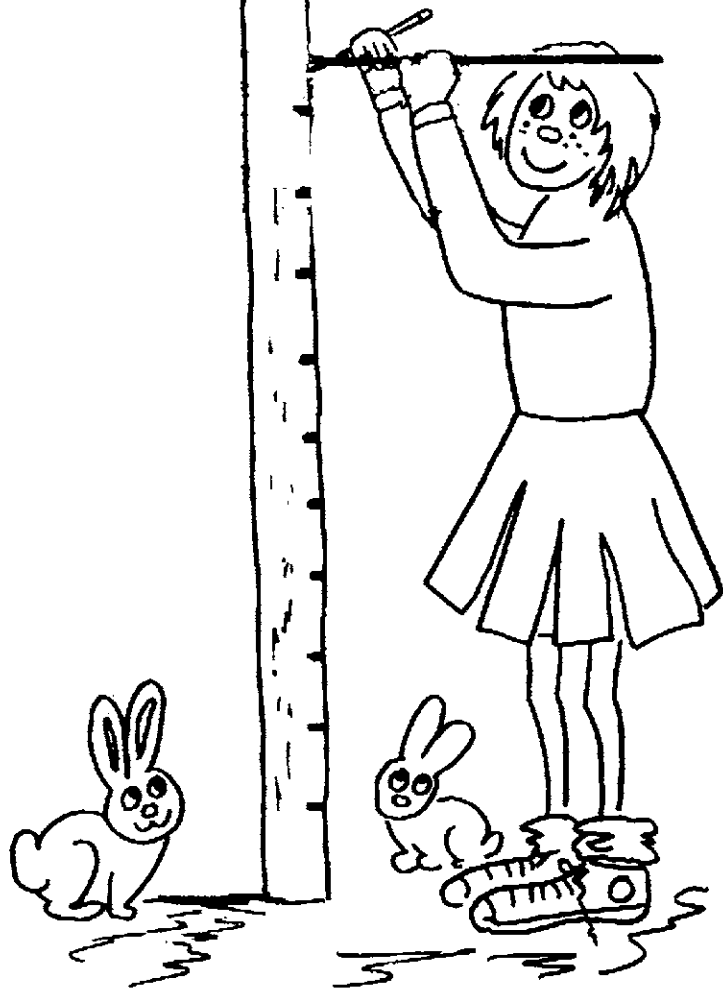


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Vol. 11 No. 1 Spring 1980 ISSN 0196-0679

# quarterly

THE LIBRARY PROFESSION



Wanda Furd

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# InULA QUARTERLY

Vol. 11

No. 1

Spring 1980

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*InULA Quarterly is a publication of the Indiana University Librarians Association. Articles, book reviews and news of interest to members should be submitted to Rosanna Blakely, Cataloging Department, Library E350, Indiana University, Bloomington, IN 47405. Publications Committee: Nels Gunderson, James Mullins, Debra Shaw, Louise Spear, William Welburn, Rosanna Blakely, editor.*

### InULA NEWS NOTE

The 1980 InULA National Library Week Book and Plant Sale was held April 17 and 18 at Bloomington. The sale took in **\$2,765.14**, thanks to the many persons who donated materials and to those who worked so hard collecting, sorting and selling them, as

well as to all of those people who bought books and plants. Thanks are also due to the InULA National Library Week committee composed of Rick Sayre, chair, Judy Miller, Patricia S. Fenelon, Sara Laughlin, Phillip Greer, Gail Otlmanns, Barbara Halporn and Eileen Fry.

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## CONTINUING EDUCATION IN INDIANA: AN INDIANA UNIVERSITY GRADUATE LIBRARY SCHOOL PERSPECTIVE

*George W. Whitbeck is Associate Professor, Associate Dean of the Graduate Library School*

This article will address itself to two aspects of the topic of continuing education in Indiana: first, what is being developed in the way of an overall plan at the state level, and second, what is being done at the Graduate Library School of Indiana University at the present time.

For over a year now, the CONTINUING LIBRARY INFORMATION MEDIA EDUCATION (CLIME) Advisory Board has been working to develop an overall state-wide plan for continuing education in Indiana. The Advisory Board is made up of representatives of the various constituencies of library and media personnel in

the state, with people from academic, public, special, and school libraries and media centers. The Indiana State Library has been actively involved, in fact carrying out a coordinating role. The ALSA's have also had active representation on this large committee. Each of the major programs of education for librarianship in the state and the programs in educational media have been represented.

The CLIME Advisory Committee, early in its existence, divided itself into five sub-divisions of smaller numbers in order to develop specific major topics of the continuing education plan. The charge of these sub-committees was to develop statements of goals and objectives, recommended actions, and specific responsibilities and resource requirements for five major aspects of the plan. These areas were: Needs Assessment; Organization and Administration; Communication; Recognition; Roles, Responsibilities and Resources; and Evaluation. The Needs Assessment group was charged with the responsibility of developing objectives, recommended actions, and citing personnel to be responsible and resources needed for conducting continuing needs assessment for education for library/media personnel in the state. The Organization and Administration group was to do likewise for this necessary aspect of the plan. The Communication sub-committee was charged with the responsibility of developing objectives and mechanisms for developing effective communication among all elements of the library/media community in the state, including the library/media education constituency. The group working with the area of Recognition was to develop objectives and procedures for a record-keeping system for continuing education accomplishments. The group dealing with Roles, Responsibilities and Resources was to develop a plan to encourage the participants, employing institutions and providers of continuing education to accept responsibility in the support, implementation and coordination of the plan. And, last, but not least, the Evaluation sub-committee was assigned the task of outlining objectives and procedures for evaluating continuing education programs. The sub-committees, numbering from three or four to six or seven members, have met several times and produced a number of drafts of their proposals, which in turn have been criticized thoroughly by the total Advisory Committee in their meetings.

Although much work has been done, it should be emphasized that the Plan is still in a preliminary form, subject to modification. More importantly, readers of this article and members of the library/media specialist com-

munity in the state should be assured that there is nothing compulsory about the plan. A mechanism is being developed for a centralized system for the state for assessing the needs for continuing education (for which practitioner input from all sources will be solicited); for organizing and administering such a system; for providing better communication concerning continuing education opportunities in the state; for evaluating continuing education endeavors; and, for setting up and administering a rewards and recognition system for participants in continuing education programs. Individuals will not be required, for example, to register for continuing education unit credits, although it is assumed that most participants in programs would find this to their advantage to enhance their career mobility and prospects for promotion.

Nor is it envisaged that purveyors of continuing education programs will be required to receive advance approval and endorsement of their workshop, or short course, etc., although, again, it might be assumed that it would be to their advantage to utilize the system for its needs assessment, communication, and rewards and recognition mechanisms. The system, in short, is being planned as a service to the library/media/information service community of the state of Indiana and not as an added branch of government.

It should also be noted that much attention has been given to coordinating the goals, objectives, and required activities and procedures of the state CLIME Plan with those of the national CLENE organization. This was seen from the beginning as being important not only for the future overall development of continuing education in Indiana but also for individual librarians moving from one state to another. In addition to careful consideration of CLENE publications and policies, the continuing education plans of a number of other states, such as Michigan, South Dakota, Pennsylvania, and Louisiana (to mention only a few) have been consulted.

A presentation concerning the CLIME Plan was given at the Indiana Library Association convention last November and additional progress reports will be made to the library/media community before its final completion. For example, a report and discussion of the state plan is on the program of the Library Education Division of the Indiana Library Association meeting scheduled for May 12th at the auditorium of the Indianapolis-Marion County Public Library.

Turning now to the second topic of this short paper, what is one program of education for librarianship in the state doing in the way of continuing education? The Graduate Library School of Indiana University has in

the past year intensified past efforts to provide for the needs of practitioners and students in the state. One new degree program, the sixth year Specialist Degree, was instituted in January of 1979 and now enrolls approximately twenty-five advanced students, almost all of whom are part time. The program allows the holder of the MLS Degree to both update skills and to achieve a specialization in some area of library/information science.

In order to accommodate the need for additional specialization, the School has instituted courses such as *Legal Bibliography and Law Library Administration* and *Principles of Archives and Manuscripts Administration* as a part of its curriculum. These courses are given on a regular basis, usually once a year. A dual Masters Degree program for Music Librarians has been worked out with the School of Music.

In order to accommodate both the part time student seeking the Masters Degree and the advanced Specialist Degree candidate, the School has sought to offer more courses, both advanced and basic, in the late afternoon and evening. For example, in this summer's eight week session (June 19th to August 15th), four courses are being offered in the evening. Two evening courses are being given in the short (six week) summer session. For

next Fall Semester, four more evening courses are planned, two of them advanced and two basic.

For students in the Indianapolis metropolitan area, the School is committing itself to offering a series of advanced courses in addition to the basic certification courses which have been regularly given in the past. The number of advanced offerings will be dependent upon student demand and the availability of qualified instructors for the courses.

Of course, the School will continue to offer, and hopefully to broaden, its promotion of shorter, informal continuing education experiences such as workshops. These have often been given in joint sponsorship with InULA. Others, such as the annual Small Libraries Division Conference, have been given in conjunction with a professional association and the Indiana State Library. And, still others have been given on the initiative of individual faculty members.

It will be a goal of the School to expand its continuing education services to the profession within the framework of the Continuing Library Information Media Education (CLIME) plan, emphasizing the School's strengths as the most extensively developed and diverse program of formal library education in the state.

## **BEYOND THE DESK: INSIGHTS INTO THE WHYS AND HOWS OF LIBRARY ASSOCIATION PARTICIPATION, AN INTERVIEW WITH JULIE NILSON**

*Julie Nilson is Librarian and Head, Automated Processing, IU-B  
Laurel Jizba is Associate Librarian, Automated Processing, IU-B*

With annual changes in all phases of librarianship, we librarians have found ourselves increasingly compelled to join and participate in library associations. For the academic librarian, active participation often seems a sheer requirement of the profession.

Library associations are numerous and nominally of four varieties: local, regional, national and international. They continue to expand and multiply through propagation at the grass roots level.

What good fortune. The opportunity to be actively involved in an association closest to one's own interests has never been better. But alas, even if one does know the rules of the game, participation is not a spectator sport.

So, for those who know some of the rules but would like a little insight from one who has been out playing the field, I have chosen to interview Julie Nilson, Librarian, Indiana University Libraries.

Julie's participation and leadership in all kinds of associations, from the Indiana University Librarians Association to the American Library Association, have given her a broad perspective from which to view association activities. In 1976-77, she chaired the All-University Indiana University Libraries Promotion and Tenure Committee. From that vantage she became well versed in the particulars of promulgated standards for academic librarianship. In 1980, she continued her commitment to active service through the office of Chairwoman of the Cataloging and Classification Section of the Resources and Technical Services Division of the American Library Association. What has she learned from these diverse experiences that can be passed along to the next group of librarians heading in the same direction?

*Q. Where does the novitiate library association participant begin? From my own experience, I have found that joining a local association can be a good place to start. I have also observed that local arrangements committees and local events committees (such as National Library Week committees) are excellent activities to participate in once you've joined the organization. Would you agree with this assessment?*

A. I agree with your assessment, but I do not feel that beginners need to limit their activities to the local level. Local committee work can provide the participant with some experience and with a feeling of accomplishment, but there is not necessarily a natural progression from local to state to national service. It is possible to be very active on local committees and still not make the necessary connections to have your talents recognized beyond the local level. However, local committee service can provide you with the credentials which may be required for you to be considered for an appointment at a different level. Therefore, I believe the novitiate library association participant can begin by volunteering for local service, but he/she should also seek opportunities to participate in state and national associations as soon as the opportunity is present.

*Q. Do you see a difference between the commitments to service at the local/state level and the regional or national level? If so, at what point in a librarian's career should or could the switch from local/state participation to the regional or national level be made?*

A. I don't see a difference in the personal commitment which needs to be made if one is volunteering to serve within an organization. The level of the organization is not relevant to the level of commitment. The volunteer needs to be sure what he/she is agreeing to do before accepting a place on a committee or board and what sort of time and/or financial resources are required in order to fulfill the obligation. If the librarian is unsure if the commitment is relevant to his/her career goals or if the investment required is more than can be supported and still perform successfully at his/her job, I would suggest that the opportunity be discussed fully with peers and supervisors. The difference between local and national service in terms of commitment is this: it is much easier to find a helping hand locally if you have attempted an assignment which is too difficult or time-consuming.

My answer to the previous question indicates that I do not believe that there is a natural point in one's career to switch from one level of service to another.

*Q. As an active member of the Indiana Library Association, I have observed that there is plenty of opportunity for participation—just for the asking. You have been active in the American Library Association. What sort of odds is the average library up against in obtaining a bona fide committee appointment?*

A. It is my personal conviction that opportunities abound for service within the American Library Association. Willing participants and hard workers are hard to identify when they are needed. Many individuals complain that it is difficult, if not impossible, to obtain committee appointments within ALA. At the same time, I have observed that many new librarians are nominated for both committee service and for elective posts. I feel that the complexity of the organization and its overwhelming size often cause individuals to assume that opportunities for participation come only after many years of service.

There are some committees that many individuals focus on as the only committee that is of interest. Unfortunately, the competition for appointment to these committees is intense and the odds are against receiving an appointment. However, there are many committees that receive less publicity but which are important to the operation of the organization. There are few volunteers for these committees, and those making appointments often beat the bushes for names. A quick review of the *ALA Organization Manual* shows that there are a lot more committees dealing with "policy," "research," "by-laws" and "nominations" than there are committees writing cataloging codes or defining values for machine readable records. Volunteering for service on a less glamorous committee may result in a speedy appointment. When I had to make the committee appointments for RTSD/CCS, I had great difficulty in obtaining names of individuals who were qualified and interested in serving on the Cataloging of Children's Literature Committee and the Policy and Research Committee. At the same time, I had more than 50 names of qualified individuals to consider for appointment to the Committee on Cataloging: Description and Access.

*Q. The personal outlay of dollars for travel, lodging, meals and registration fees can be quite staggering for regional and national level association meetings and conferences. Libraries will sometimes grant travel monies to cover a portion of the expenses. Can you give any advice that would help mitigate the cost of long distance, overnight expenses?*

A. In this world of rising inflation, nothing I say can really alter the financial difficulties which individuals face in attending meetings and conferences. The most important thing to recognize is that all your expenses for meals, lodging, transportation and registration can be deducted from your income taxes on form 2106. This deduction applies to both state and federal taxes and can be taken on the short form as well as the long form. You are required to keep records of expenditures in the form of receipts and a daily diary of expenses. In my opinion, the best way to view these expenses is as an investment in your career and your future. Make an initial investment for the first year you have conference expenses, then when you file for your tax return, reserve that investment plus an increase for the following year's conference activities. You will soon discover that you are reusing the same pot of money for your conference activities.

I feel it is worthwhile to look for others to share housing and transportation. Driving is still a better tax break than flying. Most conference cities have smaller, non-conference hotels with better prices than the conference hotels can offer. Look for those which might provide some cooking facilities for breakfasts or lunches. Rent the largest room possible in a good old hotel and share it with lots of people. Eat where the locals eat; they don't make any more money than you do. Don't be afraid to make a reservation at an unknown hotel and then move to another one if it doesn't meet your expectations. There are many ways to cut conference costs if you are not afraid to experiment. Unfortunately, many are put off by the unfamiliar surroundings of a large city and don't realize that conferences are a business of the city. Therefore, conference activity is often arranged within a small area of the city, and the services offered and prices demanded in that area are geared to the conference trade. People who live in the city rarely avail themselves of the services in that area because they know that these services will cost more and will be of lesser quality than those offered a few blocks away. Many of the conference cities have "underground" or "good, but cheap" guides to restaurants. I have found these to be a worthwhile investment. Also, most major cities will have visitor centers where one can obtain free maps and other information about the city which may help in reducing expenses.

*Q. In a recent continuing education survey of librarians at the City University of New York (College and Research Libraries: March, 1980) James Neal revealed, "CUNY librarians still clearly view interaction with librarians in conference association activities as more productive [than formal continuing education] and warranting of their membership and attendance." How do you react to that statement in light of your experience? How important is social interaction among association participants?*

A. I'm with the CUNY librarians. The importance of interaction with one's peers is of inestimable value. Often, the job you hold is unique to your library. Therefore, the only forum for interaction is that which exists at the state, regional and national levels. If the institution is one of the larger or more specialized ones in the country, then only a regional or national meeting provides the opportunity to meet others with similar jobs and responsibilities and to exchange ideas, problems and solutions. In my opinion, this opportunity for interaction is more valuable than the planned program for the meeting and often more influential in improving your ability to perform your job. The innovative ideas in libraries in the United States spread by word of mouth first, then by written articles in journals, and finally they end as conference programs.

*Q. Since you have served on the Promotion and Tenure Committee for this library, what guidelines can you give, if any, about the comparative value to the dossier of professional development via research and publication versus the service of involvement in library associations?*

A. Your question addresses two separate areas of the promotion and tenure guidelines: professional development and service. The librarian tends to satisfy the criteria in both areas although there is not a requirement that both areas be satisfied at the same level. The great flexibility in the guidelines allows an individual to work in each of these categories in such a way as to satisfy personal career goals while making the best use of individual talents. In other words, if you are not a writer, there is no requirement to publish. However, promotion to the rank of Librarian requires the fulfillment of an additional criterium: recognition on the state, regional, national or international levels. It seems that this recognition can be achieved only through recognized service or publication.

*Q. There is an old world-wise saying that goes: "It's not what you know, but who you know." Would you say that it is whom you know and what you know about their involvement in the scheme of an association that is one of the keys to becoming actively involved with the association's activities?*

A. You will certainly enhance your opportunities for success if you make yourself known to those who have the power to appoint or nominate. This is not as difficult as it may sound. Every ALA Committee Chair has the power to appoint subcommittees to work on specific problems and tasks. Subcommittee membership is usually composed of a mixture of individuals from the parent committee and from interested observers. One becomes an interested observer by attending committee meetings, making an effort to meet and introduce yourself to the committee chair and by offering comments when the audience is asked for opinions.

All ALA Divisions and Sections have a mechanism for appointing committee members. The appointing officer is usually an elected official and must draw up a list of committee appointments for approval at the Midwinter meeting. Many of the Division publications and newsletters will have forms for volunteers to use to make their interests known. One of the best methods is to write directly to the appointing officer and state your interest in a particular appointment. It is helpful to provide that officer with a summary of your background and relevant experience. It doesn't hurt to introduce yourself to that appointing officer at one of the conference meetings and to follow the introduction with a letter. If you are unsure who has the power to appoint in your Division or Section, write to the appropriate Executive Secretary and request that the letter be forwarded.

If all else fails, consider using the Discussion Group forum as a means to become involved. Discussion groups are much less formal than the ALA committee structure. Officers are elected from the floor or are selected by asking for volunteers from the room. Presentations and discussion topics are established in an equally flexible manner. If you have something to say and are willing to express your ideas publicly, it is easy to become an active participant in this forum. Recognition here can help to land a committee appointment in a subsequent year. If there isn't a discussion group which appeals to your interests, consider forming one of your own. It is not difficult to establish an organizational meeting, and, if you find 25 others of a like mind, you can petition for Discussion Group status. Some of these groups have eventually grown into formal parts of the American Library Association. The newly formed Preservation Section of RTSD started as a discussion group.

*Q. What observations have you made about the characteristics of librarians who succeed at becoming committee chairs or division officers? What makes these people succeed or fail at what they do?*

A. In a real way, your success will depend on your willingness to do the job you accepted. Very few people who accept committee appointments and then don't attend meetings, meet deadlines and share in the committee's work will be reappointed. Your success or failure depends on the perception of others who might be consulted about your abilities and your commitment to the assignment that you presently hold. This means that your service takes place in a very public arena, and what you say and how you respond takes on a political overtone. You must be prepared for others who hold equally strong convictions to disagree with you and to vote against you if the opportunity arises. To a certain extent, your success will depend on your ability to express and stand behind your convictions, to persuade others to your point of view and to demonstrate your enthusiasm and talent for work.

*Q. There are courses offered at Indiana University, both credit and non-credit, which cover various aspects of group communication and leadership. If a librarian were not aware of the finer points of group behavior, would you deem it worthwhile to attend such courses prior to accepting committee service in an association? Is it through participation that such communication skills can be developed? Or both?*

A. I believe that you can develop your skills through actual participation in committee work. However, the courses on communication and leadership can serve as useful tools to assess and improve your performance in group dynamics. I do not believe that either avenue can be used exclusively because one is too theoretical while the other is too practical.

*Q. What benefits can library association service give the individual librarian beyond promotion and tenure dossier documentation?*

A. The most important benefits come through an enhanced sense of your own worth and value. You experience personal growth and self-fulfillment. You discover that you have learned to carry out tasks that would have been incomprehensible at a less experienced level. You develop personal friendships and contacts that are of life-long value. You improve your own ability to advance within your field. Your enthusiasm increases through contacts with others of similar-interests, and you realize that it is possible to make changes of significant value to libraries and librarianship. The list of benefits is immense, and I would suggest that the librarian who becomes involved in organizational work only in order to flesh out a dossier will not be particularly successful because the true benefits are much less tangible.

*Q. Would you ever advise anyone not to get involved in library associations?*

A. No.

# THE BOOK FUND ALLOCATION: A FORMULA FOR BUDGETING

*Joseph C. Lin, J. David Mauer*  
*IU Library, Bloomington*

## **Introduction**

During the past five years, book budgets in most libraries have not increased as rapidly as the cost of books. Rising domestic inflation and devaluation of the U.S. dollar abroad have deteriorated the purchasing power of book budgets even further, particularly in academic libraries. Faced with these financial constraints, many fund managers have long sought a truly equitable method for allocating these funds among the various academic departments. One method that has met with considerable favor is the "budgeting by formula" approach.

The literature on "budgeting by formula" is vast, and it would not serve to recapitulate it here. Suffice it to say that most of the literature refers to a confusingly large number of criteria for distribution, with one formula considering 43 variables in its proposed solution.<sup>1</sup>

A more useful approach would be a formula with as few variables as possible. Often-used variables such as number of courses taught within a given department and circulation statistics depend, though not in a linear fashion, on the number of potential users within that department. The user is, in the final analysis, the real locus of concern in allocating the book budget. Not all users, however, can be assumed to use the library equally. Generally, there exists a continuum of need among users, with need increasing from the undergraduate to the faculty user. The proposed formula takes this into account through the use of weighting factors, which will be discussed later.

## **The Need for a Mathematical Technique**

Recent events have demonstrated that Indiana University, for example, may benefit from the use of a budgeting formula for more equitable distribution of book funds. The 1979/80 library materials budget provided for an increase of 6% over the 1978/79 budget, while the estimated inflation rate for serials alone ranged from 8%-17% (depending on the department), seriously eroding the book purchasing power of many of these funds. The Collection Development Committee of the Bloomington Library Faculty Council recommended a 5% increase over the 1978/79 budget to each fund, reserving the remaining 1% as an emergency fund. In the absence of a suitable methodology for distribution of funds according to actual needs, the figure decided upon was a prudent one. A mathematical formula with as few variables as possible would have been most desirable in order to aid in a more equitable allocation of funds. The following is a discussion of such a formula.

## **The Proposed Budgeting Formula**

For the purpose of this article, discussion will be limited to a general formula which is applicable to many academic libraries. It can be easily modified according to local policies and practices. In order to utilize electronic processing facilities, the data structure is completely described by a two-dimensional array. A computer program can be written so that the institution need only input new statistical data each year for preparing the budget.

The formula is limited in its scope, dealing only with the book budget. This limitation is, however, imposed on rather than intrinsic to the formula. The formula is equally applicable to allocating the serials budget or, in those institutions which do not maintain separate monographic and serials budgets, the total library materials budget. Since the formula is designed to distribute book funds equitably among the various academic departments, general book funds, which are not associated with any particular academic department, fall outside its scope and as such are not considered.

The proposed formula can be expressed as follows:

$$b_i = B \cdot \frac{\sum_{j=1}^m v_i \cdot u_{ij}}{\sum_{i=1}^n \sum_{j=1}^m v_i \cdot u_{ij}}$$

where  $b_i$  is the portion of the book budget to be allocated to a specific department  $i$  and  $B$  is the total book budget. Summation indexes,  $m$  and  $n$ , are the total number of levels of potential users and the total number of departments or funds, respectively.  $v_i$  refers to the average cost per book within a specific department  $i$ , given by:

$$v_i = \frac{\text{money spent on books in previous year}}{\text{number of books purchased in previous year}}$$

While there are several methods for arriving at an average cost figure for various disciplines (e.g., using price indexes), this method is easy and best provides for differences in inflation rates affecting the various departments. The term  $\sum_{j=1}^m u_{ij}$  is the total units allocated to a specific fund or department  $i$  on all levels  $j$  (see figure 2).

“Units” as used in this article do not refer to a specific entity such as a book or a dollar but serve only as a book-keeping device. The increasing value or “weight” assigned to a level  $j$  of potential users as one goes from 100-level students to faculty members can be seen in figure 1. Burton<sup>1</sup> established these weighting factors using circulation data showing the relative amounts of book use by each group.

**WEIGHTING FACTORS ( $w_j$ ) AND ALLOCATING CONSTANTS ( $c_i$ )**

figure 1

user levels $w_j$ & $j$ $c_i$	100	200	300	400	500-600	Doctoral Students & Res. Asso.	Faculty
	$j=1$	$j=2$	$j=3$	$j=4$	$j=5$	$j=6$	$j=7$
weighting factors	1	1	2	2	4	4	6
$w_j$ (%)	5	5	10	10	20	20	30
allocating constant $c_i$	0.00437	0.00775	0.02857	0.03546	0.06623	0.18692	0.17647

**ALLOCATED UNITS ( $u_{ij}$ )**

**figure 2**

user levels funds $j$ $i$	Doctoral Students & Res. Asso. Faculty						
	100 $j=1$	200 $j=2$	300 $j=3$	400 $j=4$	500-600 $j=5$	$j=6$	$j=7$
Fund 1 $i=1$	0.11	0.14	0.43	0.53	0.66	0.93	1.41
Fund 2 $i=2$	0.35	0.48	1.57	1.67	1.39	3.18	2.65
Fund 3 $i=3$	0.86	1.24	3.54	3.48	7.15	5.79	7.24
Fund 4 $i=4$	0.43	0.35	0.86	0.92	2.98	2.06	4.24
Fund 5 $i=5$	1.11	0.53	0.89	0.71	2.52	3.55	7.94
Fund 6 $i=6$	1.34	1.66	1.57	1.52	1.99	0.75	2.99
Fund 7 $i=7$	0.80	0.60	1.14	1.17	3.31	3.74	3.53
Total	5.00	5.00	10.00	10.00	20.00	20.00	30.00

Calculating the units allocated,  $u_{ij}$ , involves the variable which is most fundamental and unique to this budgeting formula—the allocating constant,  $c_j$ . The allocating constant  $c_j$  is defined by dividing the weighting factor in terms of percentage for each level  $j$ ,  $w_j$ , by the total number of potential users in that level in all departments  $i$  (see figure 1); thus  $c_j = \frac{w_j}{N_j}$ , where  $N_j = \sum_{i=1}^n N_{ij}$ . The allocating constant provides a proportional constant for allo-

ating funds, which takes into account the relative importance of each level. There is one allocating constant per level  $j$ . Multiplying the allocating constant  $c_j$  by the number of potential users,  $N_{ij}$ , in a specific user level  $j$ , and department  $i$  (see figure 3), gives  $u_{ij}$ ; in other words,  $u_{ij} = c_j \cdot N_{ij}$ . Figures 2-4 present hypothetical data leading to the calculation of a budget allocation for each hypothetical department or fund in figure 4.

**POTENTIAL USERS ( $N_{ij}$ )**  
**(Hypothetical Statistical Data)**

**figure 3**

user levels funds $j$ $i$	Doctoral Students & Res. Asso. Faculty						
	100 $j=1$	200 $j=2$	300 $j=3$	400 $j=4$	500-600 $j=5$	$j=6$	$j=7$
Fund 1 $i=1$	25	18	15	15	10	5	8
Fund 2 $i=2$	80	62	55	47	21	17	15
Fund 3 $i=3$	197	160	124	98	108	31	41
Fund 4 $i=4$	98	45	30	26	45	11	24
Fund 5 $i=5$	255	69	31	20	38	19	45
Fund 6 $i=6$	306	214	55	43	30	4	17
Fund 7 $i=7$	182	77	40	33	50	20	20

$$\sum_{i=1}^7 N_{ij}$$

1143	645	350	282	302	107	170
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**BUDGET ALLOCATION (b<sub>i</sub>)**

figure 4

allocation funds <i>i</i>	Total Units Allocated	Average Cost <i>v<sub>i</sub></i>	Unit Cost	Budget Allocation <i>b<sub>i</sub></i> (B - 100,000.00)
Fund 1 <i>i</i> = 1	4.21	20.50	86.31	6,726.84
Fund 2 <i>i</i> = 2	11.29	18.47	208.53	16,252.43
Fund 3 <i>i</i> = 3	29.30	9.76	285.97	22,287.95
Fund 4 <i>i</i> = 4	11.84	11.11	131.54	10,251.97
Fund 5 <i>i</i> = 5	17.25	15.25	263.06	20,502.39
Fund 6 <i>i</i> = 6	12.82	10.50	134.61	10,491.24
Fund 7 <i>i</i> = 7	14.29	12.11	173.05	13,487.128
Total	101.00	—	1283.07	100,000.00

**Conclusion**

The proposed formula seeks to equitably distribute book funds among the various academic departments within a college or university. It has the potential user as its primary focus and takes into account the level of user expertise (through the weighting factors,  $w_j$ ), inflation and devaluation of the dollar (through the average cost during the previous year,  $v_i$ ). Through the allocating constant,  $c_j$ , the level of user expertise is combined with the total number of potential users within a particular level,  $j$ .

The formula has not yet been tested using actual data. Testing could be accomplished as part of a research project which would compare the proposed formula and several similar formulas devised by other sources.

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*InULA Quarterly is printed by Western Sun Printing Co., Bloomington, IN.*