ABSTRACT

Seven small college libraries in the state of Utah
were surveyed to determine collection size, fiscal status,
orientation of clientele and services, organization and staffing,
cooperative activities, and automation and planning. The survey used
statistical data collected by the National Center for Educational
Statistics and questionnaires sent to each institution. The purpose
of the analysis was to assay the strengths and weaknesses of each
library in relation to other libraries on a national basis. Also, the
organizational structure of the state system of higher education,
especially the State Board of Higher Education (SBHE) was examined to
determine their effect on the education process and the libraries
within the system. The results revealed that these libraries were
somewhat deficient in net holdings, fiscal resources, early
acquisitions, and professional staffing. Progressiveness was noted in
terms of media emphasis and services to clientele. Automation and
formalized planning procedures were not yet firmly established. It
was recommended that the SBHE act to equalize budget allocations and
to exert stronger leadership and that individual libraries work to
increase acquisitions and to promote cooperative activity.
(Author/SL)

AN ANALYSIS OF SELECTED UTAH

ACADEMIC AND VOCATIONAL LIBRARIES

A Research Project

Submitted to the

Graduate Department of Library and Information Sciences

Brigham Young University

Provo, Utah

In Partial Fulfillment

of the Requirements for the

Master of Library Science Degree

By

Stephen K. Thompson

Summer Semester 1973

This study attempts to analyze certain small college libraries within the state of Utah in terms of collection size, fiscal status, orientation of clientele and services, organization and staffing, cooperative activities and automation and planning, using in part the statistical data collected by the National Center for Educational Statistics and by individual questionnaires sent to each institution. The purpose of the analysis is to assay the relative strengths and weaknesses of each library in comparison with other libraries on a national basis. Also, the organizational structure of the state system of higher education; especially that of the State Board of Higher Education was examined in order to determine their effect upon the educational process and the libraries within the system.

The result of the analysis revealed that generally these libraries were somewhat deficient in terms of net holdings, fiscal resources, yearly acquisitions, and professional staffing. The response to the survey indicated a general progressiveness on the part of the respondents in terms of variable media emphasis and orientation and services to clientele notwithstanding the fiscal limitations imposed by statewide budget considerations. Automation of selected library functions has not as yet made significant inroads among the libraries within this study, and formalized planning, as an ongoing function, is not firmly established. It was therefore recommended that the statewide Board of Higher Education take action to equalize budgetary allocations to individual institutions, exert stronger leadership within the educational system, and that individual libraries take some initiative in increasing acquisitions and in greater cooperative activity to reduce costs and wasteful duplication.

ACKNOWLEDGMENTS

The writer wishes to express his appreciation to all those who have contributed to a satisfactory conclusion of this project. I am especially indebted to Dr. Nathan M. Smith for his instruction and guidance in the methodology of research.

I would also like to express my gratitude to my wife for her patience and valuable assistance in the typing of this paper.

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CHAPTER I

INTRODUCTION

Introduction to t' `tudy

The public system of higher education within the state of Utah

consists of nine campuses: two universities, two four-year colleges,

and five junior colleges and vocational schools. The ecucational cli-

mate within the state favors an extensive and diversifiec educational

system. The cultural and religious inclinations of the citizens of the

state provide part of the rationale for the   rge capital outlays which

contribute to the fiscal maintenance of this educational system. For

the fiscal year ending June 30, 1972, Utah taxpayers provided $52.4

million in tax support for the state's nine institutions of higher

learning. In essence, the average Utah taxpayer had to pay $13.38 per

capita of each $1,000 of personal income. This contrasts sharply with

the average American who pays only $9.11, or $4.27 less than the Utah

taxpayer must spend. The figures represented here are offset by the

additional fact that Utan ranks a low 46th among the fifty states in

the number of tax dollars invested per student for operating costs.[1]

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[1]Utah, State Board of Higher Education, _Third Annual Repcrt to the Governor and the Legislature, Utah State Board of Education, 1971-72_ (Salt Lake City, Utah: Utah State Boarc of Higher Education, 1972), p. 1.

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This seeming anomaly can apparently be explained by two observations. First, personal income is relatively low in relation to educational costs, due in part to the fact that enrollment is relatively high and per capita income is relatively low. Thus, revenue expenditures fall below the national average, in fact, thirty-percent below, in terms of educational expenditures per student.[1] Second, the educational aspirations of the majority of Utah's citizenry weigh heavy in any consideration of educational costs. These aspirations compete vigorously for a limited proportion of Utah's tax resources.

In recent years, the decline in enrollments at each of the state's institutions threatens to decrease already stretched revenues for higher educational programs. Further, more and other needs have arisen and grown, each filing its claim for a share of the state's revenues.[2]

Statement of the Problem

The preceeding facts provide an introductory foundation for the main thrust of this study which focuses on the condition of selected academic and vocational libraries within the Utah public system of higher education. This analysis encompasses all of the libraries within the higher educational system, except the Universities--Utah and Utah State.

This study attempts to assay the relative strengths and weaknesses of the following Utah college libraries: College of Eastern Utah, Dixie

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[1]Utah, Coordinating Council of Higher Education, Utah's Master Plan for Higher Education: A Working Document (Salt Lake City, Utah: Utah Coordinating Council of Higher Education, 1968), p. 35.

[2]State Board of Higher Education, Third Annual Report, p. 3.

College, Snow College, Southern Utah State College, the Utah Technical

Colleges at Provo and Salt Lake City, and Weber State College. These

libraries were selected because of the central role played by them in

the total educational milieu. Estimates indicate that a single active

researcher may require as many as 24,500 books in his narrow subject

field while doing research.[1] This contrasts sharply with the holdings

of the libraries under study which average 43,000 volumes. This cer-

tainly is not an objective criteria, but it does serve to dramatize the

need for effective and viable library service within the Utah system.

Historically, these institutions have operated within the academic

shadows of the state's universities. Outside attention has usually fo-

cused on the three Utah university libraries.[2] The smaller Utah colleges

were initially designed to serve as handmaidens to the larger schools.

However, with important changes occurring in the educational marketplace,

so have the positions of the colleges and universities changed. Increas-

ing importance is now being placed on the small college in terms of vo-

cational and practical educational experiences. The increased emphasis

placed on a practical education coupled with a somewhat general diminu-

tion in importance of a liberal arts education have enhanced the role of

the colleges within the state, which emphasize terminal programs and

technical-vocational subjects. In the past five years, the University

of Utah has consistently lost revenues, whereas the small colleges have

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[1]Verner W. Clapp and Robert T. Jordan, "Quantitative Criteria For College Libraries," College and Research Libraries, XXVI (September, 1965), 371-80.

[2]An example would be Robert Down's study dealing with the quality of the University of Utah and Brigham Young University libraries.

consistently equalled or bettered their appropriation requests, even
though their enrollments have slackened more than the major academic
institutions within the state.[1]

The purpose of this study is to examine what is actually being
done in the libraries under study. The instrument used in the survey
of each library attempted to analyze the following areas: 1) collec-
tions, 2) fiscal status, 3) orientation and services, 4) organization
and staffing, 5) cooperative activities, and 6) automation and plan-
ning.

Parameters of the Study

The methodology used in this study documents what is actually being
done in each library, that is, the writer attempts to describe, by use
of comparative statistics and a questionnaire, the current programs,
policies, and statistical conditions of library holdings and acquisi-
tions, of each library.

The construction of an hypothesis was not considered, since one of
the intended functions of this study was to provide a generalized over-
view of Utah college libraries, especially as they compare with similar
public college libraries on a nationwide basis. The construction and
testing of an hypothesis hopefully could be based upon the data pro-
duced here.

The larger universities were not incorporated into this study

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[1]Utah, Coordinating Council of Higher Education, _Higher Education
in Utah: A Report to the Governor and the Legislature for the Biennium,
1967-69_ (Salt Lake City, Utah: Coordinating Council of Higher Education,
1969), p. 3.

largely due to the preceeding rationale and because the smaller college libraries within the state have seemingly never been isolated for an in-depth analysis.

Research Methodology

The research was essentially segmented into two phases. The first phase involved an analysis of the libraries using statistics furnished by the National Center for Educational Statistics: Library Statistics of Colleges and Universities, Institutional Data and the Analytic Report.[1] The statistics from these reports were distilled and combined in order to assay the relative strengths and weaknesses of the libraries in comparison to other similar institutional libraries on a nationwide basis.

The second phase involved querying each library by use of a questionnaire. Elements of the questionnaire were derived from two sources. Some questions were based upon the new guidelines for junior colleges, Guidelines for Two-Year College Learning Resources Programs.[2] The majority of questions were adapted from a study of colleges in seven states by Pamela Reeves.[3] The Reeves study also utilized the analytic

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[1]U.S., National Center for Educational Statistics, Library Statistics of Colleges and Universities, Institutional Data, Parts A and B, Fall 1971 and the Analytic Report, Fall 1969 (Washington, D. C.: Government Printing Office), passim.

[2]"Guidelines for Two-Year College Learning Resources Programs," College and Research Libraries News, XXXIII (December, 1972), 307-15.

[3]Pamela Reeves, "Junior College Libraries Enter the Seventies," College and Research Libraries, X (January, 1973), 7-14.

data from the National Center for Educational Statistics for comparative analysis in her study of college libraries. Some of her results will be utilized in this study as a yardstick applicable to Utah two-year college libraries.[1] In addition, the writer made selected visits at each of the libraries except the College of Eastern Utah at Price.

Introductory Background

All of the libraries within the Utah system of higher education are of recent construction. The libraries visited appeared to be attractive, well run, and easy to use.

Southern Utah State College, Cedar City

The college was originally established as a branch of the University of Utah in 1897. The institution remained as an underling to the larger universities until 1965 when it became an independent college.[2]

The present library was three years in the planning and was completed in March, 1969, at a cost of $1,125,000. Some 36,325 square feet comprise the five-floor building, and it has a capacity for housing 200,000 volumes, some 150,000 more than are now contained in the collection. Other features include a special reference area, open-stack periodical and government document section, an integrated media center,

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[1]The two four-year colleges included in this study are excluded from this comparison.

[2]Utah, State Board of Higher Education, First Annual Report to the Governor and the Legislature, Utah State Board of Education, 1969-70 (Salt Lake City, Utah: Utah State Board of Higher Education, 1970), p. 177.

and a special collection area.[1]

The institutional role assigned to Southern Utah State by the State Board of Higher Education emphasizes a four-year degree for "those whose needs are best served in a small- to medium-sized four-year college with its residential life and sense of community."[2] The college is authorized to offer courses leading to the baccalaureate degree in the arts and sciences, in teacher education, business and technology.[3]

Snow College, Ephraim

The college was originally established in 1888 as Sanpete State Academy by the Church of Jesus Christ of Latter-Day Saints. It became a branch of Utah State University in 1951. In 1969, the college became part of the Utah State System of Higher Education under control of the State Board of Higher Education.[4]

The Lucy A. Phillips Library was five years in the planning stages before it finally became a reality in 1968. The modest, functional open-stack arrangement is capable of holding 50,000 volumes, twice the present capacity. The entire floorspace within the library is carpeted. Study areas, which will serve no more than twenty-five students in any one place, are interspersed among the stacks. There is the beginnings

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[1]Inez S. Cooper, "College of Southern Utah Library," <u>Utah Libraries</u>, XII (Spring, 1969), 16-17.

[2]State Board of Higher Education, <u>Third Annual Report</u>, p. 159.

[3]Coordinating Council of Higher Education, <u>Utah's Master Plan</u>, p. 19.

[4]State Board of Higher Education, <u>First Annual Report</u>, pp. 178-79.

of a special collection. Snow College and Weber State are the only libraries incorporated within this study that operate on a seven-day schedule.[1]

The institutional role for this college emphasizes a two-year program for pre-matriculation, general, vocational, as well as transfer options to the four-year colleges.[2]

Weber State College, Ogden

The college was established as Weber State Academy under Church aegis in 1889. Since then the college has experienced several name changes. In 1963, the present name was adopted. The college was directed by a Board of Trustees until 1969 when it also administratively came under the wing of the Board of Higher Education.[3]

Construction of the present library facility began in 1964 and was completed the following year. The library, which has three floors comprising 72,000 square feet, has a capacity of 300,000 volumes and seating for 1,200 readers. The first floor contains the circulation department, reserve area, reference department (includin, the serials and documents department), the cataloging and acquisitions departments, and the administrative offices. The second floor houses the general stacks. Also located on this floor are the Howell Library and rare book room,

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[1]Ruth C. Olsen, "Snow College Library," Utah Libraries, XII (Spring, 1969), 12-13.

[2]Coordinating Council of Higher Education, Utah's Master Plan, p. 19.

[3]State Board of Higher Education, First Annual Report, pp. 176-77.

the microfilm room, the browsing area, and ten faculty study carrels. This floor is operated on an open-stack basis, with stack and reader space interspersed. The basement floor at the present time houses the Education Division, including eleven classrooms, the curriculum library, and the Audio-Visual Services. The library also maintains a seven-day schedule. An addition to the library is now in the planning stages.[1]

Weber's institutional role encompasses multiple functions in undergraduate liberal education in the arts and sciences, authorized work in education and business, and in trade-technical education. "Weber is also a significant receiving institution, having the capacity to accept undergraduate transfer students from the two technical colleges . . . as well as from the junior colleges."[2]

Dixie College, St. George

The school was originally established in 1911 at St. George as a four-year high school. Junior college instruction was added in 1916. In 1963, the college separated from the high school and moved to its present campus.[3]

The present library was constructed in 1964. The building encompasses some 18,685 square feet and has an absolute capacity for 190 students. Most of the services are located on the main floor: circulation, stacks, browsing, faculty lounge, seminar rooms, audio stations,

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[1]James R. Tolman, "Weber State College Library," Utah Libraries, XII (Spring, 1969), 10-11.

[2]State Board of Higher Education, Third Annual Report, p. 157.

[3]State Board of Higher Education, First Annual Report, pp. 179-80.

library offices, technical services, and cataloging. The mezzanine is used solely for study. The library maintains a special collections section which specializes in Southwest and Indian history.[1]

The college subscribes to the "two-year comprehensive community college concept" including terminal-occupational programs, transfer programs to prepare students for work at the bachelor level, and educational extension programs geared to meet the requirements of part-time students, those seeking retraining and other wanting to enhance their educational skills.[2]

Provo and Salt Lake Technical Colleges

Both colleges were established as state institutions in 1947. Full accreditation was received in 1969.[3] The colleges are dually administered by the State Board of Higher Education and by the State Board of Vocational Education, which is an appendage of the State Board of Education. This arrangement has been the cause of much controversy within the educational community and has resulted in several court suits designed to clarify the responsibilities of each board.

The libraries are incorporated within the main structure of each institution. In design and layout, they are quite similar to the instructional media center concept prevalent on the secondary educational level. The subject content is tied quite closely to the curriculum. The

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[1]Robert O. Dalton, "Dixie College Library," Utah Libraries, XII (Spring, 1969), 7-9.

[2]State Board of Higher Education, Third Annual Report, p. 161.

[3]State Board of Higher Education, First Annual Report, pp. 182-83.

investment in non-print media appears to be greater than in academic oriented libraries.

The system role assigned to these institutions emphasizes vocational, technical, and paraprofessional subjects. Options are also available to transfer to academic oriented schools.[1]

College of Eastern Utah, Price

The college, located at Price, was established by legislative fiat in 1937, as Carbon College, a four-year junior college-high school under the supervision of the State Board of Education. The legislature by vote attempted to abolish the school in 1953, but citizens rallied to save the institution and the legislative vote was overridden by a referendum. The present name was designated in 1965.[2]

The new half-million dollar library first opened its doors to students on February 5, 1969. The library has a capacity of 55,000 volumes. The main floor features a study hall, two conference rooms, audio and microfilm rooms, and a periodical room. Library offices and the cataloging area are also located on the first floor. A mezzanine contains additional stack and study areas. The library is a depository for government documents. A teletype connection, providing an inter-library loan service with libraries within the state, is another feature of this library.[3]

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[1]State Board of Higher Education, Third Annual Report, pp. 164-65.

[2]State Board of Higher Education, First Annual Report, pp. 180-81.

[3]Brent West, "College of Eastern Utah Library," Utah Libraries, XII (Spring, 1969), 14-15.

CHAPTER II

LITERATURE REVIEW

Applicable Research

An examination of the card catalogs of Brigham Young University, the
University of Utah and Utah State University libraries, and including a
survey of past and contemporary research found within Library Literature,
Library Science Abstracts and the Educational Resources Information Cen-
ter, (ERIC), Research in Education appears to substantiate the writer's
conviction that the present study is perhaps the only analytic treatment
of Utah college libraries (precluding the universities). However,
several research studies contain implications applicable to the present
study.

The Reeves' study[1] was conducted on a seven-state basis with 250
respondents. The findings of her research are useful in this study for
comparative analysis.

The National Center for Educatioal Statistics publishes relevant
data on a nationwide basis. However, in order to be useful, that data
which would apply to Utah libraries must be isolated and analyzed. This
has been attempted in the present study. The college libraries selected
for this study are compared with the national data in order to determine
their relative standings in relation to sister institutions on a national
basis.

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[1]Reeves, "Junior College Libraries," 7-14.

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There is quite a large body of literature that deals with standards
for colleges and junior colleges, including vocational schools. Instead
of utilizing these standards for analysis, this study attempts to por-
tray what is actually being done in each library. Also, the newer
"Guidelines For Two-Year College Learning Resources Programs" has eli-
minated any references to objective and quantifiable criteria in favor
of a more generalized approach; hence, this paper relies more upon quan-
tifiable data for comparative purposes.

Other fringe research that deals with the problem at hand emanates
from educational bodies within the state. Previous to the enactment of
the Higher Education Act of 1969, which established the State Board of
Higher Education as the sole governing body for higher education within
the state, the responsibility for coordination of post-high school insti-
tutions was vested in the Coordinating Council of Higher Education. In
turn, the Coordinating Council established its Study Committee "M" which
was charged with the responsibility of submitting recommendations for a
master plan for higher education in the area of supporting services. The
Committee's recommendations basically called for greater cooperative ar-
rangements among libraries and instructional media centers and an organi-
zational blending of the traditional library and traditional audio-visual
concepts.

> . . . If the roles and objectives established by
> the American Library Association and the Depart-
> ment of Audio-Visual Instruction are examined,
> almost identical purposes are promulgated by
> these groups. As a result, a major trend seems
> to be forming across the nation integrating
> these previously separate services under what
> is generally termed the "Media Concept." The
> Media Concept em. dies the services of the pre-
> viously separated instruction movements. It

> supports a media center as its heart; a place
> where all materials--both print and non-print
> are organized, cataloged, and made readily
> available to both students and faculty. It
> utilizes the latest technology such as computers,
> ETV, and remote information retrieval systems
> to make information as readily available as
> possible.[1]

The committee's recommendations which applied directly to the "print media" called for libraries "to make available all of the resources of the state as promptly and economically as possible without requiring the individual to travel to each of the institutions and without extensive paperwork."[2] In addition, the committee recommended exchanges of serials holdings lists, prepared lists of strengths of each institution, recommended freer borrowing of material, establishment of a regular shuttle service among participating institutions, and so forth.[3] Some of these recommendations have been largely implemented by the now operating University and College Library Council. The Council is a cooperative group designed to augment institutional library services to member clientele and to facilitate the acquisition of research materials through shared financial support.[4]

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[1] Utah, Coordinating Council of Higher Education, Report of Master Plan Study Committee 'H': Supporting Services (Salt Lake City, Utah: Utah Coordinating Council of Higher Education, 1968), pp. 28-29.

[2] Ibid., p. 44.

[3] Ibid., p. 45.

[4] State Board of Higher Education, Third Annual Report, p. 21.

CHAPTER III

ADMINISTRATIVE ASPECTS OF UTAH HIGHER EDUCATION

Historical Perspectives

The history of Utah higher education traditionally has reflected a concern for coordination of all institutions of higher learning. "The problem of coordination or unification of institutions in higher learning in Utah has periodically been a matter for discussion in the Legislature and the subject of investigation by special committees ever since the states or territory began supporting more than one such institution in 1888."[1]

In 1926, the United States Bureau of Education conducted a survey of higher education within the state in which it was recommended that continuous coordinated planning be instituted and that governance of higher education be vested in a unitary board of higher education. However, higher education continued under auspices of the State Board of Education and various boards of regents until a Coordinating Council of Higher Education was created in 1969.[2]

The statute which gave life to the Council requested it to exercise

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[1]Jewell J. Rasmussen, <u>History of Efforts to Coordinate Higher Education in Utah</u> (Salt Lake City, Utah: Utah System of Higher Education, 1970), pp. 2-3.

[2]Utah, Coordinating Council of Higher Education, <u>Staff Recommendation and Supporting Information on Governance of Higher Education in Utah</u> (Salt Lake City, Utah: Utah Coordinating Council of Higher Education, 1968), p. 30.

leadership and to give direction to statewide planning of public and post-high school education, define the role and program of each public post-high school educational institution, establish criteria for the budget, study new methods of instruction and new techniques for increasing efficiency, and to define standards and regulations for recruiting and admitting students.[1]

Notwithstanding the broad areas of concern allocated to the Council, in reality, the concern on the part of colleges to maintain autonomy and to avoid centralization of power lead to restrictions in the legislation pertaining to the actual powers of the Council. As stated in Section 1 of the Act:

> The purpose of this act is to establish in the field of public post-high school education in the State of Utah, an agency of the State through which leadership in the coordination of services and programs can be provided for all public supported post-high school educational institutions, to the end that an efficient and effective state system of post-high school education may be more fully developed and maintained, while continuing to recognize the constitutional functions of the State Board of Education, the Board of Regents of the University of Utah, and the Board of Trustees of Utah State University of Agriculture and Applied Science.[2]

Under this somewhat vague mandate, the Council itself disagreed as to its own role. "Should it be a fact-finding body gathering data for legislators without evaluating these data, or should it use the data as a basis for making recommendations?"[3]

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[1]Jim B. Pearson and Edgar Fuller, eds., Education in the States: Historical Development and Outlook (Washington, D. C.: National Education Association, 1970), p. 1246.

[2]Coordinating Council of Higher Education, Staff Recommendation, p. 35.

[3]Pearson and Fuller, Education in the States, p. 1246.

Cognizant of its own inherent weaknesses, the Coordinating Council launched a series of studies aimed at creating a master plan of education for the state. Its goal was the eventual establishment of a centralized state coordinating agency, responsible for allocation of state higher education programs. The responsibilities allocated to this new body were three-fold under the proposed master plan:

> 1. Insure adequate availability of educational opportunities for qualified youth without unnecessary and undesirable duplication of major functions by the several institutions.
>
> 2. Improve the quality of specialized programs by centering them in designated institutions as an allocation to the institution(s) rather than allowing their development in all institutions.
>
> 3. Improve the curriculum of each institution by achieving the foregoing goals, but also by preventing urnecessary and undesirable proliferation of courses, services, and programs within each institution.[1]

The master plan studies also emphasized that the educational problems inherent in the present administrative dilemma will remain unless these problems are attacked at the root level. These problems arose from six basic causes as identified in Utah's Master Plan for Higher Education:

> 1. Utah higher educational institutions have too often been created to satify regional and political interests, with little consideration for statewide educational needs.
>
> 2. Local demands and accreditation needs have resulted in various amounts of curriculum duplication among Utah colleges and universities.

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[1] Utah, Coordinating Council of Higher Education, The Importance of Coordination in Higher Education (Salt Lake City, Utah: Utah Coordinating Council of Higher Education, 1968), p. 88.

3. A funding policy based on student enrollments
has led institutions to compete for students and
to expand curriculum as a competitive device.

4. A low level of funding has prevailed for many
years, a direct reflection of the State's limited
economic capacity.

5. Higher education institutional roles have not
always reflected the educational and economic needs
of the State.

6. Funding of higher education institutions prior
to central coordination efforts has been strongly
affected by legislative lobbying and political
expediency.[1]

Because of the prominent nature of the problems inherent in admin-

istering higher education, some college administrators and their boards,

protective of their own rights have been weary of the Council's position

in this educational vacuum created by the ambiguous nature of its own

mandate.

These problems are perhaps borne out by Tables 1 and 2 which depict

the percentage of appropriation requests for libraries during the 1968-69

Legislative Biennium and the average expenditure per full-time equivalent

(FTE) student. The fiscal disparity that exists between institutions is

quite apparent.

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[1]Coordinating Council of Higher Education, Utah's Master Plan, p.
167.

TABLE 1

PERCENTAGE OF APPROPRIATION REQUESTS FOR LIBRARIES, 1968-69

Library	Percentage
College of Eastern Utah	3.3%
Dixie College	5.7
Snow College	7.2
Southern Utah State College	4.0
Utah Technical College	
Provo	.8
Utah Technical College	
Salt Lake	2.2
Weber State College	4.5

Source: Utah, Coordinating Council of Higher Educa-
tion, Appropriation Requests of Utah Public
Post-High School Institutions, Biennium
1968-69 (Salt Lake City, Utah: Utah Coor-
dinating Council of Higher Education, 1970)
pp. 21-22.

TABLE 2

AVERAGE EXPENDITURE PER FTE STUDENT BY THE STATE OF UTAH

College	1970-71	1971-72
College of Eastern Utah	$1207	$1503
Dixie College	1138	1357
Snow College	1303	1522
Southern Utah State College	1187	1388
Utah Technical College		
Provo	1013	1040
Utah Technical College		
Salt Lake	1154	1134
Weber State College	1120	1288

Source: Utah Foundation, Statistical Review of Government
in Utah (Salt Lake City, Utah: Utah Foundation
1973), p. 152.

The Higher Education Act of 1969

Persuant to demands to quash the existing inequities and of related problems inherent in the operation of the Coordinating Council, the Utah Legislature met March 12, 1969, and passed the Utah Higher Education Act of 1969, creating the Utah State Board of Higher Education.[1]

The Higher Education Act of 1969 finally accomplished the goal of vesting authority in a single governing body. In fact, one of the major controversies surrounding a consideration of the 1969 act was whether the new board was to be a "super" board or a single board, with each school retaining its old board of trustees or regents. The 1969 act was in reality a compromise. The former separate boards were abolished, the higher education board established, but each institution was to have an institutional council with authority to hire and dismiss faculty and administrative employees and "responsibility for the general administration of the institution unless the State Board shall reserve to itself such action."[2] In theory the Board of Higher Education was to function as a policy-making body with day-to-day administrative affairs being left in the hands of the institutional councils, presidents of each institution and their respective staffs. In reality, the Board of Higher Education, given the power of revocation, can abrogate any decision or policy made by the institutional councils or any administrative officer, if the decision or policy is not in line with the Board's thinking.

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[1]State Board of Higher Education, First Annual Report, p. 7.

[2]Ibid., p. 2.

This de facto "super" board aura projected by the Board has created problems in its relationships with other state governmental bodies. Soon after the passage of the 1969 act, the Board became embroiled in a court battle with the State Board of Education over the jurisdiction of higher education. The Board of Education maintained that the legislature had encroached on its constitutional powers by creating a statewide governing board of higher education when the Constitution reserve "general control and supervision" of the school system, including colleges and universities, to the State Board of Education. After some three years of litigation, the Utah Supreme Court, by a 3-2 decision, upheld the validity of the 1969 Higher Education Act, which gave the Board of Higher Education a renewed life. The court also dismissed a related suit which sought to remove the University of Utah from the jurisdiction of the higher education board by returning it to the governance of its former Board of Regents.[1]

The de facto effect of these suits left the higher education board in a quandry over its proper role in providing the requisite leadership for the system of higher education.[2]

Since the inception of the 1969 act, the board has had to move cautiously with each step in defining its role and relationship in the total educational milieu. It is still in a state of definition and flux. Also, the Board has been fully aware that the administrative dualism

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[1]Utah, State Board of Higher Education, Utah System Summary, III (February, 1973), 1.

[2]Deseret News, March 15, 1973, sec. B, p. 1.

inherent in the existence of both the Board and the various institutional councils "was likely to create confusion and uncertainty as to the responsibilities and functions of the two levels. It has recognized after two years of operation that the problem of such confusion and uncertainty is not one susceptible of simple solutions."[1]

Implications for System Libraries

The effects of the administrative problems that have plagued Utah's colleges and universities eventually filter down to all operational levels. The library, as part of the total institution, has not been immune from the inequities perpetuated in Utah's higher educational system as previously discussed and depicted in Tables 1 and 2.

Perhaps far more serious effects may arise from the present administrative flux within the system. The board of education suit was instrumental in delaying the development of strong leadership through the Board of Higher Education. Also, there are political strains emanating from legislators who represent strong regional interests. Furthermore, the suit filed by the University of Utah indicates, perhaps, that the larger schools find it more desirable to be under the old administrative framework of board of regents and trustees. These are just a few of the challenges facing the higher education board.

With limited fiscal resources, libraries within the system can benefit from strong leadership exerted by the State Board of Higher

[1]Utah, State Board of Higher Education, Second Annual Report to the Governor and the Legislature, Utah State Board of Education, 1970-71 (Salt Lake City, Utah: Utah State Board of Higher Education, 1971), p. 2.

Education to equalize institutional quality, dissipation of costly compe-

titive influences, encouraging increased cooperation among libraries and

greater definition and individualization of institutional roles.

CHAPTER IV

ANALYSIS AND FINDINGS

Collection Analysis

The overall holdings of the libraries (Table 3) are categorized by the total volumes held, number of government documents, number of microfilm rolls and other microtext units, periodicals, and number of units added during the academic year. Unfortunately, the types and amount of total audio-visual resources are not available.

The average holdings (Table 4) are categorized by volume and periodical holdings per full-time equivalent (FTE) student. The average volumes and periodicals per FTE student are 22.7 and .5 respectively for the combined libraries. Comparing all of the data here with the average national representation in Table 5 reveals that most of the libraries fall short of the national average. However, the Reeves' study revealed volumes per FTE student to be much lower in the states under which her study was conducted as illustrated in Table 6. These statistics only apply to junior colleges, but when compared with Utah's two-year institutions, seem to indicate a more competitive position, except with the technical college libraries.

The effect of FTE enrollment favors Utah libraries in that enrollments are quite low, usually never reaching the midpoint in Table 6.

The slow rate of acquisitions is another indication of the problem

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TABLE 3

HOLDINGS OF ACADEMIC LIBRARIES 1970-71

Library	Units Held At End Of Year					Units Added				
	Vols.	Govt. Docs.	Micro-film Reels	Other Micro-text	Period-icals	Vols.	Govt. Docs.	Micro film Reels	Other Micro-text	Period-icals
College of Eastern Utah	20,126	?	138	--	290	2,000	--	--	--	?
Dixie College	31,283	--	58	--	195	1,469	--	36	--	11
Snow College	24,474	--	428	--	130	2,750	--	--	--	?
Southern Utah St. Col.	59,908	13,118	847	5,045	618	3,806	1,866	24	1,365	65
Utah Tech - Provo	11,486	--	--	22	203	959	--	--	20	50
Utah Tech - Salt Lake	9,199	--	133	--	235	1,285	--	--	--	58
Weber State College	147,038	33,374	2,200	41,451	22,027	7,787	5,648	97	312	197

Source: National Center for Educational Statistics, Library Statistics, Part A, p. 46.

TABLE 4

VOLUME AND PERIODICAL HOLDINGS PER FTE STUDENT

Library	Vols. Per FTE Student Fall, 1971	Periodical Titles Per FTE Student Fall, 1971
College of Eastern Utah	35.1	.5
Dixie College	26.6	.2
Snow College	25.4	.1
Southern Utah St. Col.	30.9	.3
Utah Tech - Provo	4.2	.1
Utah Tech - Salt Lake	2.3	.1
Weber State College	15.0	2.2

Source: National Center for Educational Statistics, *Library Statistics, Part B*, pp. 47-48.

TABLE 5

COMPARATIVE AVERAGES OF VOLUMES AND PERIODICALS PER FTE STUDENT AND STAFF

Library	Volumes Per FTE Student	Vols. Per Staff In Instruction & Research	Periodicals Per FTE Student	Periodicals Per FTE Staff
Public-- College	37	514	.6	7.8

Source: National Center for Educational Statistics, *Analytic Report*, p. 24.

TABLE 6

LIBRARY VOLUMES PER FTE STUDENT

State	Vols. per FTE Student
California	10.2
New York	15.0
Illinois	12.7
Florida	18.1
Washington	14.2
Michigan	19.7
Texas	20.3

Source: Pamela Reeves, "Junior College Libraries Enter The Seventies," College and Research Libraries, X (January, 1973), 7-14.

facing these libraries. Most of these libraries are relatively young as compared to most libraries throughout the country. Since they are new, their acquisition rates should be somewhat higher in order to bring them up to par with more established libraries. This clearly has not been done. Acquisitions should have top priority among Utah libraries in order to put them on firmer ground with comparable libraries.

In the area of acquisitions, most of the respondents rely heavily on the faculty for their judgment in book selection. The book selection tools most often used were publisher's literature and Choice. Those libraries that emphasized audio-visual resources, such as Southern Utah State, also used many of the standard guides for "A-V" materials. A little over half of the respondents used the services of a jobber.

The use of the faculty in selection was most often reflected in the establishment of some formal faculty library committee. Also, about half of the libraries circulated _Choice_ cards to individual faculty members. The use of students in book selection is not widely exercised among the respondents. The number of books selected by students ranged from zero percent up to 5% with an average of 3%. Most of the respondents do not purchase currently used textbooks with the exception of the technical colleges where the reliance on textbooks is greater. The percentage of the collection kept on reserve is under 5% in all of the libraries.

Fiscal Status

Actual library operating expenditures (Table 7) and detailed operating expenditures (Table 8) provide an accurate picture of total expenditures for each library. The expenditure for "A-V" resources is not complete since funds are derived from varying organizational sources, because in most cases the total learning resources are not integrated under one management umbrella. Thus, the reporting of these expenditures falls short of providing an accurate picture of expenditures. The detailed library operating expenditures (Table 8) should be compared with the following figures:[1]

Library Operating Expenditures Per FTE Student		Operating Expenditures Per FTE Staff Member In Instruction And Research
Public colleges	$81	$1,138
Two-year colleges	$47	$ 803

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[1]U.S., National Center for Educational Statistics, _Library Statistics of Colleges and Universities, Fall, 1969, Analytic Report_ (Washington, D. C.: Government Printing Office, 1969), p. 24.

TABLE 7

ACTUAL LIBRARY OPERATING EXPENDITURES, 1970-71

Library	Total	Salaries	Wages	Books & Other Printed Materials	Binding	A-V & Other Non-print Materials
Col. E. Utah	34,730	15,600	3,730	7,950	450	3,000
Dixie Col.	50,583	38,000	1,600	8,753	679	821
Snow Col.	36,901	16,835	6,805	5,115	?	340
So. Utah St.	103,685	56,200	11,461	20,703	1,000	2,000
Utah Tech Provo	54,469	41,060	1,569	10,840	--	1,000
Utah Tech Salt Lake	57,867	23,567	--	10,113	--	9,850
Weber St.	375,253	194,211	23,424	107,061	13,091	--

Source: U.S., National Center for Educational Statistics, *Library Statistics of Colleges and Universities, Institutional Data, Part A, Fall 1971* (Washington, D. C.: Government Printing Office, 1972), p. 92.

TABLE 8

. DETAILED LIBRARY OPERATING EXPENDITURES 1970-71

Library	Expenditures FTE Student	Expenditures FTE Faculty	% of Ed. and Gen. Expendi- tures	Budgeted Operating Expenditures Per FTE Stu.
Col. Eastern Utah	$30	$ 714	3.0	$--
Dixie College	39	665	4.4	45
Snow College	34	829	3.4	--
So. Utah St. Col.	51	822	4.0	66
Utah Tech Provo	26	495	3.7	35
Utah Tech Salt Lake	34	482	2.6	15
Weber St. Col.	36	1,072	4.4	41

Source: U.S., National Center for Educational Statistics, Library Statistics of Colleges and Universities, Institutional Data Part B, Fall 1971 (Washington, D. C.: Government Printing Office, 1972), pp. 48-49.

These figures give averages from the national sample. In both cases of library operating expenditures per FTE student and faculty categories, the libraries appear to be well below the national average.

The average percentage of total educational and general expenditures of institutional budgets for Utah two-year college libraries is 3.4%. This does not compare favorably with the Reeves' study which ranges from 3.6% up to 5.9% with a combined average of 5%.[1]

The expenditures for "A-V" materials does not report accurate expenditures since some libraries such as Southern Utah State, the Utah Technical Colleges, Weber State, and Dixie College have invested heavily in these types of media and have somewhat dynamic programs to promote "A-V" resources.

Orientation and Services

Client orientation toward the library is accomplished by most of the respondents through the traditional "verbal tour" approach. Also, most of the libraries make available handout sheets and pamphlets in instruction on using the library. Generally, those libraries that emphasize "A-V" resources also provide some sort of "A-V" presentation to indoctrinate students in use of the library. Southern Utah State College uses a combination of slide-tape presentation and programmed instruction. Weber State uses a cassette-tape tour.

Most of the libraries operate on a normal 12 to 15 hour schedule, five days a week with eight hours on Saturday. Only two of the libraries have opted for a 7 day work week--Snow College and Weber State College.

[1]Reeves, "Junior College Libraries," 13.

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The fringe services that are offered vary with each library. Four of the respondents offer calculators for student use. Three offer re-cording duplication services and all of the respondents have made avail-able typewriters for student use.

The circulation policies of each library also vary accordingly. About half of the respondents will circulate almost anything collected by the library, including bound and unbound periodicals, tapes and re-cords, audio-visual resources and microforms and readers. Again, those libraries (Southern Utah State, the Technical Colleges, Dixie and Weber) that emphasize the total learning resource concept also make available a wide variety of print and non-print materials. One of the respondents, Southern Utah State College, makes available television equipment, models, kits, programmed instruction series, duplication of non-print materials, and so forth.

The classification system most in prevalent use by the respondents is the Dewey Decimal system. Weber State College is using the Library of Congress system, having previously switched from Dewey. No other library is presently considering switching to the Library of Congress classifica-tion system.

Organization and Staffing

The personnel resources of each library (Table 9) are depicted on the following page. This data also includes the distribution of librarians per FTE students. The librarian category indicates those holding Master's degrees in library science or related fields. Not all librarians in this category hold Master's degrees from accredited library schools. The

TABLE 9

LIBRARY PERSONNEL DATA

Library	Librarians	2nd Masters	Clerical	A-V Specialists	Librarians Per 1,000 FTE Stu.	Library Para-professionals	A-V Para-professionals
Col. of E. Utah	2	0	1	0	1.0	0	0
Dixie College	4	1	4	0	1.7	0	0
Snow College	2	1	1	0	.5	0	0
Southern Utah St.	7	2	1	1	3.7	0	0
Utah Tech Provo	1	1	3	1	.4	0	0
Utah Tech Salt Lake	2	1	1	1	.5	0	1
Weber St. Col.	19	2	9	0	1.5	0	0

Source: National Center for Educational Statistics, Library Statistics, Part B, p. 92.

reporting accuracy is doubtful in this category since some of the respondents include librarians who do not hold an accredited library degree. Some hold second Master's degrees in an additional subject field.

Only three of the librarians employ audio-visual specialists, or those possessing a Master's degree in an audio-visual speciality. Only one library employs an audio-visual paraprofessional and none of the libraries employ library trained paraprofessionals. Here again, it seems that those libraries which emphasize audio-visual resources also tend to employ audio-visual specialists.

In the present study, the total learning resources concept was well accepted among these libraries. An organizational corrollary to this concept was the administration of all learning resources by the library itself. Southern Utah State, Dixie, and the two technical colleges indicated that their total learning resources are under the administration of the library and are located within the physical confines of the library itself. Weber State College also possesses an integrated instructional resources collection but is administered separately. This organizational climate appears to carry over into other areas, such as circulation policy and orientation of clientele. The other two respondents, the College of Eastern Utah and Snow College indicated that audio-visual resources are separate from the library and also administered separately

In terms of staff development, all of the respondents, except the Utah Technical College at Provo, indicated that librarians possess faculty status, including traditional faculty benefits, such as sabbatical leave, travel funds, and released time for classes. These benefits are quite uniform for all of the libraries. Also, the majority of respondents

indicated that there is some formalized statement of staff responsibilities as they relate to the larger institution.

Six out of the seven libraries make use of faculty advisory committees while one, Southern Utah State College, employs a student advisory committee.

Information on salaries was unobtainable. However, libraries appear to follow the same salary schedule as the teaching faculty. Some indication of salary competitiveness may be garnered from the Utah Coordinating Council's 1967-68 data on academic salaries, which are depicted below:[1]

Position	National Average	Snow College	Dixie College
Professor	13,245	11,583	10,931
Associate Professor	11,517	9,908	9,877
Assistant Professor	9,599	8,812	8,129
Instructor	8,099	6,879	6,701

This appears to indicate, at least in 1967-68, that salaries were not very competitive with the national average. Perhaps on a regional basis the salary position of faculty members will tend to merge with faculty salaries of other institutions.

Cooperative Activities

Each library has cooperative arrangements within the state for borrowing print and non-print materials. Most of this cooperative activity is focused upon the activities of the University and College Library Council, which has as its members all of Utah's academic libraries and

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[1]Coordinating Council of Higher Education, Utah's Master Plan, p. 109.

one vocational library.[1] Utah Technical College at Salt Lake is the
only non-member.

The majority of cooperative activity remains within the state boun-
daries. Only two of the respondents indicated regional membership in the
Devner Bibliographic Center. Only two libraries have a "TWX" terminal.
So far, state library cooperation is still in an embryonic stage. The
more sophisticated recommendations of the now defunct Coordinating Coun-
cil of Higher Education, calling for a centralized library data bank,
centralized acquisitions and cataloging, and other cooperative features,
have not been implemented, nor are these recommendations being actively
considered.[2] However, on the local level, five out of the seven librar-
ies enjoy reciprocal borrowing agreements with local (school or public)
libraries and the majority provide materials and reference service to
unaffiliated members of their local communities.

Automation and Planning

Automation is not as yet an important factor among the libraries
under study within the state. Weber State College has the only library
within the scope of this study which does employ automation to any sub-
stantial degree and which is planning ahead for increased automation of
library activities. Six of the respondents responded in the negative
concerning future automated activities with Weber planning computeriza-
tion of its cataloging function. There was some confusion among the

[1]State Board of Higher Education, Third Annual Report, p. 21.

[2]Coordinating Council of Higher Education, Report of Study Committee
"M", pp. 44-48.

respondents as to the definition of automation as it applied to the

library due to the author's failure to designate the parameters of auto-

mation.

Three libraries indicated that they have produced a formalized,

written statement concerning library planning. Three have no such plans

and one has an informal statement concerning planning. However, how

these plans are implemented and exercised was not indicated.

CHAPTER V

SUMMATION

Conclusions

The central problem of the study attempts to assay the relative strengths and weaknesses of the libraries incorporated herein. It was also the purpose of this paper to analyze the effect of higher education policy and organizational leadership on the total educational system and on the system libraries.

The more serious deficiencies pertaining to each library have to do with the total net holdings and to yearly acquisitions, a somewhat common ailment of most libraries. Also, there appears to be a general lack of understanding concerning professional qualifications of the position of a librarian. The number of accredited degree holders is probably low for most of the libraries.

Perhaps a more serious complaint is the vacuum of leadership created by the crippling effect of the court suits directed at the Board of Higher Education. The Board is now just starting to exercise a more positive role in the state system of higher education.

The lack of cooperative activity is another area where the state's system libraries must move ahead in creating a stronger cooperative backbone for all of the academic libraries and even extending cooperative arrangements to non-academic libraries.

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Recommendations

It is imperative that the State Board of Higher Education exert a stronger role in equalizing budgetary allocations to individual institutions, which presumably would have a beneficial effect upon each institution's library. Also, political interests must be negotiated in order to eliminate wasteful practices.

Individual libraries should take action to increase their rates of yearly acquisitions. Professional development should predominate in staff considerations. Greater cooperative activity should be implemented to eliminate wasteful practices and duplicative activity.

Suggested Additional Research

The type of analysis that is prevalent in this study militates against an in-depth analysis of selective aspects of library programs and activities. For example, what effects are felt upon certain functions of the library when library revenues are increased or decreased? What is the effect of organizational structure upon library functions and programs, as in the case of administration of total media resources? These questions would be more amenable to empirical analysis than the present study with its comprehensive approach. Also, the shortcomings in library record keeping prevented a more thorough statistical analysis of selected library functions, such as with correlating circulation with other relevant factors.

APPENDIX

QUESTIONNAIRE FORM WITH

COVER LETTER

Dear Sir:

As part of the requirements to complete a Master's degree in the Department of Library and Information Sciences at Brigham Young University, I am in need of data regarding your library--its facilities, services, and resources. I know that you are probably over-burdened with requests for information, but your response is critically needed to bring this study to a favorable conclusion. The time required of you will probably be no more than thirty minutes, and your response will be very much appreciated and of considerable help in evaluating the present status of libraries within the Utah System of Higher Education.
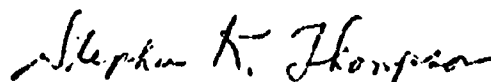
The enclosed survey is designed to allow you to respond concerning certain aspects of the library that will help to gauge the status and effectiveness of libraries within the system. This information, along with statistics obtained from the National Center For Educational Statistics, hopefully, will be able to be used to provide a picture of current conditions and areas requiring increased attention.

I would appreciate receiving the completed survey as soon as possible, preferrably before the 26th of May. Your cooperation will be very much appreciated. A return envelope is enclosed for your convenience. The address to which it should be returned, should the envelope be misplaced, is as follows:

Stephen K. Thompson
Brigham Young University
7C-429 Wymount Terrace
Provo, Utah
            84601

Sincerely,

Stephen K. Thompson

UTAH ACADEMIC/VOCATIONAL LIBRARY SURVEY

(Some questions require more than one response. Please check all appro-
priate statements as they pertain to your library.)

Student Orientation To Library

1. What type of instruction/orientation is given to students in use of
   the library?

   _____ individual _____ group _____ none _____ other, please specify:

2. What written aids are used for student orientation in your library?

   _____ textbook type
   _____ pamphlet
   _____ handout sheet
   _____ handout sheet listing library tools for a specific subject area
   _____ programmed instruction
   _____ none
   _____ other, please specify:

3. What type of audio-visual methods, if any, are used to orient stu-
   dents toward the library and library research?

   _____ slide-tape presentation
   _____ cassette-tape tour
   _____ none
   _____ other, please specify:

Community Relations And Cooperative Activities

4. Do you loan materials to unaffiliated members of the community?

   _____ yes _____ no _____ Partially (e.g., government document loans)

5. Do you provide reference services to unaffiliated members of the
   community?

   _____ yes _____ no _____ qualified

6. Do you have reciprocal borrowing agreements with local (school or
   public) libraries?

   _____ yes _____ no

7. Cooperative activities (please check all appropriate statements):

_____ member, University and College Library Council of Utah
_____ TWX terminal available
_____ member, Denver Bibliographic Center
_____ shared cataloging and acquisitions with other institutions or organizations
_____ other, please specify:

Collection

8. What book selection tools are used most in your library? Indicate the most frequently used by a "1"; the second most frequently used by a "2"; etc.

_____ Choice
_____ Library Journal
_____ Booklist
_____ New York Times Book Review
_____ Publisher's Weekly
_____ publisher's literature

_____ Wilson Library Bulletin
_____ Books for Junior College Libraries
_____ specialized journals
_____ other, please specify:

9. Do you use a jobber?

_____ yes _____ no

If yes, estimate the percentage of use, e.g., 50% of the time? 40%, 25%, etc., and indicate if cataloging and processing are also handled by the jobber.

_____ % _____ cataloging and processing handled by the jobber

10. Do members of the teaching faculty help select books and other materials?

_____ most always _____ about half of the time _____ seldom used
_____ not used

11. Method of involvement of teaching faculty in book selection.

_____ circulation of Choice cards or publisher's literature
_____ formal faculty library committee
_____ informal participation by faculty
_____ liaison assignments for teacher and/or librarians
_____ not applicable
_____ other, please specify:

12. How are allocations made for purchasing materials?

_____ departmental book budget
_____ formal allocation of departmental purchasing within the library budget
_____ informal allocation of departmental purchasing within the library budget
_____ other, please specify:

13. Approximate percentage of books student selected?

_____ %

14. Do you use the McNaughton Plan and/or do you have a paperback collection for popular reading?

_____ McNaughton Plan _____ paperback collection _____ no
_____ other, please specify:

15. Do you purchase currently used textbooks?

_____ routinely _____ occasionally _____ not at all

16. What is the percentage of the collection kept on Reserve?

_____ %

17. Do you maintain a special or rare-book collection?

_____ yes _____ no If yes, what areas are emphasized:

18. Please include total circulation statistics for the last 10 years, or as many years as possible.

_____ 1963   _____ 1968
_____ 1964   _____ 1969
_____ 1965   _____ 1970
_____ 1966   _____ 1971
_____ 1967   _____ 1972

Service And Staffing

19. Actual number of professional staff members (those with Master's degrees from accredited ALA library schools).

_____

20. What is the number of professional staff members who hold another Master's degree?

_____

21. How many non-library professional staff members (those holding a Bachelor's degree in a non-library subject area) do you have on your staff?

    _____

22. Total non-professional staff members (excluding students).

    _____

23. Do you employ library paraprofessionals (those holding an associate degree in library science)?

    _____ yes _____ no If yes, how many _____

24. Do you employ audio-visual specialists?

    _____ yes _____ no If yes, how many _____

25. Do you employ audio-visual paraprofessionals?

    _____ yes _____ no ᵢᵢ yes, how many _____

26. Total student assistants employed.

    _____

27. Is a professional on duty during all open hours?

    _____ yes _____ no _____ other, please specify (e.g., during normal hours?):

28. What fringe services are offered by your library?

    _____ typewriters   _____ recording duplication
    _____ calculators   _____ photocopying
    _____ conference or study rooms _____ other, please specify:

29. Please characterize your circulation policy?

    _____ books   _____ films
    _____ periodicals (bound)   _____ pictures
    _____ periodicals (unbound) _____ audio-visual equipment
    _____ reference books   _____ microforms and readers
    _____ tapes, records   _____ other, please specify:
    _____ filmstrips

30. Please indicate your hours of normal operation.

    _____ Mon. _____ Tues. _____ Wed. _____ Thurs. _____ Fri.
    _____ Sat. _____ Sun.

31. What is the classification system presently used by your library?

_____ LC   _____ Dewey

32. Have you ever switched from classification systems?   _____ yes
_____ no   If yes: _____ From Dewey to LC   _____ from LC to Dewey.

33. Are you now contemplating classification conversion?   _____ yes
_____ no   If yes: _____ From Dewey to LC   _____ from LC to Dewey.

Automation And Planning

34. Is automation now used in your library?   _____ yes   _____ no
If yes: _____ cataloging
_____ acquisitions/ordering
_____ serials list
_____ circulation
_____ various specialized lists
_____ other, please specify:

35. Are you now planning for automated activities?   _____ yes   _____ no
If yes: _____ cataloging
_____ acquisitions/ordering
_____ serials list
_____ circulation
_____ various specialized lists
_____ other, please specify:

36. Do you have a formalized, written statement of library planning?

_____ yes   _____ no   _____ informal

37. Are you familiar with the newly released guidelines for two year
college learning resources programs? (applicable only to junior col-
leges and vocational institutions, available in College and Research
Libraries News, December, 1972)?

_____ I have read the article and agree with the guidelines.
_____ I have read the article and do not agree with the guidelines.
_____ I am not aware of the new guidelines.

Organization And Administration

38. Is there a written, formalized statement of staff responsibilities
and functions as they relate to the institution?

_____ yes   _____ no   _____ informal   _____ other, please specify:

39. Are the following committees, or similar bodies established to give advice on library affairs?

_____ faculty advisory committee
_____ student advisory committee
_____ other, please specify:

40. Staff development (please check the appropriate sections as they apply to the professional staff):

_____ faculty status commensurate with teaching faculty
_____ separate faculty status for librarians
_____ sabbatical benefits
_____ travel funds available for state and local meetings, workshops, seminars, etc.
_____ released-time for class attendance
_____ special arrangements available for those who serve as officers in state and national organizations

41. Learning Resources (please check all appropriate statements):

_____ total learning resources are under the administration of the librar· and are located within the library
_____ aud'·· isual resources are located within the library but administe..·< separately
_____ audio ·isual resources are separate from the library but administration is integrated
_____ audio-visual resources are separate from the library and also administered separately
_____ other, please specify:

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