

Academic Business Library Statistics

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by Donald Schnedeker

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 1975¹. 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 author². 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 Statistics³ includes data on collections, expenditures, staff services and facilities of academic business libraries. The survey continues to focus on separately

¹Win, Place, Show: College & University Business Library Statistics, 1973-74 / [by] Charlotte Georgi. --Los Angeles : UCLA Graduate School of Management, May 1975.

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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

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 ratio⁴. 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

⁴Inventory use ratio = circulation / 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 1	Number of Graduate Students at College/University	Number of Undergraduates at College/University	Total Enrollment at College/University
Upper quartile	10,000	23,200	34,200
Median	6,500	12,800	19,300
Lower Quartile	4,900	6,000	10,200

Table 1, reports the median, upper and lower quartiles⁵ 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 2	Number of Graduate Students at Business School	Number of Students (FTE) at Business School
Upper quartile	886	2,250
Median	602	1,240
Lower Quartile	366	740

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.

⁵Fifty percent of the data fall between the upper and lower quartiles.

Table 3	Business School Graduate Students as % of Total Graduate Students	Business School Enrollment as % of Total Enrollment
Upper Quartile	14.3%	9.8%
Median	9.0%	6.3%
Lower Quartile	7.0%	4.4%

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	Total Volumes in College/University Library	Total Volumes in Business School Library	B-School Library as Percent of Total (Volumes)
Upper quartile	6,600,000	157,900	5.7%
Median	4,200,000	118,400	2.3%
Lower Quartile	2,400,000	47,500	1.4%

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	Total Staff - all (32 Libraries)	Total Staff -non-processing (25 Libraries)
Upper quartile	19.5	17.5
Median	13.0	12.0
Lower Quartile	10.0	9.5

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-house⁶. 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 6	Percent of Librarians on Staff (32 Libraries)	Percent of Students(FTE) on Staff (32 Libraries)
Upper quartile	30.4%	46.7%
Median	26.5%	40.0%
Lower Quartile	20.5%	30.6%

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.

⁶see Appendix 1.

Table 7	Number of Hours Open per Week	Volumes added in 1994/95	Volumes Added per Business School Student
Upper quartile	95	4,300	4.1
Median	89	2,300	1.5
Lower Quartile	85	1,200	0.8

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 8	Salaries/Total Library Expenditures - (29 Libraries)	Salaries/Total Expenditures (25 non-processing Libraries)
Upper quartile	60.5%	57.3%
Median	46.8%	46.8%
Lower Quartile	39.7%	42.2%

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	Acquisitions budget as % of Total - 30 Libraries	Acquisitions budget as % of Total 25 non-processing Libraries
Upper quartile	55.0%	55.0%
Median	48.0%	48.0%
Lower Quartile	33.0%	39.0%

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 in the total library's expenditures.

Table 10	Total Acquisitions Expenditures	Total Library Expenditures (32 Libraries)	Total Library Expenditures (27 non-processing Libraries)
Upper quartile	\$402,100	\$754,000	\$730,000
Median	\$289,400	\$618,600	\$595,000
Lower Quartile	\$203,700	\$404,000	\$382,900

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 11	Library Sq. Feet (32 Libraries)	Library Sq. Feet (25 non-Processing Libraries)
Upper quartile	32,400	25,000
Median	17,000	16,900
Lower Quartile	12,000	12,000

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 12	Total Circulation including Reserve	Regular Circulation /Reserve Circulation	Book Loan Period
Upper quartile	65,000	2.6	Semester
Median	35,000	1.2	4 Weeks
Lower Quartile	26,300	0.8	4 Weeks

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	Reader Spaces	FTE Students per Reader Space
Upper quartile	358	7.1
Median	280	5.2
Lower Quartile	175	3.5

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		Total Volumes per Full time Faculty	
Upper Quartile		2,604	
Median		1,239	
Lower Quartile		629	

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 15		Percent of Acquisitions Increase 1993/94 to 1994/95		Percent of Acquisitions Increase 1992/93 to 1993/94		Percent Acquisitions Increase 1991/92 to 1992/93	
Upper Quartile		10.5%		18.8%		10.7%	
Median		3.5%		8.4%		4.2%	
Lower Quartile		0.0%		1.2%		1.8%	

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, 1994/95⁷

Columbia	University of Colorado, Boulder
Cornell (Johnson)	University of Illinois
C.W. Post	University of Iowa
Dartmouth (Tuck)	University of Michigan
Duke (Fuqua)	University of New Mexico
Harvard	University of Pennsylvania (Wharton)
MIT	University of Pittsburgh
Indiana University	University of Rochester
Michigan State	University of Southern California
Ohio State	University of Virginia (Darden)
Purdue	University of Washington
Stanford	University of Wisconsin
Tulane	Vanderbilt
University of Alabama	Wake Forest
University of California, Berkeley	Washington University (St. Louis)
University of California, Los Angeles	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 photocopiers 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:

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