

TABLE 4
GRADUATE ASSISTANTS
Fall 1983

ACADEMIC UNIT	HEADCOUNT	FTE	ALLOCATION
Arts and Sciences			
Biology	10	2.50	\$ 77,780
Chemistry	2	.50	15,556
Government	3	.75	31,112
History	14	3.50	109,594
Mathematics & Computer Science	3	.75	23,928
Physics	7	1.75	60,494
Psychology	7	1.75	38,890
Sociology	1	.25	15,556
TOTAL A & S	47	11.75	\$ 372,910
Business Administration			
Education	6	1.00	31,048
Law	14	1.75	54,334
Marine Science	-	-	-
TOTAL W & M	67	14.50	458,292

Note: This data includes only those graduate assistants who are counted among the instructional faculty positions allocated to the College by the State. Every four GTAs equal one FTE faculty teaching position. Very few are actually teaching assistants (those entirely responsible for a course, including the awarding of grades). History, Physics and Law are the academic units which have some teaching assistants as far as we have been able to determine.

Data Source: Deans' offices.

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3/27/84

Responsibilities (Sections I A & B and II A in particular), as are all members of the College community (see pp. 3, 9-10 of the *Faculty Handbook*). Since no case has yet arisen in which a graduate teaching assistant has had need of the protection offered by the *Statement of Rights and Responsibilities*, it is difficult to determine whether that would guard their academic freedom in the classroom as fully as the provisions of the *Faculty Handbook* which apply to faculty. The issue deserves consideration.

The department or school in which graduate teaching assistants work provides supervision and evaluation and apparently determines eligibility for minor faculty perquisites. For example, there seems to be no uniform College practice regarding graduate teaching assistants who may receive extended library loan privileges, invitations to attend department or school faculty meetings, and discounts on purchases at the College Bookstore.

Graduate teaching assistants and part-time faculty are responsible for a relatively small proportion of the total educational program of the College. For example, the part-time faculty generates only 34 FTEs out of a College total of 365.47 for 1983. The majority are to be found in schools or disciplines where professionals may easily find highly paid jobs outside of the university (Business Administration, Mathematics and Computer Science) and in departments where qualified and experienced persons have traditionally been hired on a part-time basis to teach studio or applied courses (Music, Fine Arts). There are full-time faculty members in all curricular areas in which concentrations are offered (Table 5).

E. FACULTY RECRUITMENT AND SELECTION

Policies and procedures described in the *Faculty Handbook* (pp. 68-72) govern the recruitment of faculty. These procedures are regularly reviewed to assure compliance with non-discriminatory and affirmative action policies promulgated by executive order of the Governor of Virginia.

Once the Provost or dean authorizes an appointment, the department or school establishes a search committee. The duties of the search committees typically include reviewing appropriate guidelines with the Director of Equal Opportunity and Affirmative Action Programs, preparing job descriptions and advertisements, and determining procedures for evaluating candidates. The Director of Equal Opportunity and Affirmative Action Programs receives copies of the job descriptions which usually appear in professional journals and other appropriate publications. After an active search and compilation of complete files of all applicants, the appropriate dean invites one or more candidates to campus for an interview.

Evaluations of recruitment and selection procedures are undertaken from time to time by the individual departments and schools as well as by outside agencies. Since 1964 the College of William and Mary, through the Commonwealth of Virginia, has been involved in litigation involving perceptions of non-compliance with the provisions of Title IV of the Civil Rights Act of 1964. As a result, there have been numerous reviews of recruitment procedures and the establishment of policies designed to bring the College in compliance with the law. In 1983 the College drew up a plan for black faculty recruitment and in 1984 established numerical objectives for the appointment of women to the

TABLE 5
ANALYSIS OF THE PART-TIME FACULTY
Fall 1983

ACADEMIC UNIT	Part-Time Faculty FTE	Part-Time Faculty Headcount	Professors	Associate Professors	Assistant Professors	Other Ranks	Percent Terminal Degrees %
Arts and Sciences							
Anthropology							
Biology	.10	1				1	0
Chemistry							
Classical Studies		6				6	0
Economics	1.75	7	4		1	2	86
English	3.00						
Fine Arts							
Geology							
Government	.75	2	1	1			100
History							
Humanities	3.00	10		2	1	7	60
Math & Computer Sci	3.40	4				4	25
Modern Languages	7.96	28	2			26	61
Music							
Philosophy							
Phys Ed - Men	1.25	2			2		100
Phys Ed - Women	1.50	2				1	100
Physics							
Psychology							
Religion							
Sociology							
Theatre and Speech							
TOTAL A & S	22.71	62	8	3	4	47	58
Business Admin	5.79	13			3	10	38
Education	1.25	6	1	1		4	50
Law	2.75	9		1		8	89
Marine Science	1.50	6				6	67
Evening College							
TOTAL W & M	34.00	96	9	5	7	75	53

NOTE: Figures exclude administrators who teach part-time.
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faculty. The details of these plans may be found in the document entitled "Equal Employment Opportunity/Affirmative Action Plan".

The College has made considerable effort to attract minorities and women to the faculty. Unfortunately, a relatively small number of faculty positions become vacant in any given year, and the results of the recruitment efforts have been minimal to this date.

F. PROJECTIONS

The College anticipates no major growth in student enrollment nor any major new educational programs in the next decade which would call for significant increases in faculty. Thus, the number of faculty should remain approximately the same. There will probably be some internal adjustment between departments and schools, but an institution with a commitment to liberal arts education cannot eliminate subject areas which are momentarily unpopular. Since the last Self-Study, the size of the full-time faculty has dropped slightly from 391 to 374. The drop is more apparent than real, however, because 42 staff members of the School of Marine Science were counted as faculty members in the previous Self-Study but are now counted as classified employees. The most significant growth has been in the School of Business, which increased from 22 to 34 faculty positions, and in the Faculty of Arts and Sciences, which grew from 269 to 278. The faculties of the Law and Education Schools have remained relatively constant. The average age of the faculty has risen from 40 to 43, and the average years of service at the College rose from seven years to twelve years. During the same time period, the percentage of tenured faculty has grown from 51% to 72%. In 1983-84, full professors represented 45% of the faculty (169); in 1972-73, they comprised only 23% of the faculty (91). Clearly, in 1984 the William and Mary faculty reflects the national trend of an older, more stable, and more fully tenured faculty. With no major growth or change anticipated in the next decade, one can only project an intensification of the trends observed since the 1974 Self-Study (Table 6 and the 1974 Self-Study, pp. 174-75).

As noted in the section on faculty compensation, William and Mary salaries during the past decade have remained well below the national average. Indeed, in terms of constant dollars, faculty compensation has remained at approximately the same level since 1972. The College has had to allocate larger amounts for faculty salaries, however, as the junior ranks have shrunk in comparison to the senior ranks.

Is there any indication that these trends will change between 1984 and 1994? Probably not. As of February 1984, there are 68 full-time faculty between the ages of 55 and 69, or about 18% of the current faculty, who can be expected to retire within the next ten years. Retirement is not compulsory until age 70, although faculty are being encouraged to elect early retirement. A number may do so, but it is doubtful whether the College will be able to provide enough of a financial incentive for many to choose to retire early. Replacements for these senior faculty will be hired at the junior faculty level when possible. Even so, if we assume that in 1994 there will still remain in service 101 of the current full professors and that the 132 current associate professors will all be promoted,

TABLE 6
ANALYSIS OF THE FACULTY
Fall 1983

ACADEMIC UNIT	Average Age	Years at WM (avg)	Percent Tenured (%)	Percent Terminal Degree (%)	Full-Time Faculty Headcount	Professors	Associate Professors	Assistant Professors	Other Ranks	Part-Time Faculty Headcount	Part-Time Faculty FTE
Arts and Sciences	48	12	67	89	9	5	3	1	1	1	.10
Anthropology	43	16	100	95	19	11	7	1	1	1	
Biology	42	12	67	92	12	7	2	1	1	1	
Chemistry	41	14	75	100	4	2	1	1	1	1	1.75
Classical Studies	37	10	57	86	14	3	6	5	3	6	3.00
Economics	42	13	64	89	28	11	7	7	3	7	
English	42	10	72	100*	7	4	4	2	1	1	1.75
Fine Arts	37	16	80	80	5	4	4	4	4	2	
Geology	43	11	64	93	14	6	7	4	4	10	3.00
Government	42	12	79	92	24	13	7	2	2	4	3.40
History	45	12	0	100	1	1	1	1	2	10	7.96
Humanities	43	0	71	76	21	3	14	4	2	4	
Mathematics & Computer Science	41	11	77	77	26	6	1	2	2	28	
Modern Languages	43	11	67	100*	6	3	1	1	1	1	
Musical	50	14	89	100*	9	5	3	1	1	1	
Philosophy	43	13	86	100*	7	4	2	1	3	1	
Phys Ed - Men	50	22	67	100*	12	5	4	2	1	1	1.25
Phys Ed - Women	40	12	85	100	20	15	2	2	1	2	1.50
Physics	43	14	71	93	14	4	4	1	1	2	
Psychology	40	13	100	100	5	4	1	1	1	1	
Religion	48	13	92	100	13	5	7	1	1	1	
Sociology	44	16	63	100*	8	2	5	1	1	1	
Theatre and Speech	41	11	75	91	278	124	98	40	16	62	22.71
TOTAL A & S	43	13	75	91	278	124	98	40	16	62	22.71
Business Administration	43	8	65	76	34	15	10	9	1	13	5.79
Education	46	12	86	100	29	16	10	3	1	6	1.25
Law	37	6	43	100**	21	8	11	2	1	9	2.75
Marine Science	44	11	58	92	12***	6	3	2	1	6	1.50
Evening College	-	-	-	-	-	-	-	-	-	-	-
TOTAL W & M	43	12	72	91	374	169	132	56	17	96	34.00

* This figure includes masters degrees which are appropriate as terminal degrees for some who teach in the arts and in physical education.
 ** This figure includes J.D. degrees, which are considered as terminal degrees for law faculty.
 *** This figure includes faculty in the School of Marine Science who are in tenure track positions and excludes 42 faculty who are classified employees and are not eligible for tenure.

Note: Figures exclude administrators who teach part-time.

there could be a total of 233 full professors, or 62% of the faculty (assuming a constant total of 374).

The implications of such a projection for William and Mary are twofold: financial and academic. Financially, the great number of senior faculty with many years of experience will require a larger salary pool. There will be special problems in providing adequate salaries for faculty in highly mobile fields such as law, business, computer science, mathematics, and some of the sciences. The College has three major sources of funds for salaries: state general funds, tuition, and private endowment funds. Judging by past history, it is unlikely that the state would provide enough new funds to allow a marked improvement in the faculty compensation picture. Tuition has risen steadily and can be expected to do so, but tuition funds alone cannot support significant increases in faculty compensation. The only hope for the William and Mary faculty to receive adequate compensation in the coming decade and to come closer to the national average would be a drastic improvement in the rate of attracting private funds. The alternative is likely to be one of faculty salaries which continue to shrink in terms of constant dollars and an inability to attract and to retain excellent faculty in the mobile fields. This situation, although not unique to William and Mary, can only result in a precipitous decline in the morale and the general quality of the faculty.

Such a straitened financial future would also affect the academic quality of the institution. The College would see an aging and tenured faculty with little prospect of mobility or of renewal at the junior faculty ranks. While there have been some steps taken to encourage inservice training and growth of the faculty, there needs to be much more. There has been some improvement in research support and release time or funds to encourage course development, but more could be done. There might be more encouragement of an incentive for faculty exchanges. A strong policy of securing visiting replacements for faculty on leave, in spite of the short term cost, could help to provide some intellectual fresh air in a stable faculty.

If William and Mary is to retain, and to improve, its national reputation and general excellence, dynamic and innovative administrative leadership must encourage the generation of new ideas, teaching methods, and research from the faculty. Given the centrality of the faculty to the institution, the future well-being of the College itself depends on maintaining and improving the quality of academic life even in the face of discouraging trends.

Recommendations

1. The administration and the Development Office should continue to work toward the institution's top priority: a marked improvement in faculty compensation.
2. An ad hoc committee should consider the feasibility of recommending the creation of a College senate or a College council.
3. All efforts should be made to maintain and improve M&O and research support for faculty.
4. High priority should be given to finding a building to house a faculty club.
5. The College should continue to expand efforts to recruit minorities and women to the faculty.

6. The *Faculty Handbook* should be amended to specify personnel policies and guarantees which apply to graduate teaching assistants who do not receive faculty contracts.
7. The *William and Mary News* should publish a section on faculty opinion and a section on reports of actions taken by faculty committees.

APPENDIX 1

Professional Competence

A total of 91% of William and Mary faculty have terminal degrees, as compared with 51% in the 1974 Self-Study (see Table 6 and the 1974 Self-Study, pp. 174-75). The difference can be accounted for in part by a more inclusive definition of "terminal degrees" in 1983; we have included master's degrees which are considered terminal for those who teach in the fine and performing arts and in physical education and the JD degree which is considered a terminal degree for the Law faculty. A comparison of the figures found in the 1974 Self-Study with the present one, department by department, reveals that many departments or schools have also increased their percentage of earned doctorates over the decade. The three areas with the lowest percentages reflect either disciplines which are highly competitive and can usually command salaries much higher than entry salaries at William and Mary (Business Administration, Mathematics and Computer Science) or fields in which a number of senior people entered the discipline before earned doctorates were as much in demand as they are today (Modern Languages). Up-to-date faculty files are kept in departments, schools, the Office of the Dean of the Faculty of Arts and Sciences, and the Provost's Office.

The training and competence of the faculty, as measured by the possession of appropriate degrees, are excellent and in keeping with the purposes of the institution, which offers a number of advanced degrees in addition to the bachelor's degree.

Please see the section on "Part-time Faculty and Graduate Assistants" for related discussion.

APPENDIX 2

Professional Security and Academic Freedom

Policies and procedures governing academic freedom, tenure, termination, and procedural safeguards have been approved by the Board of Visitors and are set out in the *Faculty Handbook* (pp. 48, 68). As noted in the *Handbook* (p. 48), personnel from the Virginia Institute of Marine Science are being transferred from the state classified system under the provisions of the Virginia Personnel Act and are being gradually brought under the provisions of the *Handbook*. Policies on "Academic Freedom" do apply to all the faculties of the College. The 1974 Self-Study cited six pages in the *Handbook* which dealt with professional security; the current *Handbook's* 20 pages suggests that procedures have been more clearly and comprehensively set forth for the College community. See also the *Handbook* section on "Recruitment" and on "Appointments" (pp. 68-72).

APPENDIX 3

Teaching Loads

The policy on teaching loads and outside employment remains as it was described in the 1974 Self-Study (p. 176) and in the current *Faculty Handbook* (pp. 72-75). Individual, or department/school, teaching assignments may be reviewed at any time upon request from individuals or departments. The Deans of the Schools and of the Faculty of Arts and Sciences, and ultimately the Provost, have the responsibility for responding to such requests.

APPENDIX 4

Criteria and Procedures for Faculty Evaluation

The *Faculty Handbook* (pp. 63-66) sets out the criteria and procedures for faculty evaluation. Procedures may differ between departments and schools, but all procedures must be approved by the Procedural Review Committee of the College. The grievance procedure (p. 62) involves the possibility of hearings by the Procedural Review Committee (pp. 34-35) and the Hearing Committee (p. 30). Revisions of evaluation procedures occur frequently (pp. 66-68) and must be approved by the College Procedural Review Committee and the Committee on Personnel Policy.

The criteria and procedures for evaluation as stated in the *Faculty Handbook* appear to be clear and understood by the faculty. As one might expect, however, faculty at times differ on the interpretation and application of the criteria, especially as related to the recognition and reward of meritorious performance.

VI.
LIBRARY

INTRODUCTION

The libraries of the College of William and Mary comprise four main units: Earl Gregg Swem Library, the Marshall-Wythe Law Library, the library of the School of Marine Science and the Virginia Institute of Marine Science (VIMS), and the library of the Virginia Associated Research Campus (VARC). The first three are administratively autonomous; the fourth historically has been under the supervision of the Swem Library staff, but a recent change in mission may alter that relationship. Each of the four units has a mission clearly distinct from the others. For this reason this report will address each of the four separately. In addition, there are a number of libraries on the Williamsburg campus whose missions complement that of Swem Library. They will be considered in conjunction with it.

To prepare this report the Committee requested statements from three of the directors of the principal units in the library system: Edmund P. Edmonds, Law librarian; Susan O. Barrick, VIMS Library director; and Gail L. Wilson, Associate Librarian of VARC. The chairman conducted a lengthy interview with Clifford W. Currie, Librarian of Swem Library, and John D. Haskell, Jr., Associate Librarian. Each inquiry sought information on those recommendations of the previous Self-Study that had not been implemented, current problems of the individual libraries, and a projection for the future. In addition, the Committee conducted site visits to Swem Library, the Law Library, and VIMS library. It did not visit VARC because of lack of time. It also interviewed the division and department heads at Swem: Berna L. Heyman (Bibliographic Services), Merle A. Kimball (Serials), Linda F. Adams (Circulation), Delmas W. Moore, Jr. (Reference), Sandra K. Peterson (Documents), Margaret C. Cook (Manuscripts and Rare Books), Kay J. Domine (Archives), and Laurence C. Gilbert (Educational Media Services); at the Law Library: Martha W. Rush (Associate Law Librarian) and Sue W. Welsh (Technical Services); and at VIMS: Janice Meadows and Diane Walker (assistants). The Committee submitted questions for the questionnaire distributed to faculty, administrators, and students by the Steering Committee and compiled the results. Chairs and library representatives of Arts and Sciences departments and Deans of the Schools of Business Administration and Education also submitted evaluations of the library collection in their respective fields.

The administrative structures of the several libraries are described in the College catalogs. In addition, there is a standing Library Policy Advisory Committee appointed by the President upon recommendation from the deans of the faculties. Its membership consists of seven representatives of the Faculty of Arts and Sciences (who also serve as members of that faculty's Library Committee), two representatives of the Law School, and one each from the Schools of

Business Administration, Education, and Marine Science, and a graduate and an undergraduate student representative. The Librarian of Swem Library and the Law Librarian serve as non-voting ex officio members, and, by appointment of the Committee, the Associate Librarian of Swem acts as secretary.

A. GENERAL STATEMENT

The Committee finds that on the whole the William and Mary libraries are adequately servicing their several constituencies within the College community. Although the situation is nowhere ideal, neither is it anywhere unacceptable. Pressing space problems at Swem Library and VIMS have been provided for: construction of a new administration building at VIMS, which the library will share, will be completed early this summer, while an addition approved but not yet begun for Swem will be ready in three to four years. Computerization of circulation and the main catalog at Swem will also be accomplished over the coming year. The Law Library, which moved to new quarters in 1980, has been able to improve its collection and services manyfold since the last Self-Study, and VARC is confidently and aggressively planning for a new role in connection with the construction at the Research Campus of an accelerator laboratory under the sponsorship of the Southeastern Universities Research Association (SURA). The questionnaires returned by faculty, administrators, and students produced, with one important exception, only a scattering of criticism and suggestions regarding specific services or the lack thereof. None reflects a groundswell of discontent.

The exception is the virtually unanimous complaint about the inadequacy of funding for the purchase of books and serials. The consensus appears to be that, while new buildings and technology are welcome, and holdings and services have certainly increased and improved since the last Self-Study, it is proving exceedingly difficult for the libraries to raise the quality of their collections above the pedestrian.

Part of the problem is historical. Swem for all intents and purposes did not begin to accumulate a significant collection by any standard until the mid-1960s, and the Law Library began virtually from scratch less than a decade ago. Besides the obvious problem of retrospective acquisitions that this short history imposes on every field, current collection building is additionally spotty because of the natural temptation to invest limited resources where the need is most immediate, such as areas of newly opened graduate and professional programs.

More of the problem, however, stems from the failure of funding for the libraries to grow over the past decade at a rate commensurate with the College's commitments. College revenues generally have not kept pace with the rate of inflation, and though the libraries' percentage of the College budget has remained relatively stable, they have shared the attrition. During the same period, moreover, a dramatic increase in funding for the Law Library was necessary to build it to meet minimum accreditation standards. The effect was further decline in relative support for other units in the system. Compounding the problem was the inflation in library costs, which exceeded the rate in the economy as a whole, especially for serials. Since serials reflect primarily subscriptions and standing orders, which are existing contracts and have first claim on available funds, a constantly shrinking residue remains for the purchase of

books. The College administration obtained a temporary respite in 1981-82 with the imposition on students of an Academic Support Fee that affords the libraries over a third of a million dollars a year. The trends, however, continued. Funds for book purchases for Swem have dropped over 27% in the last three years, despite a Serials Deselection Project that simultaneously reduced existing subscriptions about 10% and imposed a virtual freeze on new. During the same period book prices rose over 22%. The Law Library, which relies even more heavily on serials than Swem, is in the same straits. It has sharply curtailed retrospective purchases of imprints before 1975 and has eliminated most subscriptions to newsletters. If no relief is obtained, it will begin to cancel serial subscriptions in 1984-85.

The Committee concludes that the William and Mary libraries are at a watershed. On the one hand, there has been significant improvement in the services and collections relative to the inadequate situation of a decade ago. On the other, it is painfully clear that the number of programs to which the College is already committed seriously overextends the resources of its library system. This deficiency is the more patent if, as College representatives constantly affirm, the goal is to maintain support for the undergraduate program upon which the College's national reputation has rested while building graduate and professional programs to a commensurate level of quality. Quite discouraging is the fact that the libraries' state budget has remained relatively constant for ten years (essentially because the appropriations formula depends largely upon student enrollment rather than size of collection or nature of services required) from which we conclude that future funding from that source will in all likelihood be inadequate for the College's aspirations to quality. Unless the number of programs to which the College is committed is unexpectedly reduced, a major effort must be undertaken to obtain funding outside state appropriations proportionate to the College's goals.

Recommendations. Toward this last objective we recommend:

1. Reordering the priorities of the College's development campaign to include the libraries along with faculty salaries and student financial aid as primary objectives to the virtual exclusion of all others. Indeed, we are surprised that this commitment is not already the case. In the last Self-Study our predecessors eloquently wrote of the vital role of the library in a program of liberal education. We heartily agree and note as well that a library can be of no less importance to specialized graduate and professional programs with emphasis on research. Faculty, students, and library form the tripod upon which every university rests. Few faculty or students are able to advance in learning or research beyond the level that the library can sustain.
2. We recommend, too, that there be an increase in the Academic Support Fee and that the increase be earmarked for the exclusive use of the libraries. (Since, like others, we decry the continuing increase in educational costs for students, we note that, if the increase reflected a transfer of fees currently dedicated to purposes less vital to the College's mission, the impact on students would be less.)
3. We have observed that proposals affecting the academic program are often advanced without proper consideration of the implications for the libraries. Yet if such proposals are successful without provision for the additional burden to the libraries, what appears to be a triumph in securing support for one program

can only detract from others. We therefore recommend that the appropriate librarian and the Library Policy Advisory Committee be consulted in time for adequate planning before any proposal for expansion of the curriculum, the student body, or the faculty is approved and that a percentage for library overhead be automatically included in the funding for all such proposals.

4. We note that formation of the Friends of the Library, which we understand is at last under way, is long overdue, and we urgently call upon the College administration to give every possible support to enable it to become a vibrant organization.

B. THE EARL GREGG SWEM LIBRARY

The Earl Gregg Swem Library is the center of the William and Mary library system. It contains approximately 750,000 volumes to which it adds at the rate of about 15,000 titles a year. About 115,000 volumes circulate a year, and an equal number are used within the building. It has a microform collection of about 550,000 units. It is a selective depository for federal government documents (that is, it receives about 75% of all available publications each year) and for United Nations and Virginia state government documents (in all, about 300,000 items to which it adds about 25,000-30,000 a year). Its special collection of around 30,000 rare books and 800,000 manuscripts emphasizes Virginia. The library staff consists of 17 professionals and 44 classified employees.

Swem Library services an undergraduate body of approximately 4,400 students in Arts and Sciences and Business Administration; about 1,000 full-time-equivalent graduate students in Arts and Sciences (MA, MS, in American Studies, Anthropology, Applied Science, Biology, Chemistry, English, Government, History, Mathematics, Physics, Psychology, and Sociology; PhD in History and Physics; PsyD in Psychology), Business Administration (MBA), and Education (MA, MEd, EdD); and a faculty of about 400 in all fields. It is also available to students in Law (JD, MA in Law and Taxation) and Marine Science (MA, PhD). The College is a member of the Virginia Tidewater Consortium which includes 11 other colleges (Christian Broadcasting Network University, Christopher Newport College, Eastern Virginia Medical School, Hampton Institute, Norfolk State University, Old Dominion University, Virginia Wesleyan College, and the Eastern Shore, Paul D. Camp, Thomas Nelson, and Tidewater Community Colleges) whose students have borrowing privileges at all member institutions. Off-campus circulation is limited to persons whose mailing address is Williamsburg. Through the Southeastern Library Network (SOLINET), Swem subscribes to OCLC for cataloging and interlibrary loan service.

1. Evaluation of the Swem Library Collection

The standards by which the Swem Library collection must be judged vary widely by discipline because of different school and departmental responsibilities. Generally the standards measure three categories of service: support for undergraduate teaching, for graduate teaching at the master's and doctoral levels, and for faculty research. Based on the evaluations submitted by deans and department chairs and library representatives, there is a greater dissatisfaction,

particularly in Arts and Sciences, with the serials collection than with the book collection. The areas, too, in which respondents considered the collection even minimally supportive of research are largely those in which graduate instruction is offered.

Only three departments — History and Physics which offer doctoral programs and Geology — regard the collection as strong in at least some major areas of their interest. The collection in these fields also ranges from adequate to good in most areas of the departments' current undergraduate and graduate teaching and in areas of graduate research interest. Weakest are areas most recently introduced to the curriculum, such as African and Middle East history.

Six other departments (Anthropology, Biology, Chemistry, English, Mathematics, and Sociology) deem the collection adequate to good for teaching purposes (all offer master's programs) as well as for selected areas of faculty research, such as tropical studies in Anthropology. All report serious deficiencies in basic subfields such as taxonomy in Biology, biochemistry, contemporary literature in English, and operations research, a major area of graduate emphasis in Mathematics.

Seven departments (Economics, Fine Arts, Government, Music, Philosophy, Religion, and Theatre and Speech) report that the collection is adequate for undergraduate needs, but deficient for research. Of these departments only Government offers a master's program. Each, moreover, reports significant subareas in which the collection does not support undergraduate offerings. Examples are studio instruction in both Fine Arts and Music, the medieval period in Philosophy and Religion, and Roman Catholic, Judaic, and Islamic studies in Religion.

Three departments, one at each level of the College's instructional offerings, rate the collection seriously deficient in some way. Psychology, which participates in a doctoral program with two neighboring institutions, finds that its students in some areas must depend to an embarrassing extent on the other institutions to support research. Computer Science, the newest of the College's departments, which offers a master's program (under Applied Science) and is planning a doctoral, judges the collection generally weak. So, too, do the language departments, which do not offer graduate programs. Modern Languages labels the collection unacceptably spotty in its area, and Classical Studies considers the collection poor to barely adequate even for undergraduate instruction.

The School of Business Administration reports that the collection is significantly weak for undergraduate teaching and is inadequate for graduate instruction and research. Recent accreditation reports observe that the library resources for the school are "marginally adequate at best" and that "funds for library acquisitions...are woefully low." Swem holds current editions of 46% of the books listed in the *Harvard Core Collection In Business*, a standard guide, and some edition of an additional 15%. An emergency allocation granted in 1982-83 after a special appeal to the College administration raised the number of periodicals subscribed to by Swem to about 75% of the 270 titles listed in the *Business Periodicals Index*.

A recent comprehensive survey conducted by the School of Education reveals a similar situation in that field. The overall collection at all levels is at best fair to barely adequate. Of 11 subfields, two primarily undergraduate and nine graduate, only four of the latter (Foundations of Education, School Psychology, Higher Education, and Counseling) are considered adequate. Three graduate areas (Teaching Special Education, Administration and Supervision, and Read-

ing) and one undergraduate (Teaching in Elementary Education) are rated at best fair to adequate. Two graduate fields (Curriculum and Instruction, and Museum Education) and one undergraduate (Teaching in Secondary Education) are inadequate for their levels.

In regard to Swem's general holdings, the Reference Department reports that for the first time the Academic Support Fee initiated in 1981 made possible a regular book budget for the Reference Collection. Previously accessions were funded in unsystematic fashion through the library's general fund or departmental book budgets. The infusion of new funds has allowed an updating of the basic reference sets in the collection and the addition of new titles to strengthen the holdings. The collection consequently is at least current — as it was not for a number of years previously — although it remains far from top quality. In the area of library science and librarianship, Swem's holdings derive from an earlier program in the field and more recently from a series of grants from the federal government to support library services. Since there is no teaching program in the area, the holdings are for the needs of the Swem staff only. For this purpose they are adequate, although recent cuts in federal library programs will prevent continued acquisitions unless other funds become available.

Virtually all reporting units join in criticism of the serials collection in Swem. Funding problems described elsewhere in this report have led to a freeze on new subscriptions in recent years and to long delays in completing back sets. This former problem, of course, falls most heavily on the newest department, Computer Science, and on disciplines that emphasize contemporary developments, such as Economics and the natural sciences; but Anthropology, Fine Arts, Government, Philosophy, and Psychology report numerous titles for which they have pressing need in their teaching, not to speak of research, yet for which they cannot place subscriptions. Only the doctoral departments History and Physics seem relatively satisfied with current holdings.

Chronically, too, there are insufficient funds for binding periodicals, resulting in backlogs of up to a year. Volumes kept in temporary storage cause inconvenient delays for users of the most recent back issues and loss of valuable staff time in fetching and reshelving — an important consideration in view of the equally chronic shortage of staff discussed later in this report.

This survey of Swem's collection by schools and departments reveals that the College is overcommitted in terms of the ability of the library to support current academic offerings in the manner that William and Mary standards require. As in the case of present planning for a doctoral program in Computer Science, the hope seems too often to be that a new offering will generate the wherewithal to create the library that is needed. The above survey of the collection suggests that the existence of a graduate program in about half the fields represented in the curriculum does help elevate the collection in those fields toward the level that we would want for an enriched undergraduate program. But then there remains the struggle to raise those holdings to a comparable level of quality as graduate collections. Yet to achieve the present situation has so strained resources that too little remains either to enrich the collections supporting the other half of the College's undergraduate offerings or to advance its graduate collections further.

Recommendations. We reiterate our recommendations regarding funding, clearly germane to the matter of the collection's quality. It should go without saying that expansion of the College's programs must be based on new resources in hand rather than support diverted from programs not yet satisfactorily

provided for. Crash programs such as became necessary in the case of the Law Library must be avoided, for, if not, they starve other programs and aggravate the unevenness of the collection.

But we add a fundamental caveat. Merely to raise support for existing programs to the level of adequacy before moving on, is to resign ourselves to mediocrity. Not to achieve high quality in what we are already doing guarantees that we will not achieve it in anything new.

2. Swem Library Staff

Shortly after the present Librarian was appointed, he instituted a reorganization of the staff into divisions that created a hierarchy of administrative control without the necessity of each professional reporting directly to him (see Appendix C). It appears to the Committee that this arrangement is working well. All professional positions are currently filled by persons with the requisite professional degrees, and persons with training in subject areas are recruited when appropriate. As is the case on the rest of the campus, salaries have not kept pace with inflation or comparable pay schedules elsewhere, resulting in significant turnover with consequent disruption in routine and service.

The problem that all division and department heads in the library identify as most pressing is the insufficiency of staff to maintain existing services while reacting positively to changes in curriculum and technology. At the time of the last Self-Study, Swem Library had a staff of 19 professional librarians and 41 support staff servicing an undergraduate and graduate student population of 5,588 in a facility containing 493,877 volumes. In 1983-84 Swem has a staff of 16 professionals and 44 support staff servicing a student population of 6,100 in a facility containing 741,858 volumes. Unfortunately, state funding formulas for library staff derive more from the number of students than the size of the collection or the demands on a library serving state and national as well as College needs. Thus, for example, reclassification of the Dewey Decimal Collection, a high priority at the time of the last Self-Study, has progressed at a snail's pace; interlibrary loan service cannot be extended to most undergraduates; access to on-line reference service is limited for Tidewater Consortium members; and an unacceptable backlog of gifts to the library has accumulated waiting for processing. The Committee concludes that the present volume of accessions and circulation has stretched the resources of the staff to the limit, forcing it to concentrate on bare necessities at the expense of activities designed to enrich the quality of service. Should the level of funding for acquisitions be raised as this Committee recommends, the increased demands upon the present staff will likely be beyond its capacity to perform even basic services.

The Committee also notes that only indirect steps have been taken to respond to the recommendation of the last Self-Study to add bibliographers trained in subject fields to the staff. At present, four members of the staff including the Librarian and Associate Librarian have such training and are able to contribute to collection development. At the moment a search is under way to fill a position that has finally been established in Collection Development. The Committee applauds this effort to improve bibliographical services which it considers essential to bringing the library to the level of excellence that all desire. It observes, however, the slow progress in this direction and the distance yet to go.

Since the last Self-Study professional librarians at Swem — with the exception of those in Educational Media Services, which was only subsequently brought within the library — have been appointed to faculty equivalent rank, as was recommended. Support staff remain in the state classification system. Faculty rank, however, has not brought professional librarians into the desired collegial relationship with the teaching faculty on a wide scale. The Librarian is a member of each of the faculties (Arts and Sciences, Business Administration, and Education) primarily served by Swem, and the remaining professionals are invited to meetings of the Faculty of Arts and Sciences as observers. Aside from the Librarian and the Associate Librarian, a few professionals serve on minor College committees, but recommendations in the last Self-Study for appointment of librarians to key committees, such as the Educational Policy Committee, have not been carried out. One result is that librarians are not involved in curriculum planning early enough to permit rational, systematic collection development in time to inaugurate new programs.

Recommendations

1. The committee cites the effects of staff shortages as a classic example of the way in which the libraries are unable to rise above merely adequate service to the levels of excellence appropriate to the College's tradition and recommends that enlargement of the staff as well as supplements to present salaries be incorporated into the objectives of a development campaign for the libraries. Endowed positions for the Librarian and Associate Librarian, for example, should be attractive to donors and would add positions as well as relieve the general salary budget.
2. The Committee recommends that every effort be made, even within the library's regular budget, to recruit bibliographers in each of the three major areas of Arts and Sciences as well as in Business Administration and Education.
3. The committee further recommends, as did its predecessor, that professional librarians below the rank of Librarian or Associate Librarian be added to major committees in Arts and Sciences, Business Administration, and Education, whenever appropriate, preferably as voting members, but at least as observers with the privilege of debate. This policy will also help to implement our previous recommendation that the appropriate librarian be consulted on any proposal for expansion of the curriculum, the student body, or the faculty. At the same time, the Committee notes that the Librarian is a member of a number of major College committees (the President's Advisory Council, the Planning and Priorities Committee, and the Graduate Council) where he is apprised of planning in the early stages.
4. It consequently recommends that procedures be established within the Swem staff to relay this information more broadly to allow division heads and others to react as early as possible.

3. Services

Administratively Swem Library is divided into four divisions (Library Management Services; Reader Services, under which are the Circulation, Reference Services, and Government Documents departments; Bibliographical Serv-

ices, under which are the Serials, Acquisitions, Cataloging, and Interlibrary Loan departments; Special Collections, under which are College Archives and the Rare Books and Manuscripts departments; and Educational Media Services) (see Appendix C). Concerns of the Library Management Services Division are addressed separately in this report under Space and Unit Libraries.

Questions of funding and staffing inevitably enter into any discussion of library services. Irritations expressed in the Self-Study questionnaire, for example, over delays in interlibrary loans and placing newly purchased books on the shelves, or over too limited access to photocopy services, may be partially resolved by introducing more advanced technology, developing more efficient procedures, or reorganizing space, but they will mainly be answered by putting more people on the staff. It is apparent to the Committee in its interviews with the staff that they are eager to serve, and that, although undoubtedly improvement is always possible in any system, they do well with what they have. It is equally apparent that the quality of library service to which this institution aspires will not be forthcoming without more trained staff than are now available to Swem.

Bibliographical Services. The Bibliographical Services Division is sharply criticized in returns from faculty-student questionnaires and elsewhere on four major counts relating to its four departments, although, it should be noted, not always for reasons within their control.

Acquisitions. First is the cumbersome procedure prescribed for schools and academic departments to order books. Because state appropriations must be expended within the fiscal year, the Division has found through experience that it must set a deadline of December 31 of each year for book orders if they are to be processed and paid by the following June 30. Part of the reason for the lengthy period for processing is the shortage of staff, and particularly the decline in recent years of student employees to search and file. Payments on the subsequent fiscal year's appropriation, of course, are not authorized until July 1. The result is a stop-and-go procedure that the faculty perceives as a six-month hiatus in ordering books (even though the actual acquisition process within the library continues all year) that is frustrating and unnecessarily aggravates the fact of an inadequate book budget.

Otherwise with regard to acquisitions, staff interviews and faculty responses to the Self-Study questionnaire indicate general satisfaction with the Yankee Book Peddler University Press Approval Plan and consensus that it ought to be expanded to include commercial presses as well.

Cataloging. The shortage of help is also a major reason for the second outstanding complaint about the Bibliographical Services Division, the delay in cataloging new books and making them available to users. Despite the fact that membership in the OCLC system facilitates accessioning in some areas, there are delays in others amounting to a two-and-a-half-year backlog because of Swem's policy of not accepting without further checking cataloging on OCLC except that from the Library of Congress, whose entries are often delayed in appearing on the system. The reason for limiting automatic cataloging to Library of Congress (LC) entries is fear of introducing inconsistencies into the Swem system. Moreover, since the last Self-Study, there has been a reduction of two catalogers on the staff, who might have been available to do on-site cataloging of titles that now await LC. The Bibliographical Services Division has recently introduced a policy of filing author cards in the main catalog for all titles

received but awaiting LC, with the intention of completing on-site cataloging should any user request it.

Serials. The third complaint having to do with Serials has already been addressed in preceding sections of this report. The problem, of course, is not that serials holdings are too few or too poorly administered, but — from the point of cost at least — that they are too many. The Serials staff have completed a months-long analysis of the collection by discipline and, in cooperation with the faculty, have just finished the first phase of a Serials Deselection Project to trim subscriptions by 10. The purpose is to stem the erosion of the book budget as the cost of serials climbs ever higher. Further cuts under the Deselection Project may be necessary, but for the moment the department is exploring the possibility of developing an acquisitions budget on the basis of a relatively stable ratio between serials and books that may help meet rising costs of the former without unacceptably curtailing acquisitions of either serials or books.

Interlibrary Loan. The Interlibrary Loan Department may be one of the most crucial elements in the library's strategy to meet rising demands for research capability within the realities of its budget. Yet, although access to the OCLC system a few years ago significantly improved the department's efficiency, it apparently has not been able to keep pace with the need. Its services are not available to undergraduates other than honors students, for example, and on faculty returns from the Self-Study questionnaire it is one of the most seriously criticized services because of the delays encountered. The problem appears to be a shortage of staff, although presumably improvement of the statewide interlibrary loan system would also help. At present, no professional is assigned to the department, and while the director is a full-time employee, the single hourly-wage assistant is allowed only 39 hours a week to avoid payment of fringe benefits.

Readers Services Division. Circulation. Plans are in motion that will eventually resolve two problems faced by the Circulation Department and present an opportunity to address a third. Within the year a major change in operation will occur with the installation of a computerized circulation system and on-line catalog that will eliminate current limitations in storage and access to information. The Committee doubts, however, that the new technology will resolve the problem of a shortage of staff at either the Circulation or Reference desk, for it foresees a period of confusion during which there will be an increase in the demand for one-on-one service to users while both the on-line and card catalogs must be employed and until users become familiar with the innovations.

The proposed expansion of the building will mitigate in three or four years the Department's present acute need for space. (Storage of books for reshelving is now in the front lobby beside the main door, for example.) In the meantime, as we have noted above, continued ingenuity will be required to reduce the inconvenience as much as possible.

The expansion will also present an opportunity to solve the problem of security, which has two facets: prevention of the loss of library materials (the primary charge to the Circulation Department) and general physical oversight of the building (for which the Department is responsible evenings and over weekends). The installation of an electronic device at the main door a few years ago is reported to have significantly reduced losses of material through that outlet, but there remain two other exits on the first floor and a service door at the rear of the building that are virtually impossible to control. In addition, the

conversion of a large portion of the Reserve Book Room into a microform storage area has forced the library to permit circulation of material on reserve throughout the building. It is hoped that careful planning of the main floor of the building, which will be almost completely redesigned in the course of the expansion, will result in a layout that, on the one hand, will permit tighter control of circulation with minimum investment of staff time, and, on the other hand, the greatest possible convenience for users (by providing for legitimate use of the rear exit, for example, since it is closer to the parking areas and the dormitories).

At present, too, the exits and entrances mentioned make general security of the building against intruders difficult — a problem that will become increasingly serious the more coin-operated photocopiers are installed in response to user demand. Also, although we understand that the plans shown to us for subterranean floors with compact shelving are only a feasibility study and not the final design, we are concerned that through the construction of areas infrequently used by either staff or readers, the expansion may enhance rather than decrease the risk to personal safety.

Government Documents. The Government Documents Department is one of the most improved areas of the library since the last Self-Study. Yet staff shortages and budget cutbacks threaten this record. As a selective depository for the federal government, the department must be accessible to users whenever the library is open. To comply, it must rely upon 72 hours of student help to supplement its staff, which consists of one professional, one full-time assistant, and one hourly-wage assistant (employed 39 hours a week to avoid payment of fringe benefits). During the time that students staff the desk, the reference librarian on duty serves as back-up. Although as a depository Swem receives documents free of charge, budget cutbacks pose particularly serious difficulty because of the government's expanding practice of turning to the private sector for indexing and distribution of information. Holdings of the department become virtually inaccessible if it cannot acquire the necessary commercially produced finding aids.

Reference. The Reference Room is a prime example of the way in which cramped quarters have become a way of life at Swem. Reallocation of space to the Serials and Government Documents department, as well as an increase in microform holdings and printed and on-line reference tools, ceaselessly erode the working area. Similarly the existing staff is overtaxed, both in terms of the number of hours the reference desk must remain open and the variety and increasing complexity of the reference services provided. An increasing dependence upon temporary personnel will soon reach an unacceptable level. The microform collection, for example, has reached a size that calls for a professionally trained curator. The demands on the reference staff are expected to escalate further with the installation of the on-line catalog until users become familiar with its operation, and requests for technical assistance (usually on a one-to-one basis) will increase in proportion to the number of on-line data-base searching systems the library subscribes to. As an example of the problem, the department in 1982 introduced the DIALOG on-line reference service, but has not actively promoted it because an average search takes one and a half to two hours, far more than manual service though the resulting product is more thorough. Access to the service by institutions in the Tidewater Consortium, which as a member Swem has an obligation to provide, has also had to be sharply curtailed. The on-line catalog and greater complexity of reference tools in addition will

require changes in the orientation programs and bibliographical courses that are the responsibility of the reference staff. At present, members conduct short orientation tours for entering freshmen and bibliographical sessions in various courses at the request of instructors. The director of reader services also offers two courses: College Course 321 and 323 entitled Library Resources for the Humanities and the Social Sciences respectively.

Special Collections. The Special Collections Division is divided into two co-equal departments: the College Archives, and Rare Books and Manuscripts.

College Archives. As a result of changes in the state's archival policies since the last Self-Study, the College Archives have become responsible not only for early College records, regarding which there is some overlap with the Manuscripts Department, but also the College's current business and administrative records. Because of the volume, present storage facilities and staff (one professional curator, one full-time assistant, one person employed 39 hours a week to avoid payment of fringe benefits, and one student assistant) are quite inadequate. Business records are temporarily housed in the attic of James Blair Hall for sorting, but this site is being phased out. A Records Center has been established in the basement and on part of the first floor of Tucker Hall, but the basement especially is quite unsuitable. It is insect-infested, excessively hot, and subject to flooding. Even so, there is room remaining for only about one and one-half years more of storage. Worse, because of lack of funding, two possible solutions are not available at present: no College department except the Registrar's Office budgets for the microfilming of its records, and the College's shredder is too small to keep up with the volume.

Rare Books and Manuscripts. Space and staffing are major considerations for the Manuscripts and Rare Books Department. It is the one department of Swem that will not benefit from the planned expansion of the building. Only if the Institute of Early American History and Culture vacates the adjacent suite is there a possibility of additional space even in the distant future. Yet, as befits a university developing a research collection, the Department's holdings are constantly growing to the extent that the staff (one professional curator, a library assistant, and a part-time manuscripts cataloger) is not able to keep up. As a result, too, of concerted effort by the curator to publicize the holdings, which we applaud, there is a steady increase in their use by students and scholars. But in the absence of a rare books librarian, accessions must be cataloged by the Swem Catalog Department. At the moment, there is a backlog of about 800 volumes. Similarly, on the manuscripts side, there is a great need for a full-time cataloger and conservator. Two years ago, for example, the library launched a Distinguished Alumni Papers Project, under which it has already received eight collections. None, however, has yet been processed.

Educational Media Services. Educational Media Services (formerly the Audio-Visual Department) has greatly improved its operations since the last Self-Study. A professional director was appointed in 1978, at which time the department was renamed and placed administratively under Swem. Under the new director's guidance the staff has been reorganized and trained in up-to-date procedures. An exhaustive Master Plan for Educational Media was submitted to the College by the Educational Media Policy Advisory Committee in April 1980. Although time prevented our Committee from becoming thoroughly familiar with every aspect of the report, we are basically in support of the thrust of the Advisory

Committee's recommendations. We particularly endorse the Advisory Committee's thesis that "the various methods promoted by educational media specialists are simply tools which make potent allies with dedicated teaching faculty" (p. 2). This position is in marked contrast to a more extreme premise that we understand some institutions have adopted and which we encountered through a transcript presented to us of an interview with the Director of the Virginia Department of Telecommunications. Seemingly he would have educational media personnel in concert with the academic administration define the specific methods to be used in the classroom. We oppose any such attempt to control teaching methods and wholeheartedly concur instead in the philosophy expounded by the Advisory Committee.

Within that philosophy, the Advisory Committee identified a large area in which a better funded, well-directed operation with a technically well-trained staff, in cooperation with the faculty, could contribute vastly to the quality of education at William and Mary. Proof of interest in such a development is the increase in faculty use of Educational Media Services since 1978 to the extent that the section has now reached the limit of its ability to respond. Every appearance is that the demand for services would be much greater if the faculty were convinced that the section could readily and reliably provide them when requested. At the same time, we observe that expansion necessarily raises the question of centralization, as the Advisory Committee's report pointed out, because of the high cost of equipment and the high level of technical skill required to operate and maintain it. We concur, at the same time calling to mind the Advisory Committee's caveat that "decentralization is appropriate when it provides improved instruction without incurring unnecessary costs" (as in language laboratories - p. 37). We also observe that the need for centralization pertains to the supply and maintenance of services. Non-print materials to which these services apply are appropriately collections of the College libraries, just as instruction in the scholarly use of the materials is the charge of the faculties.

Perhaps because of the section's novelty in its present format, it has fallen victim to recent shortages even more than other areas of Swem. Added space will be available with the expansion of the building, but with regard to staff, not only is an increase beyond the present number (two professionals, one technician, four classified personnel, and two part-time employees) mandatory before any expansion of service can be contemplated, there is difficulty maintaining the present force. Salary schedules compare so unfavorably with educational media services around the state that there are recurring vacancies for which applications in turn are slow forthcoming. It is the only service in Swem, too, whose professional members have not been appointed to faculty status as recommended in the last Self-Study. Also, not only has funding been inadequate to implement more than two of the 51 recommendations of the Advisory Committee in 1980, but, with the advancing age of the equipment, the current budget will not suffice to sustain the present level of service.

Recommendations. From this review of the services offered by Swem, it is clear that, while they are on the whole not inadequate, to bring them to the level of quality desired by all — librarians as well as users — is beyond the capacity of the staff with the resources currently at its disposal. We believe that the review forcefully illustrates how shortages of space, staff, and funding prevent Swem from attaining this quality. Because we have already addressed the problem of shortages in general, we will not again rehearse the obvious here, but will direct

our recommendations to matters concerning services that need specific re-enforcement.

1. With regard to the Bibliographical Services Division, we recommend that, to avoid the appearance of start-and-stop acquisition procedures, the Division develop guidelines that will permit submission of book orders over at least the academic year (if not 12 months) and treat deadlines needed to plan for the fiscal year solely as a matter of internal division concern. (We realize that such guidelines may require schools and academic departments to pace their orders at a lower monthly average than during the months in which they are allowed to order at present, but believe that the greater opportunity for more judicious consideration of orders, and the saving in library-faculty relations, will be worth the price.)
2. To accelerate processing of materials, we recommend that, within the general problem of staffing, the College administration give special attention to increasing the number of student employees available to the library.
3. We urge the Bibliographical Services Division to make a special effort to eliminate delays in cataloging. One possible way may be to accept for cataloging without further checking the entries in OCLC of major libraries other than the Library of Congress whose cataloging practices are compatible with Swem's and whose data normally appear in OCLC sooner than LC's. Additions from LC's entries could easily be made later, especially after the on-line catalog is in operation.
4. With regard to serials, we call attention to the fact that the recent diligent effort of the Bibliographical Services staff and the faculty to prune the list of serials by 10% probably indicates that most of the "fat" is gone and that further reductions will seriously impair the quality of the collection. We consequently most earnestly recommend to the College administration that it accept the newly proposed method of budgeting acquisitions on the basis of a relatively stable ratio between serials and books which promises to assure more balanced development of both collections.
5. Although we address the question of insufficient staffing in general terms elsewhere in this report, we consider the situation in the Interlibrary Loan Department lamentable and urge the library administration to give high priority to assignment of enough personnel at least to make the service available to all students of the College.
6. In the area of Readers Services, our student members in particular, along with the other members of the Committee, believe that the need to instruct students and other users in the new computerized circulation procedures and use of the on-line catalog presents an excellent opportunity to consider generally the broader problem of student orientation to the library. We observe that a thorough understanding of the use of the library is an implicit corollary of the writing program recently adopted by the faculty. We therefore recommend that the Dean of the Faculty of Arts and Sciences appoint a committee to address the whole question of instructing students in use of the library. We specifically suggest consideration of: institution of a one-credit course on the use of the library at the lower-division level to be taught by qualified librarians and faculty (the course, perhaps meeting for only part of each semester, should be separate

from, but normally taken by students in, Writing 101); revision of the Freshman Orientation Program and the *Student Handbook* to place greater emphasis on the place of the library in student life; revision of the Swem handbook and preparation of other attractive orientation materials on services available at the library; and closer coordination between the librarians offering bibliographical courses (with perhaps development of additional courses) and the academic departments in the areas covered by those courses.

7. Most of the other concerns regarding the Reader Services Division the Committee believes will be answered by careful planning for the new addition. We recommend, however, that regarding matters of security, there be closer coordination with the Campus Police at an early stage in drafting plans for the addition; and that, with regard to the immediate problem of more effectively securing the building against intruders, arrangements be made for more frequent patrolling by Campus Police.
8. Concerning the Special Collections Division, we note that, while patience will eventually remedy the need for space of most other library departments, it will not for this section. We recommend that the College investigate the feasibility of constructing a low-cost structure (we understand that something like a quonset hut will do) to comply with state requirements to preserve its records and that it minimize the volume of those records by requiring all divisions of the College to include the cost of microfilming in their budgets.
9. With regard to the Department of Rare Books and Manuscripts, while we cannot judge from the evidence available to us its need for space relative to other Swem departments, we call upon the library administration in planning for the new addition not to stifle the laudable effort to build a research collection by failing to provide sufficient storage facilities.
10. Finally, with regard to Educational Media Services, we wish to offer an initial recommendation that, if implemented, may remove the services from the charge to this Committee. We call upon the College administration to reevaluate whether the services ought not to be reorganized separately from the library (which is only one of a number of users on campus), possibly in association with other electronic, reproduction, and graphic services of the College. But whatever the administrative format, we recommend that the College administration undertake to implement the recommendations of the April 1980 Report of the Educational Media Advisory Committee as quickly as possible in order to keep the College abreast of appropriate technological innovations. To this end, we recommend that the number of staff be increased in proportion to the extension of service and that every effort be made to bring the salary schedule of the section in line with counterparts within the state. At the same time, we caution that, inasmuch as extended services will require more supply and maintenance facilities, a distinction should be made between services such as listening rooms and photocopying that for the convenience of users are appropriate to be housed in Swem or other libraries, and logistical and technical services that can be housed outside where they will not consume valuable library space. We also recommend that since the non-print holdings of Educational Media Services are similar to those of a unit library, they be brought under the guidelines suggested in the Unit Libraries section of this report.

4. Space

The 1974 Self-Study Report identified a critical need for expansion of Swem Library to forestall severe space problems. The Report predicted that the library would run out of shelf space by 1976. At the time the expansion envisioned (and projected in the original design of the building) was the addition of a fourth floor. Such an extension has never been built, apparently because of engineering difficulties as well as lack of funding, and even more dire problems than our predecessors foretold have come true. These problems were severely exacerbated during 1981-82 when the library was used for almost a year as surrogate office space for academic personnel displaced during the removal of asbestos from Morton and Millington Halls, and then again for a number of weeks in the spring of 1983 when the Economic Summit Conference displaced the Athletic Department from William and Mary Hall. The latter imposition upon the library in particular the Committee finds an extraordinary distortion of values on an academic campus.

Most of the library staff interviewed — from Archives, Bibliographical Services, Circulation, Educational Media, Government Documents, Rare Books and Manuscripts, and Reference — stressed the pressing need for space to meet current demands. The types of space required by the various divisions differ, but the need for additional room is critical in all areas. In time, the plan approved by the legislature will provide a multistory "wrap-around" addition of approximately 29,000 square feet on the south, east, and west of the existing structure. There will be three floors (two subterranean) on the south and east, and two (one subterranean) on the west. The addition will provide space for an additional 500,000 volumes and seating for 300 more students. In addition, it is thought that the resulting strengthening of the existing structure may permit future construction of the fourth floor as originally planned.

The committee is seriously concerned, however, that news of the approval will lead to a slackening of efforts, which till now have been quite diligent, to remedy immediate problems. It reminds all concerned that the addition will not be complete for at least three or four years, during which time another generation of students will pass through the College.

We also believe that the expansion will present an excellent opportunity to answer many of the lesser, chronic complaints that turned up in responses to the Self-Study questionnaire, complaints that we are certain the staff has heard before. We trust that the procedures adopted for planning will permit relaxed, thoughtful contributions for all concerned — staff, standing library committees, and interested students and faculty. Many ingenious suggestions may come from those who experience a problem on a frequent basis.

Recommendations

1. The committee consequently recommends that planning for the new addition begin immediately to be ready for the employment of architects and that procedures be adopted to allow as many as possible to contribute. In particular, given the problems described in the preceding section, an interior design may be possible that permits operation of the building with a minimum of staff on duty at one time. In turn, such a design would promise to answer chronic requests from users for longer hours of operation (Sunday mornings, after midnight, and over the Christmas holidays) which staff shortages now

preclude. Similarly, an appropriate design might also alleviate staff concerns about security. Another suggestion from users that might be addressed is that an entrance and book-drop be provided on the north side of the building nearer the parking areas and the dormitories. A lounge area might also be planned for Swem in such a way that food would not be taken into the main portion of the building. Finally, the installation of carpet and other appropriate measures should be taken to reduce the noise level in the building. Few areas at present are conducive to quiet study.

2. The Committee especially recommends that a Browsing Room be re-established. We consider such a room symbolic of liberal education and truly a boon to undergraduates. Swem once had such a room but was forced to close it because of the shortage of space. We urge that the expansion of the building be the occasion for its reinstatement.

3. In part to help reduce the noise level in the building, but also to preserve the building for the purpose it was designed for, we recommend that the College administration keep the library space inviolate even when other campus buildings must be temporarily closed to College activities. Typewriters, telephone bells, and departmental secretaries' chatter can be most distracting from serious study and research.

4. We recommend that there be no let-up in addressing immediate problems which will continue for a number of years until the addition is complete and will doubtless be aggravated by a further decline in space, as well as increased noise and confusion, once construction is under way.

5. We believe that it is mandatory, since Swem can now seat only 14% of the student body, that, while construction is under way, the library administration in conjunction with the Dean of Student Affairs develop study areas outside of Swem with lounges and other amenities to make them attractive to students. (Such a policy will also relieve the problem of undergraduates using the Law Library discussed in Section C.)

5. Unit Libraries

In addition to Swem there are on the Williamsburg campus a number of unit libraries that endeavor to supplement the services of the main library for the better service and convenience of particular groups of users. These libraries fall into three categories.

First are those that are in effect extensions of Swem (Biology, Chemistry, Geology, Mathematics, and Physics). Their holdings rarely duplicate Swem's and are housed separately from the main collection to accommodate the large majority of users who are in disciplines that emphasize study and research in the laboratory rather than the library. Acquisitions for these libraries are funded by Swem, their operations are under Swem's supervision, and their holdings are included in the union catalog.

The second category comprises libraries whose holdings, with a few exceptions noted below, largely duplicate Swem's, but are housed separately for better service to particular users (Anthropology, Classical Studies, English/Philosophy, Fine Arts, Government, History, the Institute of Early American History and Culture, Music, Psychology, and Women's Physical Education). Their purposes

vary widely: maintaining reference collections for ready access by faculty (or in the case of the Institute, its editors), collecting materials for classroom use, or affording students an opportunity to browse in materials relating to the discipline. Regulations governing access consequently vary as widely. Acquisitions are funded through unit budgets or private monies separate from Swem's budget; operations are not supervised by Swem, although technical advice may be supplied upon request; and holdings are not listed in the union catalog. Some, however, conform as nearly as possible to professional standards and may eventually enter their holdings in the union catalog (especially Music and the Institute). It would be particularly desirable to do so in the case of the unique holdings in a few of the libraries (slides in Fine Arts, musical scores and recordings for classroom use in Music, recordings for dance in Women's Physical Education, and possibly editions of classical texts in Classical Studies, and archaeological treatises and the Peabody Museum Library Catalog in Anthropology), but lack of funding and staff make it unlikely that the necessary retrospective cataloging can be preformed in the near future.

The third category contains only one unit, the Education library, whose holdings are primarily classroom materials that Swem does not ordinarily collect. The Education library is one of a number of locations designated by the state to receive samples of primary and secondary school texts for examination by local school authorities for adoption.

Recommendations

1. In general, the committee believes that the Library's main holdings should be divided as little as possible. Separate libraries are warranted only in the unusual circumstance that particular users cannot be well served through Swem. Libraries that contain duplicates of the Swem collection or materials that Swem does not collect, of course, stand outside this guideline, with the important proviso that, for the benefit of all users, unique holdings wherever they exist on campus, ought to be recorded in the union catalog. A further proviso is that the funds to support duplicate holdings ought not to diminish the resources of the College libraries generally, whether in money or staff. For these reasons, the Committee recommends that the Librarian of Swem and the Library Policy Advisory Committee be notified of all plans to establish unit libraries, whatever their nature, well enough in advance to consider the implications and to advise how the proposed collection, if endorsed, can best fit into the library system.
2. To survey existing unit libraries and to enter as many of their holdings in the union catalog as may be profitable to users generally, we recommend the temporary employment of a trained person, full or part-time, to conduct this survey and assist in whatever retrospective cataloging may be required.

C. THE MARSHALL-WYTHE LAW LIBRARY

The Marshall-Wythe Law Library holdings consist of approximately 132,000 volumes and 53,000 volume-equivalents in microform. About 12,500 volumes and volume-equivalents are added a year. Circulation is only about 4,300 a year since most of the collection is restricted. Special collections include a reconstruction of the law library presented by Thomas Jefferson to the Library

of Congress, an environmental law collection, a Roman law collection, and a tax law collection. The staff consists of four professionals and nine classified employees.

The Law Library serves approximately 500 law and graduate students (JD and MA in Law and Taxation) and 35 faculty members. In addition, it serves as a reference library for the National Center for State Courts and for the professional bar of the lower peninsula.

Since the 1974 Self-Study significant progress has been made in improving the facilities, services, and collection of the Law Library. In 1980 the construction of a new law school building increased the space for the Law Library two-fold and enabled the Law Library to house all of its collection in one building. Also, an increase in funding since 1974 has allowed the Law Library to correct some of the serious deficiencies in its collection. Most of the improvements made in the Law Library, however, represented changes needed to ensure that the Law Library meets minimum accreditation standards for legal training. Now that significant progress has been made in reaching those minimum standards, the time has come to raise the Law Library to the standards of other law schools in its peer group by further developing its collection and improving the potential for research.

A law school relies heavily on the resources of its library. If those resources do not sustain scholarly research, the students' development and the faculty's scholarly activities will suffer significantly. Progress towards these goals can be effected by addressing the following concerns.

1. Funding and Collection Development

During the first half of the 1970s, funding for collection development at Marshall-Wythe Law Library increased 113%. This increase was essential to the continued existence of the law program. Past inadequacies in the Law Library's budget had led to serious deficiencies in the collection. A significant amount of the monies budgeted to the Law Library, therefore, was used for retrospective purchases of materials needed to correct those deficiencies. Without the additional monetary support, the Law Library may have failed to meet minimum standards of competence for law libraries.

Since 1977-78 funding levels for library materials have stabilized and, with the exception of the academic support fee, have shown little increase. The cost of books and other library materials, however, has risen dramatically in recent years, at a rate higher than inflation. Because of this increase in cost, the Law Library has had to reduce the number of treatises it purchases. The current average cost of a new law book is approximately \$41, while the average cost of a serial title is about \$92. These costs are significantly higher than the costs incurred by many other academic libraries. The Law Library thus needs additional monetary support to meet rising costs and sustain its present collection.

Because of the budgetary problems that the Law Library experienced prior to 1974, the Marshall-Wythe Law Library ranks very low in the size of its collection. Although a considerable amount of retrospective purchasing has occurred, major retrospective needs still exist in most areas. The foreign law and comparative law holdings are especially inadequate. A recent study of American Bar Association-approved schools ranked the size of the collection 97th out of

172. The school itself, though, has been ranked within the top 36 law schools in the nation. Significantly, Marshall-Wythe was one of the few schools in that group of 36 that lacked a library with at least 200,000 volumes. It has been estimated that the Law School will need ten years to develop a library with a capacity approaching that of other schools in the grouping. Although the present law collection provides adequate support for the basic educational needs of its students and for the professional demands of the practising bar of southeastern Virginia, it does not meet the research needs of its faculty. Scholarly contributions to legal education require a serious commitment to library resources. Insufficient funding of a law library would have a serious impact on those contributions. Thus, in addition to sustaining its collection, the Law Library also needs an increase in monetary support to complete retrospective purchasing, increase the research potential of the collection, and otherwise ensure that the educational experience at Marshall-Wythe Law School continues to develop into a program of national prominence.

2. Staffing and Compensation

Another major concern relates to the size of the Law Library staff and the compensation received by staff members. Although figures provided by the American Bar Association show that the professional staffs of libraries in Marshall-Wythe's classification have an average of five to six and one-half positions, Marshall-Wythe's professional staff has only four positions. The problem of understaffing is especially serious in circulation, accounting, and cataloging. Because of the small size of the professional staff, the Law Library has not been able to implement fully plans to classify major portions of the collections or complete reconversion of records and cataloging of serials. Professional reference assistance on evenings and weekends also cannot be provided.

Rapid turnover in one of the professional positions further exacerbates the staffing problem. Since 1981 two members of the professional staff have left their positions primarily because of their low salaries. The amount of compensation received by all four professional staff positions consistently has been below the national average. Although some increases in salary have occurred in recent years, the salaries still do not reach average levels. Before the increasing demands of patrons can be met and the quality of service can be improved, the number of professional staff positions and the level of compensation must be increased.

A similar situation exists with the classified staff. The pressures of maintaining current services, responding to an increased number of patrons, and implementing new library processes have strained the resources of the classified staff in circulation, accounting, and cataloging. Furthermore, some staff members have reached the top of their grade salary levels and will not receive sizeable increases unless their positions are upgraded. As with the professional staff, this salary situation increases the rate of turnover and diminishes the effectiveness of the Law Library. Thus, an increase in the number of classified positions and in respective wage levels also is needed.

3. Services

In order to streamline library procedures and operate more efficiently, the Law Library is trying to get a large segment of its operations computerized. The proposed VTLIS would computerize circulation, cataloging, accounting, and serials management procedures. Although the library currently uses a computer in its cataloging procedures, the proposed system would help the library run more efficiently and would give the staff more time to spend on other service-related activities.

4. Facilities and Space

Because of the move to the present building five years ago, the Law Library enjoys excellent facilities. Carpeting keeps down noise levels, while specially designed tables and carrels help facilitate legal research. Also, the size of the Law Library and the use of compact shelving minimize the likelihood that space will be a problem in the next decade. The only exception to this occurs during examination periods, when the lack of adequate study space elsewhere on campus brings large numbers of undergraduates into the library. A study addressing this problem needs to be conducted soon.

Recommendations

1. The Committee views the case of the Law Library as a prime example of the need for a significant increase in effort to raise the quality of library service above the level of merely adequate to a level of excellence appropriate to the College's general reputation. Housed in a new building with the latest technological equipment, the Law Library falls far short of the quality of the Law School itself as rated by the American Bar Association, and shortages of funds and staff threaten retrogression rather than progress. The Committee consequently reiterates its basic recommendation that all the libraries become a top priority of the College's development campaign.
2. The Committee particularly calls upon the School and College administration to address the acute shortage of professional and classified staff which now limits the hours of service to patrons and prevents maximum utilization of the present collection.
3. Although provisions have been made to remedy the shortage of space in Swem Library that is leading undergraduates to inundate the Law Library in search of study areas, especially during examination periods, the Committee notes that the planned additions will not be complete for three or four years and recommends that the Librarian of Swem Library in cooperation with the Dean of Student Affairs and other appropriate College administrators develop alternate study areas outside of Swem and the Law Library, preferably with snack bars and other amenities to render them attractive to students.

D. THE VIMS LIBRARY

The Library of the School of Marine Science and the Virginia Institute of Marine Science (VIMS) is a research library in marine science with emphasis on

the Chesapeake Bay. The School of Marine Science, which enrolls over 100 graduate students each year, offers the MA and PhD degrees in all phases of marine science, although the largest program is in marine biology. The School does not offer an undergraduate concentration, but some courses are open to undergraduates. The Institute of Marine Science, in which faculty and students conduct their research, receives almost \$600,000 a year in research monies. The library, which serves both the School and the Institute, contains approximately 12,000 books and 24,000 bound volumes of periodicals. About 300-500 books are added each year in addition to about 500 paid subscriptions in addition to exchanges and government documents. There is also a microform collection of about 700 items. The library is funded by the state separately from the other libraries of the College and currently has a budget of about \$170,000, of which about 40% reflects personnel costs. The library staff consists of three professionals, but because of the school's formerly separate status, the positions continue as state classified positions rather than academic as in the other libraries of the College. Two of the three full-time classified positions, Library Director A and Librarian A, require professional training; the third, Library Assistant, does not, but is held by a person with an MLS. There is also a half-time student assistantship. The library operates 40 hours a week, but faculty and students have access by key on a 24-hour basis. During non-operating hours, materials are charged by borrowers under the honor system. The staff works closely with the Institute's publications program and is charged with compiling a comprehensive Chesapeake Bay Bibliography, although lack of funding has prevented employment of a full-time bibliographer since 1980. (The library attempts to acquire every title included in the bibliography.) The staff has recently completed a Union List of Publications in Marine Science Libraries, which will be published in the near future.

At the time of this Self-Study VIMS is in the process of completing a new administration building, the entire first floor of which will be used by the library. The move to new quarters will solve the present most pressing problem confronting the library, space, but in the process will create another, shortage of staff. There are no plans to expand the current staff of three full-time and one part-time positions, yet the new work area to be covered is several times the size of the old. There is not even a plan to install some form of intercommunication or paging system to allow the staff to spread throughout the area without losing control of other sections. The Committee believes that the result will be an unacceptable burden on the staff. We cannot see how they can be expected to perform even the minimum service that users have a right to expect of a research library.

Similarly, we are concerned about the plan to continue the present circulation procedures in the new building. Responses to the Self-Study questionnaire and interviews with the staff indicate that the honor system is ineffective both because a significant percentage of borrowers fail to charge out materials, thus rendering them unavailable to other users for extended periods of time, and because all borrowers have access to the circulation records, resulting in the loss of materials as they are passed from hand to hand even when they are originally charged as required. There are also complaints that library services such as access to photocopying machines are not generally available to most students in the evening and on weekends, and that, although VIMS materials are entered in the union catalog at Swem, only limited information about other libraries of the College is available on the VIMS campus.

Recommendations

1. Although we recognize the additional difficulties of funding at VIMS because it is financially separate from the rest of the College libraries, we recommend *first and foremost* that College authorities address the problem of providing VIMS faculty and students (but especially students since they are affected most) library privileges commensurate with those accorded the rest of the College. Graduate studies cannot be conducted on the basis of 40 hours of library operation a week.
2. Toward that end, we call upon the College administration to increase the size of the staff, if not at the professional level (we are not certain from the information available to us that the skills at that level are required), at least at the level of classified, non-professional employees and student help.
3. Since from the history of the library it can hardly be gainsaid that a collection of 35,000 volumes requires more than one professional to manage, we recommend that College authorities exert maximum effort to have the state recognize the professional status of all current professionals on the staff.
4. While we are cognizant of the difficulty of extending faculty status even to members of the research staff in the aftermath of the incorporation of the Institute within William and Mary, we recommend that professional librarians be included among those to whom the administration is endeavoring to extend faculty status.
5. We believe that a number of policies could be adopted to improve service immediately. For example, we recommend that the VIMS administration install coin-operated or Vend-a-Card photocopying machines for use in the evenings and on weekends.
6. We recommend that the VIMS administration provide an intercommunication or paging system to maximize the efficiency of the present staff in the new quarters.
7. Although we understand that inclusion of VIMS library in the new on-line circulation system and catalog to be introduced at Swem will be expensive, we recommend that it be done in order to afford VIMS faculty and students (but again especially students) the same service as their colleagues elsewhere in the College.

E. VARC LIBRARY

At the time of this Self-Study the library at the Virginia Associated Research Campus (VARC) has embarked on a complete redefinition of its mission. In the past it has supported research and instruction in biology, business administration, chemistry, economics, education, physics, psychology, and sociology. Most of these collections have already been transferred to other libraries of the College or nearby educational institutions as VARC library prepares to support advanced research in nuclear physics in connection with the accelerator laboratory

to be built over the next five to six years. The laboratory will be funded by the United States Department of Energy (projections call for construction costs of \$100,000,000 to \$200,000,000 by 1990, a research staff of about 150, and an operations budget of about \$116,000 a year) under the sponsorship of the Southeastern Universities Research Association (SURA), a consortium of 32 institutions. The VARC library's current budget is about \$27,000, exclusive of personnel, and its staff consists of a full-time library assistant and a half-time professional, who serves half-time elsewhere at VARC. The library is housed in three rooms in the present VARC building, which were scarcely sufficient for the former collection of about 21,000 volumes. The projection is for the library's budget by 1990 to be \$60,000-65,000 a year, exclusive of personnel, of which the federal government will provide half, and the College half.

Although at this stage it is difficult to be precise about the development of the library in the next decade, several major problems appear on the horizon. The first problem is space. It is assumed that as the accelerator and its supporting buildings are constructed, appropriate provision will be made for the library as well. But even before such a move, there will be a second problem of staffing, for a one-and-a-half-person staff cannot build a specialized library or afford the reference services envisioned. During the building phase, too, a third problem will be the immediate need for subscription to the OCLC system (and the subsystem ILL) and the DIALOG database reference system, for an OCLC-dedicated terminal, and for a high-speed computer terminal with a printer. As the collection is built, it will easily be incorporated into the new on-line union catalog at Swem even though at the moment it is not clear whether title to all or only part of the collection will lie with William and Mary. Because of the distance from the main campus, however, there will be considerable expense involved in providing on-line circulation service to VARC. Most of the VARC collection is not expected to duplicate Swem's physics holdings, although for the convenience of researchers there may be some overlap.

Recommendations

We are confident that VARC library will have little trouble eventually obtaining the space, staff, equipment, and funding requisite to its new mission, and we will not recommend specifically in this regard. We also recognize that the arrival of the accelerator laboratory on the Peninsula will be a great boon to research at the College and are well aware that the College had to make commitments in advance to secure approval of the site. Nonetheless, we are most concerned that the opportunity presented by VARC's new mission not become another example of the College embarking upon another project while its current commitments struggle along with standards of quality well below those expected of William and Mary. This concern is all the more pressing, for, despite the enormous budgets planned for the laboratory, federal projects are notoriously slow-starting and we are fearful that temporary transfers of staff and funding (which have a way of becoming permanent) may be made out of the other libraries' current budgets. The Committee consequently recommends, *most insistently*, that all provisions to meet the College's commitments to SURA not diminish in any degree whatsoever the other libraries' current funding or staffing or the annual increments that they might reasonably expect to meet the needs described in this report.

APPENDIX 1
SUMMARY OF LIBRARY OPERATING EXPENDITURES
1976-77 through 1982-83
(includes private funds)

LIBRARY	1982-83	1981-82	1980-81	1979-80	1978-79	1977-78	1976-77
Swem							
Salaries & Wages	862,668	779,631	752,886	684,410	570,469	473,062	584,674
Fringe Benefits	150,524	121,396	116,196	80,198	82,408	n/a	n/a
Student Wages - Hourly	121,015	97,777	98,760	100,732	85,945	87,371	77,656
Books	370,443	265,950	195,887	242,578	197,069	182,804	224,253
Periodicals	532,313	462,719	373,630	370,453	259,308	245,580	173,550
Microforms	-	-	6,357	4,788	4,522	3,393	4,138
Audio-Visual	-	-	-	2,033	1,099	3,459	2,700
All Other Library Materials	13,209	11,519	16,901	4,855	3,326	130,346 ¹	131
Binding	80,699	31,228	29,870	39,330	15,000	129,633	131
All Other Operating Expenses	187,345	166,705	125,607	101,456	82,924	81,357	165,933
TOTAL	2,218,216	2,036,926	1,718,084	1,649,833	1,309,068	1,337,385	1,174,040
Marshall-Dothe							
Salaries & Wages	186,554	185,226	187,282	169,839	153,687	133,403	141,465
Fringe Benefits	33,730	27,402	27,663	20,901	21,287	4,181	15,054
Student Wages - Hourly	45,738	33,311	38,628	47,647	38,062	34,106	34,403
Books	55,387	51,630	72,395	37,247	52,336	20,518	16,770
Periodicals	287,367	246,228	238,941	247,192	116,259	151,382	15,156
Microforms	-	27,134	17,995	18,920	26,113	141,952	61,726
Audio-Visual	-	283	406	1,509	650	-	-
All Other Library Materials	-	-	-	-	-	-	-
Binding	12,423	6,334	8,308	18,989	5,000	28,507	127,829 ²
All Other Operating Expenses	65,641	58,676	42,802	15,952	23,576	11,997	10,723
TOTAL	713,983	666,504	634,420	581,896	436,970	536,646	429,377
Virginia Associated Research Campus							
Salaries & Wages	17,434	18,578	15,268	14,694	13,950	12,760	11,916
Fringe Benefits	3,875	2,080	1,536	1,075	1,149	-	-
Student Wages - Hourly	-	-	-	-	-	-	-
Books	2,206	4,579	3,492	5,894	2,193	6,305	9,950
Periodicals	34,571	33,921	26,508	24,106	22,807	18,695	18,950
Microforms	-	-	-	-	-	-	-
Audio-Visual	-	-	-	-	-	-	-
All Other Library Materials	-	-	-	-	-	-	-
Binding	-	-	-	-	-	-	-
All Other Operating Expenses	-	-	-	-	-	-	-
TOTAL	58,086	59,158	46,804	45,769	40,049	37,760	41,616
Virginia Institute of Marine Science							
Salaries & Wages	42,284	36,582	42,369	41,264	41,264	41,264	41,264
Fringe	7,533	4,868	6,252	12,213	12,213	12,213	12,213
Student Wages - Hourly	2,157	-	-	-	-	-	-
Books	12,472	19,200	(10,000) ³	(15,000)	(15,000)	(15,000)	(15,000)
Periodicals	68,718	57,000	(50,000)	(52,000)	(52,000)	(52,000)	(52,000)
Microforms	-	500	(300)	(200)	(200)	(200)	(200)
Audio-Visual	-	-	-	-	-	-	-
All Other Library Materials	128	-	-	-	-	-	-
Binding	2,146	6,000	(5,000)	(6,000)	(6,000)	(6,000)	(6,000)
All Other Operating Expenses	25,528	20,000	(30,000)	(30,000)	(30,000)	(30,000)	(30,000)
TOTAL	161,036	144,150	143,921	135,677	135,677	135,677	135,677

¹Includes local (non-state) funds - \$52,507.21.
²Serials and continuations.
³Approximately denotes estimate.

APPENDIX 2

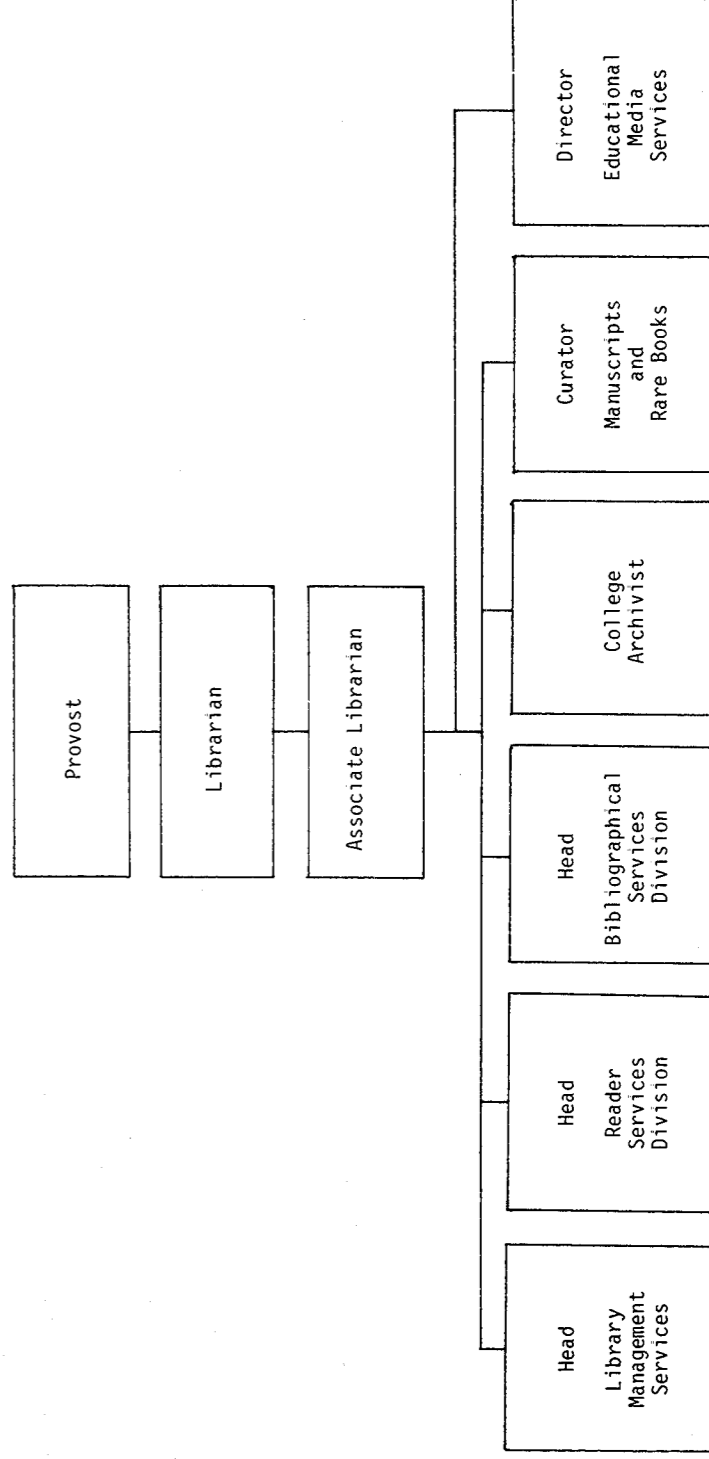
ACADEMIC SUPPORT FEE PERCENTAGE DISTRIBUTION

	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>
Instruction	7.2%	8.1%	9.0%	11.7%	11.7%
Libraries	42.3%	42.8%	44.5%	41.3%	41.3%
Academic Support	2.8%	1.9%	2.2%	1.8%	1.8%
Computing Support	47.7%	47.2%	44.3%	45.2%	45.2%
	100.0%	100.0%	100.0%	100.0%	100.0%
	\$748,889	\$913,268	\$931,415	\$950,000	\$950,000

Source: Office of Planning & Budget, College of William and Mary

APPENDIX 3

EARL GREGG SWEM LIBRARY AND EDUCATIONAL MEDIA SERVICES
College of William and Mary



VII. STUDENT DEVELOPMENT SERVICES

INTRODUCTION

William and Mary is and will continue to be a residential university. With this residential commitment the College assumes the responsibility to construct a comprehensive living/learning environment which encourages and enables students to realize their full academic, cultural, and social potential. Thus, in addition to academic programs the College provides housing and board and offers services in the areas of health, counseling/advising, discipline, placement, and financial aid. The College also furnishes a variety of entertainment and recreational opportunities through athletics, theater, concerts, and other extra-curricular activities, and provides a framework for participation in both student and institutional government.

Using information gathered through committee discussions, interviews, questionnaires, and open forums, this report examines the non-academic area of student services and programs which are administered primarily within the jurisdiction of the Office of the Dean of Student Affairs.

A. OBJECTIVES AND ADMINISTRATION OF STUDENT DEVELOPMENT SERVICES

The objectives of "Student Development Services" have not changed since the 1974 Self-Study. Essentially, the basic aim of these services is to encourage and support the personal growth of the student and to create an environment which complements and augments the academic experience. These objectives are accomplished through a variety of means. Since 82% of the undergraduate students of the College reside in College-owned residence halls, a substantial effort is made to structure the residence hall experience so it becomes a learning as well as a living experience. In some cases, it involves providing services which are developmental by their nature, such as psychological counseling and career planning activities. In other instances, these objectives are met by providing for the basic needs of students such as health care, recreation, and social activities. At William and Mary, there is a strong emphasis on the individual and on the community as a support system. Services are focused to provide students with sympathetic and caring responses to their personal condition and a sincere effort is made to develop the strength of community which will sustain, enliven, and