For over twenty years, academic business librarians have been collecting and sharing information about library staff, facilities and services. The College & University Business Library Statistics has been a cooperative effort of libraries and librarians brought together through the Special Libraries Association's College and University Business Library Roundtable. The first College & University Business Library Statistics was published in 1975. The survey polled twenty-seven "separate" academic business libraries and reported data from 1973/74. It has been the intent of the survey since its inception to collect and report data for separately housed academic business libraries. For the past ten years, the author has compiled this survey with the cooperation of the participating libraries.

The purpose of this article is to present some of the information that has been derived from the College and University Business Library Statistics (hereafter also known as CUBL Statistics) and invite the reader to compare his/her academic business library to the participants in the CUBL Statistics. The tables included in this article will provide the reader with the median, upper and lower quartile statistics for selected library inputs and outputs. This format will provide some benchmark measures for academic business libraries based on the data collected from the thirty-two libraries participating in the CUBL survey. Each table will include space for the reader to insert local statistics for comparison. Finally, readers are encouraged to photocopy and fax your local results to the author. With reader responses, we can begin to broaden the scope of the College and University Business Library Statistics and enrich the information that is currently available on academic business libraries.

The College and University Business Library Statistics includes data on collections, expenditures, staff services and facilities of academic business libraries. The survey continues to focus on separately

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2CUBL Statistics Project, Johnson Graduate School of Management Library, 413 Malott Hall, Cornell University, Ithaca, NY 14853-4201. FAX: (607) 255-8633.
3College & University Business Library Statistics, 1994/95 / Compiled and edited by Donald Schnedeker. -- New York : Cornell University, Johnson Graduate School of Management Library, March 1996. Copies are available from CUBL.
housed academic business libraries. Currently, thirty two libraries participate in the annual survey. The list of participants is found in Appendix 1. While an effort is made to collect information consistently across the participating libraries, the data is published "as reported." Consequently, the editor can not guarantee the CUBL Statistics accuracy or completeness.

The participating libraries share many similarities. While our basis for comparison is founded in the concept of a separately housed academic business library. The separately housed library can be a separate library building or wing in the business school complex or a business library space in the business school or university library building. The separate library may include computer labs, instruction facilities, photocopying and microform services, or these features could be located outside the library space.

Since the business disciplines are interdisciplinary, business library collections are developed across the academic institution. Faculty in business schools come from a range of academic disciplines including engineering, operations research, psychology, sociology, and economics. While the core business curriculum focuses on the basic business disciplines, accounting, finance, marketing and general management, the breadth and depth of elective course offerings varies widely from school to school. Since individual library collections are developed to serve local programmatic needs, the scope and depth of business collections and related materials will vary across the participants. The presence of a doctoral program in the business school is an example of a programmatic need that requires additional library resources. At the same time, subject responsibilities are handled differently at each institution. For example, economics, business law, labor relations or international business materials may be collected by the business library or they could be collected by another library at these multi-library institutions. Foreign language materials, as well, may or may not be covered in the business library.

Computer-based information is another area that is handled differently among the survey participants. While all of the libraries in the survey work with computer-based or electronic business information, these resources can be split between the library and other departments in the business school. For instance, research data like Compustat and CRSP may be handled by the academic computing

Statistics Project, Johnson Graduate School Of Management Library, 413 Malott Hall, Cornell University, Ithaca, NY 14853-4201 for $15. each.
department. This department can be part of the library or part of the business school computing department. These examples demonstrate that evaluations based on comparing collection size, expenditures, or circulation statistics should be done very carefully. These individual circumstances, in turn, will be reflected in a library’s input and output statistics. One has to look beyond the business library to determine the depth and breadth of business related library resources at any of these institutions.

The College and University Business Library Statistics set out to collect data on the inputs and outputs to these separate academic business library programs. This is both the strength and weakness of this publication. To date, the CUBL Statistics have focused on library inputs and outputs that are easily measured. The measured inputs include data on library expenditures and information on the library's staff and facilities. The outputs include data on collection and resource use, particularly circulation, reference and instruction services. Tables in the CUBL Statistics also list the electronic business information resources that are available in each library.

Input and output statistics present a serious limitation when trying to develop comparisons. This is because there is no control of the many factors that effect individual libraries. Each library works within an institutional context or circumstances that drive the development of the library program. The local circumstances at each institution will call for unique responses on the part of the academic business library program. In addition, input and output statistics do not capture the performance of the library or how well an individual library accomplishes what it set out to do. For example, input and output statistics can be used to calculate an inventory use ratio. Inventory use is a function of collection size and quality, local circulation policies and patron needs. These can vary widely across institutions. This ratio does not tell us how successful a library is at meeting patron needs. The College and University Business Library Statistics does not address the issues of library performance or library quality. While the participating libraries are very interested in performance evaluation, the data needed for performance and quality measurement are difficult to collect.

In spite of these weaknesses, the College and University Business Library Statistics data can be used very successfully to demonstrate the effort or inputs required to provide a quality academic business

\[ \text{Inventory use ratio} = \frac{\text{circulation}}{\text{inventory}} \]
library program. The participating libraries represent some of the leading MBA programs. Their library statistics should also be considered in the context of their college or university library/information infrastructure.

The CUBL Statistics are useful for planning and comparing academic business library programs. Most business schools have identified a set of peer or competitor programs. These statistics can be used to compare programs on their library/information dimension. This data is also used by academic business library administrators to develop and allocate resources. Participating in this survey over time has also helped librarians identify new patterns and trends in academic business librarianship. Comparing programs and activities aids librarians in selecting the best course of action for their particular situation.

The tables that follow invite you to compare your academic business library to the thirty-two libraries participating in the CUBL Statistics and offer an opportunity to add your libraries input and output statistics to the CUBL Statistics.
Tables

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Number of Graduate Students at College/University</th>
<th>Number of Undergraduates at College/University</th>
<th>Total Enrollment at College/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper quartile</td>
<td>10,000</td>
<td>23,200</td>
<td>34,200</td>
</tr>
<tr>
<td>Median</td>
<td>6,500</td>
<td>12,800</td>
<td>19,300</td>
</tr>
<tr>
<td>Lower Quartile</td>
<td>4,900</td>
<td>6,000</td>
<td>10,200</td>
</tr>
</tbody>
</table>

Table 1, reports the median, upper and lower quartiles\(^5\) for graduate and undergraduate enrollment at the colleges or universities in the CUBL survey. This table also includes total enrollments at these colleges or universities. This table sets out the environment in which the participating business libraries operate.

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Number of Graduate Students at Business School</th>
<th>Number of Students (FTE) at Business School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper quartile</td>
<td>886</td>
<td>2,250</td>
</tr>
<tr>
<td>Median</td>
<td>602</td>
<td>1,240</td>
</tr>
<tr>
<td>Lower Quartile</td>
<td>366</td>
<td>740</td>
</tr>
</tbody>
</table>

Table 2, reports the graduate and total student (FTE) enrollment for the business school. The emphasis of this table is the size of the business school enrollment or the potential primary user population of the participating libraries. It should be noted that thirteen of the thirty-two schools represented by the participants do not offer formal undergraduate business programs.

\(^5\)Fifty percent of the data fall between the upper and lower quartiles.
Table 3, is based on the ratio of business school graduate students and total students to the college or university’s graduate and total enrollment. This will give the reader an insight into the scope or impact of the business school programs on the campuses of the participating schools. All of the libraries reporting offer a Masters degree program in business (M.B.A. or M.S.) Again, while many of the participating schools offer only the M.B.A./M.S. degree, most offer an undergraduate business degree.

Table 4, compares the total volume holdings for the College/University libraries and the business school library. The third column presents the business library volume holdings as a percent of it total college/university library. The third column is based on the median and quartiles for the participating libraries. It is not a calculation based on the previous two columns in Table 4.
Table 5, presents data on staff size for the participating libraries. Total Staff includes part time student staff calculated on a full time equivalent basis. A separate column is provided which reports the data from the twenty-five libraries that do not provide full material processing. Five of the participating libraries provide full material processing in-house\(^6\). Most of the material processing for the remaining participants has been centralized within their college / university library. Since material processing typically requires additional staff and space, the tables that include either of these items are reported for all libraries and non-processing libraries. For the five full processing libraries in this survey, three are categorized among the largest libraries while the remaining two are among the smallest.

<table>
<thead>
<tr>
<th>Table 5</th>
<th>Total Staff - all</th>
<th>Total Staff - non-processing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(32 Libraries)</td>
<td>(25 Libraries)</td>
</tr>
<tr>
<td>Upper quartile</td>
<td>19.5</td>
<td>17.5</td>
</tr>
<tr>
<td>Median</td>
<td>13.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Lower Quartile</td>
<td>10.0</td>
<td>9.5</td>
</tr>
</tbody>
</table>

Table 6, reports the percent of total staff that are classified librarians and the percent of the total library staff that are students. It would be interesting to look at this data over time. Trends in the ratio of librarians and student staff in these libraries would be of interest as libraries plan for their futures.

<table>
<thead>
<tr>
<th>Table 6</th>
<th>Percent of Librarians on Staff (32 Libraries)</th>
<th>Percent of Students(FTE) on Staff (32 Libraries)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper quartile</td>
<td>30.4%</td>
<td>46.7%</td>
</tr>
<tr>
<td>Median</td>
<td>26.5%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Lower Quartile</td>
<td>20.5%</td>
<td>30.6%</td>
</tr>
</tbody>
</table>

\(^6\)see Appendix 1.


<table>
<thead>
<tr>
<th>Table 7</th>
<th>Number of Hours Open per Week</th>
<th>Volumes added in 1994/95</th>
<th>Volumes Adder per Business School Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper quartile</td>
<td>95</td>
<td>4,300</td>
<td>4.1</td>
</tr>
<tr>
<td>Median</td>
<td>89</td>
<td>2,300</td>
<td>1.5</td>
</tr>
<tr>
<td>Lower Quartile</td>
<td>85</td>
<td>1,200</td>
<td>0.8</td>
</tr>
</tbody>
</table>

In Table 7, the first column presents the number of hours that the participating libraries were open each week during their regular academic schedule. At least half of the libraries in the survey offered 85 to 95 scheduled hours per week. The second and third columns, reports the volumes added to the business school library during the reporting year, (1994/95), and the ratio of Volumes Added to the Business School Enrollment. This serves as a measure of current collecting activity while total volumes reflects the accumulation of long term activity, weeding and stack space. Since students and the business curriculum tend to focus on current trends, this ratio reflects the availability of current materials in the library.

<table>
<thead>
<tr>
<th>Table 8</th>
<th>Salaries/Total Library Expenditures - (29 Libraries)</th>
<th>Salaries/Total Expenditures (25 non-processing Libraries)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper quartile</td>
<td>60.5%</td>
<td>57.3%</td>
</tr>
<tr>
<td>Median</td>
<td>46.8%</td>
<td>46.8%</td>
</tr>
<tr>
<td>Lower Quartile</td>
<td>39.7%</td>
<td>42.2%</td>
</tr>
</tbody>
</table>

Table 8, shows the quartile levels for salaries as a percent of the total business library expenditures. Twenty-nine of the thirty-two participants reported this data. The second column reports this ratio for the twenty-five non-processing libraries.
Table 9, shows the quartile levels for acquisitions expenditures as a percent of the total library budget. This ratio is provided for all of the libraries reporting (30) as well as the twenty-five non-processing libraries. Both Tables 8 and 9 will give the reader a very clear picture of the role that these two critical inputs play in the total library’s expenditures.

<table>
<thead>
<tr>
<th>Table 9</th>
<th>Acquisitions budget as % of Total - 30 Libraries</th>
<th>Acquisitions budget as % of Total 25 non-processing Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper quartile</td>
<td>55.0%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Median</td>
<td>48.0%</td>
<td>48.0%</td>
</tr>
<tr>
<td>Lower Quartile</td>
<td>33.0%</td>
<td>39.0%</td>
</tr>
</tbody>
</table>

Table 10, gives the quartile amounts for business library acquisitions and total expenditures in dollars. This describes the actual range of inputs into the academic business library in dollars. This table establishes the annual level of effort required to put together a library program on a par with the thirty two survey participants.

<table>
<thead>
<tr>
<th>Table 10</th>
<th>Total Acquisitions Expenditures</th>
<th>Total Library Expenditures (32 Libraries)</th>
<th>Total Library Expenditures (27 non-processing Libraries)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper quartile</td>
<td>$402,100</td>
<td>$754,000</td>
<td>$730,000</td>
</tr>
<tr>
<td>Median</td>
<td>$289,400</td>
<td>$618,600</td>
<td>$595,000</td>
</tr>
<tr>
<td>Lower Quartile</td>
<td>$203,700</td>
<td>$404,000</td>
<td>$382,900</td>
</tr>
</tbody>
</table>

Table 11, reports the another important library input - space. Comparing all thirty-two libraries with the twenty-five non-processing libraries, note that the upper quartile jumps up from 25,000 sq. ft. to 32,400. This reflects the wide range of size among the larger academic business libraries. The lower boundary is relatively rigid. This reflects the survey criteria that requires the participants include only separately housed libraries.

<table>
<thead>
<tr>
<th>Table 11</th>
<th>Library Sq. Feet (32 Libraries)</th>
<th>Library Sq. Feet (25 non-Processing Libraries)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper quartile</td>
<td>32,400</td>
<td>25,000</td>
</tr>
<tr>
<td>Median</td>
<td>17,000</td>
<td>16,900</td>
</tr>
<tr>
<td>Lower Quartile</td>
<td>12,000</td>
<td>12,000</td>
</tr>
</tbody>
</table>
Table 12 captures a familiar output measure, circulation. In this case the survey reports total circulation including reserve circulation. The ratio of regular circulation to reserve circulation and the book loan period information is also provided in Table 12. Total circulation is the combination of regular and reserve circulation. Regular circulation refers to materials loaned from the ‘regular’ stack collection while reserve circulation reflects loans from restricted loan collections. Since reserve collections are typically used to regulate scarce resources, a low ratio of regular to reserve circulation reflects a high need to regulate resources in a library. This could include protecting expensive materials, as well as, meeting the demands of a large user population.

Table 13, reports the reader spaces for the participating library as well as the ratio of students to each reader space. This is the actual ratio of students to library seats based on the data reported by the survey participants. It does not represent an ideal or a standard. Again, local circumstances may require more or less library seating.
Table 14, reports the number of volumes in the business library per full time faculty. Since full time faculty are usually involved in research, this ratio gives an indication of the library’s ability to support research. However, it does not provide any information on the quality or performance of the library collection.

<table>
<thead>
<tr>
<th>Table 14</th>
<th>Total Volumes per Full time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Quartile</td>
<td>2,604</td>
</tr>
<tr>
<td>Median</td>
<td>1,239</td>
</tr>
<tr>
<td>Lower Quartile</td>
<td>629</td>
</tr>
</tbody>
</table>

Table 15, is an opportunity to compare individual annual increases in the library acquisitions expenditures for the past three years to those increases at the academic business libraries participating in the CUBL survey.

Readers are invited to fill in their library statistics for comparison and send them to this author.
Appendix 1

Participants in the College and University Business Library Statistics, 1994/95

Columbia
Cornell (Johnson)
C.W. Post
Dartmouth (Tuck)
Duke (Fuqua)
Harvard
MIT
Indiana University
Michigan State
Ohio State
Purdue
Stanford
Tulane
University of Alabama
University of California, Berkeley
University of California, Los Angeles

University of Colorado, Boulder
University of Illinois
University of Iowa
University of Michigan
University of New Mexico
University of Pennsylvania (Wharton)
University of Pittsburgh
University of Rochester
University of Southern California
University of Virginia (Darden)
University of Washington
University of Wisconsin
Vanderbilt
Wake Forest
Washington University (St. Louis)
Yale

7The material processing libraries are: Duke, Harvard, Stanford, Tulane and University of Michigan.
Appendix 2

COLLEGE AND UNIVERSITY BUSINESS LIBRARY SURVEY - 1994/95

1. Administration

A. Library .................................................................

B. College or University ..............................................

C. Head Librarian ........................................................

D. Person completing this questionnaire, if not Head Librarian ..............................................

E. Your Library reports to:

   ______ central library administration       ______ business school administration

   ______ other (please explain) ......................................

F. Services provided by central library:

   ______ acquisitions                        ______ cataloging

   ______ binding and bookmarking            ______ interlibrary loan

   ______ other, please specify ......................

2. Collections

A. Total volumes in the collection .................................

   (include monographs and bound serials)

B. Does your volume count include volumes stored in another facility?  Yes  No (circle)

C. If yes, please give number of volumes stored in other facilities ..............................

D. Total number of current serial subscriptions ..................

   (free or fee subscriptions; include CD ROM subscriptions here)

E. Volumes added 1993/94 ..............................................
F. Volumes withdrawn 1993/94 ..................................................  

G. Total number of microforms ..................................................  

H. Total number of software packages in collection ......................  

I. Total number of videotapes ..................................................  

J. Total number of audio tapes ..................................................  

K. Total volumes held in your College / University Library system  

3. Library expenditures  

A. Acquisitions  
   monographs  
   serials  
   Software & machine readable materials (include only materials considered part of the collection like Cds, magnetic tapes or disks, purchased or leased)  
   binding  
   other acquisitions (explain)  
   TOTAL ACQUISITIONS  

Database Access (include expenditures for remote time-sharing services here (Dow Jones, Nexis, etc.)  

B. Intermediated search expenditures  

C. End-user search expenditures  

D. TOTAL Database Access expenditures  

E. General expenses (supplies, telephones, etc.)  

F. Equipment  

G. Salaries and wages (all staff and students,)
Does this include benefits? yes or no

H. Fringe benefit rate(as percent of salary) ________________

I. TOTAL Library Expenditures ________________

**Income from services:**

J. Intermediated data base searching ________________

K. End user searching _____________________________

L. Fines _____________________________

M. Photocopying _____________________________

N. Other income(please explain) _____________________________

Please attach any notes to explain your library expenditures or include you own breakdown of expenditures.

4. **Personnel**

A. Number of professional librarians ________

A1 Number of non-librarians professionals ________ (overtime ineligible)

B. Number of support staff ________ (overtime eligible)

C. Number of students FTE ________ (Based on 35 hour week or Total number of student hours)

5. **Hours - academic term**

A. Number of hours library is open each week ________

B. Number of hours of professional reference service offered per week ________

C. Number of hours of non-professional information service offered at the reference or information desk (not the circulation desk) per week ________
6. Circulation

A. Total number of items circulated (other than reserve)  ____________
   (include renewals, do not include shelving or building use counts or reserve)

B. Total number of reserve items circulated  ____________

C. Typical loan period for monograph to MBA student  ____________

D. In-house use of hard copy materials  ____________ (shelving or building use count)

E. Turnstile or door count  ____________

7. Database Searching

(Note: If you reported on these questions last year, you may answer these questions by reporting only changes since last year (additions and deletions)).

A. Intermediated Searching

Which remote time-sharing systems do library staff search for patrons? (Include bibliographic (BRS, Dialog) and numeric (DRI, IP Sharp); exclude bibliographic utilities like RLIN, OCLC) Please circle CHANGES if reporting changes only.

_________________________________  __________________________________
_________________________________  __________________________________
_________________________________  __________________________________
_________________________________  __________________________________
_________________________________  __________________________________

B. End-User Searching

Which remote time-sharing systems do you make available to endusers? For fee or free?

_________________________________  __________________________________
_________________________________  __________________________________
_________________________________  __________________________________
_________________________________  __________________________________
C. Which business-related databases are available on local time-sharing systems? (Locally mounted databases)

D. Do you measure the use of electronic resources? (time-sharing systems, CD-Roms, etc.)

If so, please enclose that information.

E. To which CD ROM systems do you subscribe? (Again, if you answered this question last year it is necessary to report additions and deletions.)

F. Have you networked any of these CD ROM systems? Please explain.

8. Reference Services

A. Reference transactions for 1994/95 _______________ (use the ARL definition - EXCLUDE SIMPLE DIRECTIONAL QUESTIONS)

B. Total number of sessions of presentations _______________ (include bibliographic instruction, class presentations, orientation sessions and tours.)

B. Total attendance at presentations _______________ (include bibliographic instruction, class presentations, orientation sessions and tours.)
9. Facilities

A. Size of your library in square feet ________________

B. Number of reader spaces ________________

C. Number of photocopierns for public use ________________

D. Number of microform readers ________________ (read only)

E. Number of reader-printers ________________

F. Number of on-line catalog terminals for public use ________________

G. Number of personal computers or computer terminals for public use ________________

H. Number of video cassette recorders for public use __________

I. Please describe any special features of your facility ____________________________

________________________________________________________________________

10. Enrollment in Business School

A. Number of undergraduates ......................... ________________

B. Number of MBA candidates ......................... ________________

C. Number of MS candidates ......................... ________________

D. Number of doctoral candidates .................... ________________

E. Total FTE enrollment ................................. ________________

11. Faculty in Business School

A. Number of full-time faculty _________

B. Number of part-time faculty _________
12. College or University Enrollment

A. Number of undergraduates enrolled in your college or university. ____________________

A. Number of graduate students enrolled in your college or university. ____________________

Comments:(attach)

Please return survey to:

Donald Schnedeker
CUBL Statistics Project
Johnson Graduate School of Management
414 Malott Hall
Cornell University
Ithaca, N.Y. 14853-4201

Telephone: (607) 255-3389
Facsimile: (607) 255-8633
E-mail: dws2@cornell.edu