

Executive Summary Business

During the Fall of 1997, all of the faculty and 50% of graduate students in the School of Business (BUSI) were surveyed by the Library to determine their use patterns and levels of satisfaction with The Library's collections and information services. Thirty-two percent (32%) of the faculty and 23% of the graduate students participated in the survey. Possible explanations for the relatively low return rates for BUSI (in comparison with other departments surveyed) may be that many of the faculty are adjunct professors and the business students are already intensively surveyed by the Business School – at least annually – including questions on their use and satisfaction with library services.

A few points to keep in mind when reviewing these results: first, the survey was designed to collect faculty and graduate student self-reported use and levels of satisfaction. For a more complete picture, these results should be viewed in conjunction with actual use figures, as reported in the Library's annual use statistics and as will be reported within the quantitative portion of the final CLR 6601 report. Secondly, return rates varied substantially from department to department, from a low of 23% (Business graduate students) to a high of 61% (Classics graduate students). A return rate of 50% or higher is necessary in order to say with confidence that the results reported are likely to apply to the group as a whole.

Activities and outcomes

One third of BUSI graduate students report they are daily users of the library. An additional 50% report that they use the library weekly, while 86.4% of responding faculty report using the library on a weekly basis. A majority of faculty (62%) say they browse in the stacks sometimes or often, while about half that number of graduate students (32%) report browsing. Large numbers of both faculty (95%) and graduate students (89%) come to the library to find, borrow, or copy materials. Eighty-two percent (82%) of the faculty report reading and borrowing journals, as do 63% of the graduate students.

Fewer than half of faculty and graduate students (46% of faculty, 34% of graduate students) report searching print indexes or bibliographies. On the issue of seeking the advice of a librarian, about half of the faculty do so sometimes or often and half do not. However, a large majority (73%) of graduate students report seeking librarian advice and recommendations.

Faculty and graduate students alike are heavy searchers of the Library's online catalogs. Both report searching electronic abstracting and indexing (A and I) databases and the World Wide Web sometimes or often, though graduate students report doing so in larger numbers (87% report searching electronic A and I databases sometimes or often, 91% report searching the WWW sometimes or often). About half of the faculty delegate searching functions to a research assistant, though only 22% report doing this often. Thirty six percent (36%) of faculty say they make assignments requiring undergraduates to use the library. A far greater number – 83% – report sending their graduate students to the library to get help in formulating or carrying out their research projects.

Few faculty (4%) or graduate students (22%) report attending Library Research Workshops either "sometimes" or "often". Yet, graduate students – in particular – are relatively heavy users of the library's electronic services: 67% report browsing the Melvyl® Table of Contents databases, 75% access journal article databases on Melvyl®, 65% download articles from Melvyl®, and 71% access the library's CD ROM databases either sometimes or often. Interestingly, 45% of these same graduate students report they do not access library resources remotely, even though 92% of them report having a computer with modem at home. An additional 47% have a computer with modem in their office.

About half of the faculty report using the library in preparing grant applications, though few – 13% – report attending faculty seminars. Half of the faculty rely on librarians to help teach research skills to their students, a higher number than most of the other departments surveyed, surpassed by only Chemical Engineering and Latin American Studies.

Collections

Seventy percent (70%) of the faculty and 48% of graduate students rate the library's collections of books as good or excellent. Interestingly, 37% of responding graduate students reported "insufficient experience" with the library's collection of circulating books to evaluate it. Less than 1% of graduate students and 4% of the faculty rated the circulating books collection as poor. Larger numbers of both faculty (73%) and graduate students (66%) rated the journal collection as good or excellent. Here again, nearly one quarter of the graduate students reported "insufficient experience" with the library's journal collections to rate them. This may be a result of the number of journal articles available electronically in full-text on the Melvyl® article databases, NEXIS, Dow Jones, or some of the library's CD ROM databases.

BUSI faculty and graduate students appear to use a wider range of materials, including newspapers and documents, than do their counterparts in other departments. Still, most faculty and graduate students reported insufficient experience with special collections, conference proceedings, slides, maps, music, videos or the Center for Research Libraries collections to evaluate them. The same held true for faculty with respect to the library's stand alone and networked CD ROMs, but not so with the graduate students – 71% of them report searching CD ROMs sometimes or often. Fifty-seven percent (57%) rated the library's stand alone CD ROM databases as good or excellent, and 55% rated the networked CD ROM databases as good or excellent. Still about one-third of the graduate students reported "insufficient experience" with the library's CD ROM databases to evaluate them.

Use & satisfaction with Library services

Ninety-five percent (95%) of graduate students reported "insufficient experience" with the BAKER service to evaluate it, 81% of them were likewise unfamiliar with Interlibrary Borrowing Services (IBS), and another 85% were inexperienced with the Berkeley/Stanford Cooperative Program. About half of the responding faculty rate

Interlibrary Borrowing Service as good or excellent, and slightly less rate BAKER as such.

Faculty are somewhat more satisfied with Circulation and Reference Services than are graduate students (61% v. 52% for Circulation Services, 70% v. 50% for Reference Services) rating them as either good or excellent. A full one-third of graduate students reported "insufficient experience" with Reference Services to evaluate them, and 31% said the same for Circulation Services. A majority of both faculty and graduate students reported "insufficient experience" with Instructional Services to evaluate them, but 39% of the total faculty respondents and 31% of graduate students rated them as good or excellent. Large numbers of both faculty (83%) and graduate students (88%) were unfamiliar with NRLF services.

Unlike their counterparts in other departments, BUSI faculty expressed solid interest in several of the proposed new fee based library services. Seventy-eight percent (78%) said they would use an expedited library-provided document delivery service sometimes or often and nearly that number said the same for commercial fee for document delivery service. There was little interest in these services on the part of BUSI graduate students.

Desktop access to information from outside vendors and publishers was something that 57% of both faculty and graduate students reported they would use sometimes or often.

The majority of those who are remote users of library resources report searching the library's online catalogs (63% of faculty, 68% of graduate students), browsing Melvyl® Table of Contents databases (56% of faculty, 61% of graduate students), accessing journal article databases on Melvyl® (68% of faculty, 79% of graduate students), and searching the WWW (74% of faculty, 92% of graduate students). Forty three percent (43%) of BUSI graduate students report they search the Library web remotely either sometimes or often.

Forty-three percent (43%) of graduate students rated the library's hours as good or excellent and 23% rated them as poor.

Summary – Free-text Questions

FACULTY

No. of surveys returned: 24 (32% return rate)

Note: Numbers following specific comments indicate the number of times the comment was made.

1.B. Please describe any recent trends or changes in scholarly communication ... describe how the Library could help you integrate these changes into your teaching or research.

- More full text journals online. (2)
- Increased use of electronic resources.

- Trend: electronic use of working papers. Library help: identify electronic clearinghouses.
- The use of the WWW to distribute abstracts and manuscripts continues to increase. Help organizing the available resources would be useful.
- There are two new electronic networks that broadcast abstracts of recent working papers and forthcoming journal articles: 1) Financial Economics Network, FEN, and 2) Economic Research Network, ERN. Perhaps the library could archive these for future retrieval?
- More help in identifying and organizing online resources.
- Much more use of email.
- Mostly everything seems to be moving from printed to electronic form. The best thing would be to create an electronic journal archive. See JSTOR on the WWW for an example.

3.E. Any specific suggestions for prioritizing quantity or quality of services?

- With periodicals under great stress, providing new means to access these electronically is increasingly important.
- I would hate to see you reduce this incredible resource to the University community.
- Most important: Faculty need access to citation indexes every time they go up for review/promotion. Please subscribe to an online system (that can be searched remotely) rather than CD-ROMS and hard copies only.
- Get stuff digital.
- Make locating books easier when circulating [recall function?]
- Baker is great.
- Top priority: please expand acquisition of materials in the field of non-profits ... students from all over campus need access.
- The libraries are all over campus and have different, and generally short hours.
- GLADIS & MELVYL are very user hostile. The interface looks like something from the early 80's. There is no excuse for such a vital resource to be maintained so poorly. (2)
- I think it is essential that you strengthen your reference services. It is almost impossible to use the online catalog subject headings if you need to go through a big subject ... I pity the poor undergraduate.
- You need to refocus attention on print materials -- away from electronic services ... you are failing to acquire books published by respected university presses not to mention other presses. You are dropping journal subscriptions right and left and failing to subscribe to important new journals in existing and emerging fields ... particularly the corporate environmental management field. UCB is going to cease to be a first rate research university in many fields -- and soon.

5.B. Which electronic resources have you used the most?

- MELVYL (9)
- GLADIS (8)
- ABI (5)
- SSCI (4)
- MAGS (2)

- CC
- EconLit
- Haas CD-ROMs
- NEXIS
- Abstracting & Indexing services
- Prefer electronic - faster (2)
- Prefer electronic - saves space
- Prefer electronic - convenient, fast, search capabilities (4)
- Prefer electronic - quicker to find things but prefer complete text and printout for documents I really want to use.
- Prefer electronic - ease of use. (2)
- Prefer electronic if I can figure out how to use it!
- Prefer electronic - can search from my office. (2)
- Strongly prefer electronic when available through PC in my office. Slightly prefer electronic in library -- usually faster.
- Prefer print - for flexibility in studying the material, I need hard copy.
- Prefer print - though I like being able to access the catalogs from my office.
- No preference - sometimes I just like going to the library, sometimes I prefer the convenience of searching from my office. (3)

9. Qualities most important in a library or information service supporting scholarly research?

- Comprehensiveness/completeness/breadth (16)
- Easy to use/search (7)
- Accessibility (7)
- Availability (5)
- Fast (4)
- Up-to-date (3)
- Helps me find (2)
- Organized (2)
- Responsiveness (2)
- Accurate
- Internet based
- Low cost
- Neatness
- Old
- Print
- Simplicity
- User friendly
- User friendly computer interface for databases like MELVYL

10.A. Unmet library needs?

- Collections
 - Cut backs have serious impact on availability of research materials (journals) and is detrimental to scholarly research. Loan services do not enable the important browsing function.
 - Scope of periodicals collection: there is a lack of industry trade journals.
 - Appear weak on European journals and books.

- My field is non-profit management. There is no one library that appears to be responsible for this collection. Milt Ternberg does what he can with a limited budget in a School that does not have this field as part of their primary agenda. Social Welfare's Library does some ... The university is making a big mistake if it does not do more in this field -- a new and emerging one. I run a lending library out of my office for students from all over campus, as well as alumni; it is becoming a heavy burden for me and I can no longer afford to obtain all the important books coming out.
- Closure or limited hours at intersession & vacation periods is a problem for me, as I am on a tight professional schedule.
- Recall services are poor and it takes forever to get a book back.
- Sometimes I find there is too much machinery between me and the library I used to know!
- Haas Library needs clearer and more complete instructions at each of the computer stations.
- A snazzy system to send me abstracts & hyperlinks of articles it figures I'd like to know about -- Grouplens, etc.
- UC should e-publish working papers & help set up and/or move to WWW all UC based journals. Death to the \$400/year journal middlemen :-). Encourage or require faculty at all 9 campuses to post working papers & knowledge would take a big step to being free.
- Mostly, I love working with librarians on campus. They, over the years, have been the kindest, most responsive people with whom I deal. However, in recent years, the automated phone lines and some of the staff in the Main Library have been a real pain ... if I had the power to change things, these are areas I'd focus on.

GRADUATE STUDENTS

No. of surveys returned: 95

(23% return rate)

Note: Numbers following specific comments indicate the number of times the comment was made.

1.B. Please describe any recent trends or changes in scholarly communication ... describe how the Library could help you integrate these changes into your teaching or research.

- Online access
 - Having online access to full-text periodicals would be great.
 - I conduct more online research, including Web-based and database searches from home and at the Haas Library. Ease of access and portability of information is key. (2)
 - Movement towards dissemination of research by email, CD-ROM and WWW. Librarians could publicize a comprehensive sheet listing electronic resources available through the library.
 - We can get abstracts of papers from ABI or PSYC, but full text is limited; the charts that go with the paper are never available through MELVYL, even if the full-text is. I would like full-text with charts.
 - It seems that everything is online or on CD ROM which makes research faster.

- Trend: use of electronic db for search purposes. Action: training (is provided), better PCs in the library, easier user manuals.
- Information not in electronic form is accessed only as a last resort.
- A lot of the most accurate, up-to-date information is online in a pay-per-document format. I am talking about business industry & company data, investment reports, etc. Right now, the Long Library has good access to some electronic, real time sources, but more would be better. The books, CDs, microfiche are just too old and out of date to be truly useful.
- Lots of people are putting working papers online. Unfortunately, there is no good way to systematically search for these unpublished papers ... Online access to abstracts and working papers is becoming the norm in Economics. High speed access to those databases is as important as high speed search engines for locating information. (3)
- Research dissemination through electronic journals and electronic access to databases.
- More data and research articles online now. It is very convenient & time saving. Hope we can have more access to many useful database (meaning fee-paying database) (sic)
- Online databases are far and away the most useful and apparently the fastest growing resources I use. LEXIS/NEXIS is good for general info., but more important and useful to me are Dow Jones, Medline, and certain Biomedical CD-ROMs. Full-text information is critical to me.
- Internet access
 - More internet access to investment analysts reports.
 - Increased availability of abstracts on internet, but, the internet is still no way a dependable resource.
 - Prefer to use personal computer to do research. Would be helpful if more library resources were available on the Internet.
- For the business students, hi-tech industry is really important. We should have access to industry studies such as IDC, Dataquest, Gartner Group reports.
- The number of quality, or at least "acceptable" journals in my field (organizational behavior) has increased. I know that the journals are expensive, but it would be great if the Berkeley Library system could subscribe to more of them, in particular, the Journal of Management. Also, don't let people take the journals out for so long. Some library books that we check out frequently -- don't let them out for the semester -- make it 2 or 3 weeks.
- Scanner panel data; just like the stock data for finance majors, scanner panel data are very valuable for marketing majors.
- No trends. Much of the research done for business study is for recent news/analysis which is best gotten from electronic resources: WWW, Dow-Jones, NEXIS.

3.E. Any specific suggestions for prioritizing quantity or quality of services?

- Hours (20)
 - The library should be open more often
 - Long Library should be open at 7 am M-F and should be open for at least 8 hours on Saturday and a full day on Sunday
 - The hours on the weekend are narrow
 - Open earlier on weekends

- The library hours should be extended considerably, especially before and after business hours and on weekends. That is the only time people have available for doing some serious research
- Later hours on Sunday
- The library is not open late enough
- Hours too short during summer/winter holiday breaks.
- Online access (14)
 - The investment in modern library electronic resources could be better. The interfaces are drastically inconsistent, limited to stand alone machines, and there are just too many different electronic resources.
 - It's maybe a very narrow view, but those that are concentrating their studies in Finance will need more and more to download economic and financial data. Despite Datastream terminal, I don't know other resources, if they exist. And even the Datastream is too complicated to use and I'm not sure if there is training sessions to this system.
 - I find the online databases (user friendly) as well as the books (circulating and reference) the most important resources.
 - More Dow Jones and more NEXIS access. (2)
 - NEXIS access from home ... Provide off-campus access to NEXIS. (2)
 - More full-text resources would be good.
 - The more full-text documents you can load on MELVYL the better. (3)
 - Most important: access to the library's databases and any reading material from my home of office. (3)
- Extend reference service (9)
 - Extend reference service hours
 - Reference librarians who work student hours -- at Haas library, the librarians go home at 4:00 (at least until recently) [*Ed. Note: this is not true; it's the reference desk that closes at 4:00*] and aren't available on weekends, when we need them the most. Also, there should be Sunday reference hours
 - Determine if particular library is focussed toward undergraduates or graduates. Keep tally of services required by each group. Graduates need more one-on-one instruction to find "specific" information, i.e. librarian services. In addition, need reference materials readily available and convenient. Therefore, in order, need librarian, reference materials, and hours
 - There is so much material to search through that I will almost always ask a librarian where to start
 - The reference librarians are excellent/the best feature of the library.
- Instruction/training
 - Instructional sessions should be given in smaller groups for longer periods. Also, there is need for an integrated course to enable students to understand what service/information can be used in specific situation.
 - Better training materials (e.g. training video, instructions, etc.) for databases. Training courses are great, but hard to find time for. LEXIS/NEXIS, CD-ROMs and others would benefit from better "How to use" materials.
 - Gary Peete's classes are very helpful.
 - Better copying services; the few machines there are are terrible. (4)
 - Circulation does not reshelve quickly and makes many mistakes.
 - GLADIS is not user friendly -- also inflexible.

- I find that the business school library has very, very poor periodical coverage. Ironically, these publications, in addition to journals, are the primary source of information I need.
- The online, interlibrary and instructional services are important to me.
- Old PhD theses -- the procedures for getting access to these are too onerous.
- Circulation, reference, instructional and interlibrary services are more important than the others.
- Christof Galli ... created an online reference request service. I have used this on one occasion and it worked extremely well. He was able to tell me precisely what and where I could find information I needed before getting to the correct library.
- I'm amazed at how many books are located at other campuses and not at Berkeley.
- It would also be nice if there was an area where no notebook computers were allowed for quiet study.
- Most important: print resources, non-print resources & electronic resources.
- Baker & IBS take too long.
- It's a huge headache to renew materials every semester. Plus, Stanford people require you to renew your books in person every time when you renew your books for the first time any given semester.
- Subscribe to market research information (Gartner Group, IDC, In-Stat). This provides very useful marketing information for students in marketing & entrepreneurship classes.
- Berkeley/Stanford Cooperative is very important to me. I live in Palo Alto. It would be easier if I did not have to sign up for a new card each semester and wait to receive it.
- I don't use the library very often as I can find most of the information needed from Web sites. I tried to look for some reference books by browsing through the bookshelves but I found very little instruction about how to seek books in different categories. I know we can use the computers to check out the book and location, but sometimes I just want to find some reference books and I don't know any books or authors. I suggest our library to add some maps showing book categories in different locations. For me, it's easier than using a computer directory.

5.B. Which electronic resources have you used the most?

- Melvyl (*Ed. Note: may be referring to ABI*) (21)
- NEXIS (17)
- ABI (10)
- Gladis (9)
- CD-ROM databases (9)
- Dow Jones (7)
- Investext (5)
- EconLit (4)
- WWW (4)
- Catalogs (3)
- PSYC (3)
- Datastream (2)
- Hoover's (2)
- Social Science Citation Index (2)
- Business Index

- Business & Industry Abstracts
- Dissertation Abstracts on CD
- International Financial Statistics
- Medline
- NEWS
- Prefer electronic; faster and more convenient (19)
- Prefer electronic; easier to search (16)
- Prefer electronic; can download articles onto a disk. (13)
- Prefer electronic; more convenient storage, portable (11)
- Prefer electronic; remotely accessible (6)
- Prefer electronic; easier to store, cheaper to make copies for reading, if you have tables or data you can use in a spreadsheet, etc. (4)
- Prefer electronic; more up to date. (3)
- Prefer electronic; I'm too stupid to use print resources.
- Prefer electronic; easier to copy and paste.
- Full-text is great; you don't have to search for print versions that invariably the library doesn't have.
- Prefer print to keep a hard copy for my records & later consultation
- Prefer print; easier to read, doesn't require a computer, can take book with you, used to using print resources.
- Prefer print; easier to compare.
- Prefer electronic for searching and abstracts but prefer print for reading the entire article. (6)

10. Qualities most important in a library or information service supporting scholarly research?

- Comprehensive/broad/diverse/deep range of resources (34)
- Easy to use; easy to search (24)
- Current/updated/real-time data (18)
- Fast; Speedy (14)
- Knowledgeable reference staff, knowledgeable reference staff, available reference staff (13)
- Hours (11)
- Availability; availability of books/databases (9)
- Access (8)
- Helpful (7)
- Convenient (6)
- Knowledgeable (6)
- Simple (5)
- Efficient (4)
- Friendly/user-friendly (4)
- Online resources (4)
- Remote access/use (4)
- Thorough (3)
- Access to databases (2)
- Courteous (2)
- Experienced (2)
- Flexible (2)
- Good search capabilities (2)

- More terminals (2)
- Organized (2)
- Quiet study space (2)
- Resourceful (2)
- Service/customer service (3)
- Accessible guidance
- Access to other materials/resources/information
- Accommodating
- Bright
- Comfortable
- Competent
- Concise
- Consolidation (all information in one spot)
- Content
- Datastream database
- Docking stations at the tables
- Easy to organize findings
- Excellent reference & CD ROM collection
- Expedient
- Extensive database access
- Good international references
- Good mix of silent and nosier working places
- Index
- Insight
- Interesting
- Internet access
- LEXIS/NEXIS availability
- Mark references for future use
- More than one source, where applicable
- Off-line access
- Open
- Personnel, access to
- Portable
- Proactive -- searching out new resources
- Quality of data
- Relational capabilities (?)
- Reliable
- Rich resources
- Spacey
- Specific
- Support
- Technology
- Understandable

10.A. Unmet library needs?

- Availability of books/journals
 - A lot of things seem to be missing, or checked out. The search turnaround time for these items is not great.
 - Not very easy to find information in the stacks.
 - Need more copies of popular books.

- Foreign language literary collections (in translation) are haphazard, incomplete. (2)
- Need more international annuals in BUSI/ECON (World Bank, IMF type)
- Great business periodical selection, although some of the journals are hard to find, missing, or misshelved.
- Need more psychology & statistics books in the B-school library.
- Lack of current daily newspapers & magazines.
- Circulation
 - Long waits at circulation desk and for general questions.
 - Book recall takes too long.
 - Good service = Main, ENVI, Long Reference. Poor service = Long Circulation.
 - I have had a number of bad experiences with the Circulation staff at the Long library. On two occasions, the Circulation staff failed to properly process books I had returned. Both occasions resulted in blocked library privileges for me. To make matters worse, the staff was uncooperative in remedying the problem and I was forced to retrieve the books from the stacks in order to prove that they had been returned. In one case, I was also accused of stealing the books.
- Reference
 - Consulting support from reference librarians = very good in general.
 - The Business School librarian -- Milt? Can't remember the name. He's the head librarian -- is first class. I spent 2 hours to look for something that he can find in 2 seconds.
 - Better instructions on how to use computers to access MELVYL.
- Online access
 - More computer terminals for online searches.
 - We need more Datastream access and access to Bloomberg!!
 - More Dow Jones accounts.
 - Invest in technology!
 - Not enough online databases
 - There is a need to offer more online services that you can access from home. It could even be the current resources, but just make it available to access from home.
 - Long Library only has 4 LEXIS/NEXIS terminals. Priority should be given to Haas students.
 - A good search engine for library resources that can be used remotely (downloaded, printed and marked for future reference).
 - The library service is excellent. The personnel is great but easier and more integrated electronic searches would be (illegible word).
 - Remote access to other paid services (with a password).
- Library could provide instruction/guideline/resource specific to discipline in seminar. [Ed. Note: course integrated library instruction? Point of use instruction?]
- I'd pay for a service that provides me a copy of an article that I need in my job.
- Some of the helpful services, i.e. interlibrary services, Baker, are not well informed to students (sic).
- Please fix the microfiche machines!
- Phone help should be available like at the Stanford Law Library.
- More access to financial data (e.g. Bloomberg)
- Free copier machines inside the library (similar to the PhD copiers in departments).

- Analyst reports on Investext seem very outdated. Would like more current analyst reports.
- It would be very helpful to be able to print from personal laptops if we could identify ourselves using our unix username and password.
- I use mostly the print resources at UCB library, but am interested in knowing how to use electronic resources effectively and/or having a referent that lists all the electronic resources that are available in one place. I'm sure the library has such information available, but I don't know how to get it without spending a lot of time. Perhaps a brochure send to faculty and students would help.