exchange ideas, air problems and review latest developments.

67. More information should be collected and made available concerning staff morale, attitudes, productivity, strengths, weaknesses, relationships, and turnover.

68. The Libraries/AVC should move towards a policy of making personnel files available to individuals concerned.

69. A more effective system for grievances or complaints should be established.

70. Space for a staff lounge should be found which is easily accessible to both readers services and technical services staff.

Salaries

71. The salaries of clerical and service staff should be raised and maintained in order that the Bracket Index be in line with the Business Procedures Manual.

72. Beginning salaries of administrative staff (OAA and TAA classifications) should be standardized somewhere between that of the highest clerical and the beginning professional. A salary ceiling is not recommended.

73. Professional salaries should be examined and compared with other University salaries. Improvements should be made where called for.

74. Staff salaries should be examined on an individual basis to discover and right inequities.

75. The entire concept of merit raises with respect to both the principle and the mechanics deserves a thorough review, especially in connection with the effects of the Bracket Index, the giving of merit raises during the year, and the use of salary savings.

76. Staff members should be told whether a raise is a merit increase, a change in service credit, an increase in bracket, or a combination.

Recruitment and Vacancies

77. Continuing attention be given to discrimination which is a contentious and important topic. Statistical data is difficult to handle and can be misleading. It is clear that at the present time there are a number of unbalances:
(a) Minority groups are under-represented throughout;
(b) Senior posts, higher professorial ranks and service classifications have proportionately more men than women;

POLICY DOCUMENTATION AND REVIEW (cont.)

56. There should be input from students and faculty as well as all levels of staff.

57. Supervisors should make every attempt to keep rules uniform. When this is impossible or impractical, exceptions should be made in such a manner that it does not make the supervisee 'lose face'.

COMMUNICATION

58. A major finding of the study is that there are serious communication problems. The Study Team recommends that greater emphasis be placed on communications in dealing with all aspects of management and service. Greater attention should be paid to the need for multiple channels of communication and to the need to check occasionally on the effectiveness of these channels, especially with regard to unconventional services.

59. All staff should recognize their role in representing and interpreting the Libraries/AVC and should act accordingly.

60. Existing formal mechanisms for public relations should be improved and expanded.

61. A program to increase the knowledge of all functions and departments of the Libraries/AVC among all staff should be designed and implemented.

62. The Business Procedures Manual and copies of other handbooks and manuals useful to employees should be placed where employees have easy access to them, in addition to the Personnel Office and the Administrative Offices.

63. A Libraries/AVC directory should be produced which includes staff members by name with her/his position, department and phone number.

PERSONNEL

64. During the study there has been considerable evidence of inadequate knowledge of policies relating to salaries, benefits and personnel policies. It is recommended that a high priority be given to the better communication of these matters and to the more effective remedying of misconceptions. In particular, an employee handbook should be developed to include information on:
    --Libraries/AVC table of organization;
    --Library administration;
    --Library units and their functions;
    --Wages and benefits including grievance procedures;
    --Procedure for enrolling in classes;
    --Explanation of service credit.

MANAGEMENT INFORMATION

44. Basic general areas of needed information should be specifically identified and both the need for the information and how it can be supplied and used in decision making should be studied.

45. Standards and "indexes" should be developed for decision making information.

46. Appropriate information in the following areas is not adequate. Neded information should be identified and collection implemented.
    a. Statistics and information about users and potential users--who they are, their habits, what they use, levels of satisfaction, etc.
    b. Statistics about the use of collections as a basis for allocation of resources, discarding, replacement, storage, etc.
    c. Work load and work flow measurements, output statistics, and performance standards.
    d. Required resources for accomplishing certain library tasks and services.
    e. Equipment allocation, depreciation, and replacement decisions.

47. The termination interview should continue to be an integral part of the termination procedure. Data so collected should be evaluated to identify trouble spots and recommendations for improvement made.

48. Information should be readily available concerning the status of any order from selection until the materials are available for use.

49. Lag times in reporting accounting and financial information should be shortened.

50. The accounting procedures for the purchase of subscriptions and continuations should be studied and revised so that clearer and more detailed reports become available.

POLICY DOCUMENTATION AND REVIEW

51. The Study Team recommends that
    a. Policies should be written and include a state of purpose
    b. Policies should be reviewed regularly
    c. Policy making should involve all levels of the Libraries/AVC staff and due consideration of the users
    d. Policies should be coordinated in some manner as to encourage consistency. For example: Circulation policies should be examined with a view to making them more consistent and adaptable to patterns of demand.

52. There should be a policy manual or file. A person should be in charge of this file, to assist people in finding items.

53. There should be a program for preparing, discussing, recording, distributing, publicizing, and reviewing policies. The policies should be reviewed on an annual basis to ensure that they reflect the range and type of services the Libraries/AVC should be providing.

54. The procedures and formats described in the ARL Occasional Paper No. 2 'Library Policies' could be adopted as a guide.

55. Whereas the responsibility for policy making lies with the Director, who in any case has the right to delegate, refer, and seek advice, the Study Team recommends the creation of a policy review committee with two roles:
    a. The body to which policies normally could be referred for comment;
    b. A general responsibility to review and offer advice on policy.

PLANNING (cont.)

35. Long range budgeting for priority items desired by the library should be instituted in conjunction with long range planning.

36. Information concerning the cost-effectiveness of various alternatives in staffing, materials, purchasing, services, etc., should be made readily available. Major study is indicated here.

PERFORMANCE GOALS

37. The study team believes that moving toward the broad use of performance goals will make a significant contribution to more effective Libraries/AVC operations. The study team is conscious that there may be significant problems in the implementation of performance goals in the Libraries/AVC environment. Nevertheless, the study team recommends that the use of performance goals be tried in one or more parts of the Libraries/AVC system on an experimental basis.

38. Libraries/AVC staff should be trained in setting performance goals. Written statements of such goals are recommended as well as the evaluation of staff in the achievement of these goals.

BUDGETING

39. The present allocation of funds for library materials for the various subject areas should be studied in order to determine if there could be a more equitable distribution.

40. Supervisors should have more input into the budgeting process. A questionnaire should be designed and sent out at an appropriate time each year on which they could list requests for additional personnel, equipment and materials along with their reasons for these additional needs. If these requests are given serious consideration, the supervisor should be called in to further justify these needs. If the requests are not given serious consideration, the supervisor should be so informed.

41. The Libraries/AVC should gradually assume the full cost of providing furniture, equipment and wages for the departmental libraries and discontinue relying on additional funds from the University departments for these purposes.

42. The total book budget figures should reflect the additional book funds received from outside sources.

43. The school, departmental and floor librarians should use more initiative and control in developing collections relevant to Purdue's needs.

ORGANIZATIONAL CHANGES (cont.)

24. Reference service in the General Library should be tailored to the needs of the users and organized to provide graduated levels of service from an "information desk" up.

Committees

8, Staff at all levels be involved in committee work. (See number 8)

25. Committee work should receive more publicity in order to acquaint staff with activities, recommendations and decisions.

26. Change the Administrative Council's name to Administrative Advisory Council and allow Council members to send a substitute.

27. Committee for Staff Concerns.
    - (a) There is a need for a staff concerns committee to examine matters of supervision, personnel policies, staff development, and working conditions.
    - (b) The Study Team would see the committee as reporting to the Director and also acting in an advisory capacity in personnel matters.
    - (c) This committee should be broadly based.
    - (d) It is suggested that we start with an elected interim committee with two functions:
        1. Devise a suitable permanent committee(s) based in part upon the findings of the study.
        2. Handle such urgent assignments as are referred to it.

28. Problem-oriented and discussion-type meetings involving all levels of staff should be instituted to deal with the variety of communications and understanding problems turned up by this study.

PLANNING

29. The Libraries/AVC planning process should be formalized.

30. The process should have the involvement of the entire staff especially with respect to their own units.

31. The process should interrelate with the rest of the University.

32. The process should contain a qualitative control review.

33. The responsibility for the coordination and initiation of planning should be assigned to one person.

34. A central planning office should be created to handle all aspects of management information and to organize an efficient system for analysis.

ORGANIZATIONAL CHANGES (cont.)

12. Flexible working hours for non-contact staff should be developed.

13. A new classification of employment, between clerical/service and professional in terms of salary, benefits and responsibilities should be established. This new classification would consist of several strata of "para-professionals" who perform highly skilled, technical and/or semi-professional functions and should include the OAA and TAA classification.

14. Statements were made relating to the desirability of backup personnel, both for covering desks when regular incumbents are absent due to illness or vacations, and covering positions when an incumbent is pursuing educational benefits. It would seem highly desirable either to establish a "labor pool", or to increase the flexibility of assignments to the point where these needs can be served. Flexible assignments would also have the desirable effect of improving interdepartmental communication.

15. Several groups noted that they are frequently asked to do work which they regard as work more suitably performed by groups outside of the Libraries/AVC (particularly, Physical Plant for moving furniture and other physical labor including janitorial tasks). The administrative procedures necessary to obtain help from Physical Plant should be refined to make this more practical, and all supervisors should be apprised of this.

16. Provision should be made, in staffing the Libraries, for minor repairs to be handled internally.

Liaison

17. In order to ensure coordination of academic programs with library needs, communication between the Libraries/AVC and all academic departments should be improved.

18. Liaison between the Libraries/AVC and the various research centers of the University, such as LARS, TPRC, Thermal Science and Propulsion Center, etc., would benefit the information needs of many potential users.

Services

19. Greater emphasis should be given to the librarian's role in accessing information--almost to the personal, one to one level.

20. Consolidation of small collections should be investigated.

21. Expansion of the current book delivery system should be investigated.

22. The "Catalog Information Service" should be expanded and made more visibile to potential users.

23. The planned consolidation of the circulation and reference desks of the General Library should be implemented and that a General Information Desk should be located near the Main entrance of the General Library.

In addition, the Study Team considered the possibility of the Libraries/AVC becoming more involved in the whole spectrum of producing and using recorded information. There was not agreement on this point, but a minority opinion is that the Libraries/AVC should be more involved in identifying inadequacies in the sources of information and be more active in producing, testing and reviewing recorded information. A fuller discussion is in Chapter II. Mission and Goals.

ORGANIZATIONAL CHANGES

Structure

3. The Libraries/AVC should structure its organization along more functional lines. A study should be made to determine priorities and locations where regrouping of related and/or similar functions can be achieve, including the Audio-Visual Center.

4. A Planning Office should be formally established under the supervision of the Associate Director bringing together the functions of planning, budgeting, management information, personnel, systems and research.

5. Attention should be paid to the spans of control.

6. A thorough review should be made of the Readers Division organization with a view to further consolidation leading to eight school librarians reporting to the Assistant Director, who in addition would be given adequate administrative assistance.

7. We encourage the forthcoming review of the organization of the catalog unit.

8. The staff at all levels should be involved in committee work.

Style

9. The Libraries/AVC should begin an immediate movement toward a management style based on the applicable findings from behavioral research.

Staffing

10. There should be a greater consciousness in recruitment of the desirability of buidling up a wide range of expertise (e.g., SDI user surve historical, bibliography, interview techniques, citation analysis, specialist literature of any kind) as well as subject backgrounds. This would increase the collection competence of the Libraries/AVC staff. Greater familiarity with and exploitation of such specialist knowledge should be developed immediately.

11. The Study Team has not attempted to review and analyze the ramifications of faculty status but does identify it as a sensitive area deserving of continuing consideration. It recommends a continuous exploring of and making known, the implications of faculty status.

MISSION

The mission of Purdue University Libraries and Audio-Visual Center is to meet the informational requirements of the total University community.

IMPLEMENTATION

1. To assess the informational requirements of the University community on a continuing basis by formal and informal interaction with all other elements of the University community.

2. To select from available information that portion most applicable to the requirements of the University community

3. To acquire, organize and arrange these informational resources in a manner and in a physical setting most conducive to their use.

4. To interpret and publicize these resources through informational and educative services in order to increase the benefits of the Libraries and Audio-Visual Center to all members of the University community.

5. To make available, interpret and publicize an additional range of informational resources and services by active collaboration with other institutions through interlibrary loan, information networks, and other cooperative arrangements.

6. To study the operations and services provided by the Libraries and Audio-Visual Center to assure effective use of available resources.

7. To present and interpret to the funders the fiscal and other needs of the Libraries and Audio-Visual Center.

8. To provide an environment in which to develop and maintain a capable staff.

9. To anticipate and plan for future developments in informational needs and services which are likely to affect the University community.

LIST OF RECOMMENDATIONS

The Study Team makes the following recommendations:

GENERAL RECOMMENDATION

1. At the end of this Management Review and Analysis, numerous specific recommendations are presented. However, the Study Team would like to summarize its conclusions in the form of a general recommendation. The Study Team recommends that the management style of the Libraries/AVC should
   - become more formal in that plans, policies, responsibilities and performance goals are developed, documented and reviewed on a regular basis;
   - become better informed in that greater emphasis is placed on communication and management information, especially data on the needs and behavior of users and potential users;
   - become more participative in sharing, where possible, involvement in planning and decision-making.

MISSION AND OBJECTIVES

2. The Study Team recommends the adoption of the following statement of Mission and Implementation as a basis for the development of the Libraries/AVC. This statement should be used as a basis in reviewing the actual and proposed programs of the Libraries/AVC and should itself be subject to review.