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This paper will examine the academic business library, its conception and future through

interviews and documentation available at the Ford Business Library of Duke University.

This paper describes the evolution of the academic business library in relation to the

evolution of business. Interviewees include faculty present at the time of the library's

conception as well as faculty currently serving at the Fuqua Business School. This paper

also considers the purpose of the Ford Business Library and if there are any reasons to

change or expand the current collection.

Headings:

       Business Libraries -- Case Studies

       Duke University. Fuqua School of Business – Ford Library

Service Oriented Library: the Conception of the Ford Business Library

by
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Approved by

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Table of Contents 1

Introduction

Successful business management is quickly evolving. CEO's are shelving the task-oriented, functional approach that has dominated the past 200 years of open-market economics for a decentralized, process-oriented model (Sadiq and Racca 3). Instead of micro-managing every aspect of revenue, expenses, production, and labor, corporations are beginning to organize into and communicate across broad networks. Tremendous advancements in computer technologies and the ability to outsource certain processes reflect a growing emphasis on global flexibility over localized entrenchment. While posing new challenges of their own, these evolving relationships of global alliances and distributive networks are often easier to assemble and manage than the traditional hierarchical business model. The new ideal is an infrastructure that commands automation and open channels of communication, and in doing so, puts people before the organizational structure itself (Allee 9-14).

Not all businesses, however, have restructured themselves into the new professional community style. Many still adhere to the more traditional models centered on capital, processes, and work and team projects. But such methodologies no longer possess the same efficiency and only their long history is keeping them in existence (Allee 29-37). Companies are quickly realizing that a process-oriented approach that emphasizes "business services" -- anything consumers may request -- is

more holistic, logical approach toward business given the shift from local to global economies (Sadiq and Racca 13-14).

New corporations have become communities and are structured around systems using knowledge as a major resource. Current business questions are focusing on multifaceted and systemic aspects of business. The business journals now have articles on topics concerning the unseen, the invisible, and the complex. Lead articles address knowledge, intangibles, values, ethics, transparency and governance, complexity, sustainability, and even emotional intelligence and spirituality in the workplace (Allee 30-34).

This shift from industrial, task-oriented management systems to knowledge and process-oriented management systems calls for changes from our business schools and professional resources. David Leonhardt observes in the <u>New York Times</u> that business schools are beginning to actually imitate the international companies they study (Leonhardt C1). This imitation is directly reflecting the change in management styles. The Fuqua School of Business changed its class structure during the 1992-1993 academic year. The new structure featured shorter terms and longer classes allowing a greater emphasis to be placed on management skills (<u>Annual Report</u> 1990-1992). The business school changed again with the start of the 2004 academic year as it began to turn its attention to the management of knowledge and information. The new, increased emphasis on knowledge and information makes the business library resources and services infinitely more valuable to future MBAs. Supplementing course work, the academic business library provides future MBAs with resources and knowledge to fully

use those resources to the best of their abilities. However, it is not just the resources and services offered by the library that make them necessary for the future of business schools, but also the experience students' gain while using the library. The library presents opportunities for future MBAs to utilize the new worldwide networks as well as offering them the opportunity to experience the new communal business models that so many corporations are moving toward.

This paper will analyze the Ford Business Library, the library for the Fuqua School of Business at Duke University. It will look at the library's conception, as well as its current state, and finally it will take a look at the future possibilities. The Ford Business Library is an excellent example for an analysis such as this. The evidence gathered and observations made for this paper suggest that, since its conception, the Ford Library has been ahead of the curve and a leader amongst other academic business libraries.

Literature Review

General Business Library Statistical Impressions

Abels and Magi conducted the study "Current Practices and Trends in 20 Top Business School Libraries" in 1999. They surveyed 20 business school libraries that were associated with some of the top business schools as published in either *Business Week* or *U.S. News and World Report* and also participated in the 1997/98 College and University Business Library survey. Abels and Magi collected data in three ways; first, the College and University Business Library statistics as collected by Cornell University were reviewed and analyzed. From there, they calculated the means and medians of library expenditures on materials and wages. The ratios they calculated revealed the relative nature of those expenditures. Second, the web sites of each of the business libraries were analyzed. Abels and Magi compared the websites and noted the similarities in the information contained on the websites. Third, a written survey was mailed to the directors of the twenty chosen libraries.

The results from the data included the resources held by each of the libraries. The cost of resources, analysis of their web sites, and the services they provided including education, reference services, and funding. Abels and Magi identified some of the major trends among the libraries. The libraries showed a tendency to develop web sites that

offer access to a variety of services and resources. Many of the libraries also offered a variety of commercial online databases accessible through the web sites.

The libraries also displayed a growing reliance on e-mail reference. They also showed a preference for user education session that focused on major topics rather than sessions specific to individual resources. Interactive tutorials were used as supplements to, not replacements for, classroom instruction. The trends also displayed a likelihood of the libraries reducing their reference desk hours in the next five years. And finally, the libraries showed a tendency to spend more of their materials budget on serials rather than monographs.

Pagell and Lusk conducted the study "Benchmarking Academic Business School Libraries Relative to Their Business School Rankings" in May of 2001. The study was designed to identify patterns across ten library variables and within ranking systems. It was also used to discuss the strategic implications of the relationships among variables for academic business librarians. The study included all business schools placing in the *U.S. News and World Report* top 50 full-time MBA programs, and all top 30 and tier II business schools in *Business Week* full-time MBA rankings, plus four tier III business schools that were also in the top 55 of Trieshmann's research rankings. Pagell and Lusk used the College and University Business Library Statistics now collected by the Academic Business Library Directors when available. When the data was not available they asked the other library directors to supply them with comparable data for business library materials, spending, staff spending, and staff full-time equivalents.

The overall outcome of the study is that the Baker Library of Harvard Business School is ranked first in terms of volumes, spending for materials, size and staff and

spending for staff. Most top schools spend more overall for their libraries, however there is no consistency with the business school rankings, especially for those schools without separate libraries. The new ranking of business schools is based primarily on MBA student inputs such as college grades and Graduate Management Admission Test (GMAT) scores, and on MBA outputs such as salaries upon graduation and the percent of students having jobs. These indicators drive resource allocation in the business schools, including library funding. Business library decision makers need to look at all the factors that contribute to their business school's ranking and the business school's overall mission. They should not only look for ways to increase library resources, but also find ways to increase those resources that will have the most impact on the school's success.

Innovators

The literature is also somewhat sparse in relation to the importance and number of academic business school libraries. *The Journal of Business and Financial Librarianship* is one of the major journals for both corporate and academic business libraries. Its publication began in June 1990 featuring discussion on the current state of business and financial librarianship ranging from descriptive articles on services in libraries to marketing ideas for corporate libraries.

In the last ten years the nature of the academic business library and the way in which it responds to patrons has greatly changed, from the way information is delivered to the nature of the libraries themselves. One academic business library, the Helsinki School of Economics Library, began offering products under the brand name HELECON (HELsinki School of ECONomics) Information Services in 1989. The library continued

to develop products and services as demanded by patrons, including a CD-ROM of company reports. The CD-ROM used the latest in technological advances of that year, 1994, including the portable document format (PDF) by Adobe Acrobat. By 1996 full-text retrieval ability was added; however, the limitations of using the packaging format of CD-ROMs became apparent and HELECON Information Services started looking toward making the database available on the World Wide Web. These types of services and products that are now commonplace desktop applications of personal computers were once the mainstay of academic business librarianship long before they became general use items.

Bang and Harbo article "Winds of Change: Research Libraries" [2002] pioneered the idea that new scholarly disciplines may be emerging at cross purposes with well established ones. It was perceived that these challenges may require a different form of peer review and alternate publication opportunities. The solution to this alternate publishing paradigm may come from collaborations between research libraries like the Library of the Aarhus School of Business (LASB) and others. LASB is developing software for the sharing of knowledge, a type of "metro map" used for navigating the electronic information resources available to its users. LASB is positive that these collaborations have great potential, and will continue working with this method while also investigating the possibility of electronic reference services.

As demonstrated in Williamson's article "Changing Roles in an Academic Business Library: Delivering Goods via the Web" the corporate library service model has application in an academic setting. Providing an added-value service for patrons in academic libraries, though time consuming, is greatly appreciated and is inherently in the

nature of academic libraries by supplying users with opportunities they need. Draw-backs to providing a value-added service, much like ones already available for, though not tailored to, a specific community on the web include creating a dependence on the librarian and service and losing an educational focus.

E-journals

The introduction of electronic journals is one major change that has affected the way students and faculties use business libraries. Hahn, Speier, Palmer, and Wren conducted a study, "Advantages and Disadvantages of Electronic Journals: Business School Faculty Views" in 1998. This project surveyed a random sample of business school faculty from universities having membership in the Association of Research Libraries during the fall of 1998. The most frequently cited advantages of electronic journals were broader distribution and the speed of publication. The most frequently cited disadvantages were that e-journals are not always refereed and there is an increased potential for plagiarism. The study showed that a surprisingly low number of faculty were aware of the existence of e-journals, with 56% having never read or very rarely read an e-journal. However, this study was done in the early days of the e-journal and most faculties were pleased with the faster dissemination made possible with e-journals. Although different disciplines viewed e-journals with varying degrees of importance, consensus existed on strengths and disadvantages of the format. This difference in attitudes allowed librarians to focus their attention on more specific client groups by their discipline.

A later study in the use of e-journals in the sciences and health fields was conducted at the University of Illinois at Chicago by Brennan, Hurd, Blecic, and Weller. Their study "A Snapshot of Early Adopters of E-journals: Challenges to the Library" in 2002 shows that literature is now timelier, with a wide variety of databases and e-journals available through the desktop. As a result fewer trips to the library are required. This study had two investigators polling faculty who were identified as leaders in acceptance of electronic access innovation. The first investigator conducted the interview while the second one took notes on a response sheet that listed the questions asked. While adoption of e-journals had been lagging in the classroom, professors had assigned readings from e-journals to their graduate level students as of the spring of 2001. The survey concluded that the impact is greatest for those departments that have online degree programs, and e-journal access is particularly vital for this constituency.

Access Issues for Distance Learners

The Business Reference and Services Section (BRASS) of the Reference and User Services Association (RUSA) of the American Library Association (ALA) formed a Distance Education Guidelines (DEG) Committee in July of 1999 to investigate whether the challenges of business distance learning students and faculty are similar those faced by students in non-business disciplines. The committee gathered information using a survey of librarians serving business distance education programs. These results determined that there are unique aspects of business distance education and that they are worthy of attention.

Some of these aspects include databases and research tools available through the libraries for academic or research purposes only, and the possibility of a distance MBA student using these products or services at their jobs for commercial purposes. This could potentially lead to lawsuits or publisher-initiated cessation of database access for the entire school. Another issue is one of getting print-based financial information to distance students because of the diversity in business reference tool formats. Many of the resources needed by distance students are traditionally non-circulating items, such as Value Line, Annual Reports, Mergent Bond Record. This material can be costly to reproduce and mail, as well as potentially litigious, on the grounds of copyright law.

Library instruction for individuals in distance programs presents another challenge, because much of today's business information is located in web resources; therefore traditional methods of instruction may not be possible. The BRASS Distance Education Guidelines Committee addressed the need for efficient reference service for to distance education users with suggestions on how to better service that constituency, but did not address how those problems will reflect on patrons of the library who are on campus.

This committee's guidelines are already outdated in some ways. The reference tools that were traditionally only available in print are becoming more and more available through the web. Also the nature of some distance learning programs is drastically different from those offered on campus, nullifying the necessity of providing all of the same resources to distance education learners.

Patron Satisfaction

Atkinson III and Fiqueroa conducted a study "Information Seeking Behavior of Business Students" in the fall and winter of 1995-1996. The study was divided into two parts, the first being a survey to identify students' perceptions and the second being observations by the librarian. The students included a group of graduate students and undergraduate juniors and seniors enrolled at California State University San Marcos (CSUSM), while the observations took place at California State University Dominguez Hills and CSUSM over a period of three days. The results of these investigations included user impatience and minimal student effort with search tasks, coupled with higher expectations from electronic tools. The students expected a greater, more relevant output from electronic tools with less search time than the print equivalent. This study was valuable in assessing user expectations of reference services, yet it did not address the full extent of users' expectations of a given library. Still remains an important aspect of academic business librarianship. Information seeking behaviors of business students are becoming more important as the global view of business emerges, thus this issue deserves further study.

Collaboration

Pertell's article "Selling the Business Library" [1981] addresses the need for a good public relations program within business libraries. Pertell finds that the business library needs to uphold good relations with the institution surrounding it, especially in these times of frequent business mergers, management realignments, cost reduction measures, and reevaluation of all corporate activities and services. A critical factor for a

successful library is an assertive librarian: one who promotes the library effectively, outlines a definitive public relations program, masters various public relations techniques, and implements them with the library's user groups. The problem with this article in addition to its age, is that good public relations alone cannot keep a physical library open. It can keep services and resources available, but not necessarily the physical library space.

Crawford and Barrett examined a strategic alliance in their paper, "The Reference Librarian and the Business Professor: A Strategic Alliance That Works" [1997]. This alliance reflects the type of relationships present in the business world. In this case the reference librarian and the business professor worked together in creating a class that focused on providing students with a guide to selected reference sources and instructing students on how they might utilize these resources. The final result of this alliance was a class that made students active participants in information seeking; this class is consistently heralded by former students. The most important issue regarding the alliance was the timing of the library instruction portion that allowed the students to fulfill the research requirements necessary for the class.

Reorganization

"Trends in European Academic Business Libraries" [2000] by Cotta-Shönberg at the Copenhagen Business School gives an excellent overview of where academic business libraries are now. The survey, based on a questionnaire sent to the directors of European business school libraries, compares the trends in European schools to those in America. It seems that European business libraries are moving toward a more electronic

based library, not only for information about the library, but also for delivering services. Library space is expected to become used less for storing physical information resources and more for computer-supported study-activities. It is noted that, on the whole, the European situation is much like the American environment.

The most recently released report of the Academic Business Library Director's Meeting covers various aspects of academic business libraries. In the welcoming speech by Paul Danos, the Dean of Dartmouth's Tuck School of Business, says:

> The traditional museum-type library setting is left behind as the intellectual services the library must provide become crucial. Space will no longer be used in the traditional library way. As information becomes more and more manipulated by technology, librarians have to participate in the process. [2003]

During a panel discussion on the use of library space Tomalee Doan, a representative of the University of Michigan libraries commented on reducing the physical collection to devote space to information technology.

At Tulane, many microforms have been moved to the Main Library, the number of trade journals has been reduced, and the remainder of the physical collection is shrinking as well. Bill Strickland, the librarian at Tulane is purposefully trying to sell the library as a service rather than a space.

The Purdue University Business Library gave up about 25% of its space, removing 40% of the collection, but received study rooms and group tables in return. Several trends were reported, including some type of online reference service, expansion of library services for alumni, growth of the marketing role for library directors, and new construction of student commons or library facilities at many institutions.

Special Collections

The trend toward electronic collections and new services does not characterize every academic business library. Since its founding, the Baker Library has collected rare and unique materials to support the curriculum of the Harvard Business School. Today, Baker Library holds one of the preeminent collections of historical materials on business history and economic philosophy in the world. Included in the collection are manuscripts, rare books, pamphlets, broadsides, photographs, prints, trade catalogs, trade cards, and annual reports. The earliest records extend back to the banking and patronage activities of the Medici family in the fifteenth century. Harvard Business School students and faculty, as well as other leaders in the field, have used this resource material to learn from the experiences of the past and to understand the historical development of business functions.

More recently, however, the material has also been drawing ever-increasing numbers of international students and scholars from a broad range of disciplines, such as cultural anthropology, ethnic and gender studies, industrial archaeology, sociology, fine and decorative arts, maritime history, and engineering (Linard 88). Since the Baker Library functions as an archive for international research it has managed to retain the physical space and materials that have been shifting at other libraries.

Ranseen's article "The Library as Place: Changing Perspectives" [2002] states that people frequent the library as much for the actual physical experience as for the documents it holds. This is because the library, any library for that matter, is acting as the center of some type of community. In doing this it should provide not just special exhibits, but a board for community news and organizations, local events, or whatever is

of interest to that specific community. Her conclusion stressed looking at the mission of the library in order to prepare for the future of libraries.

During an interview conducted by Tom Storey, Bob Martin, the director of the Institute for Museum and Library Services (IMLS) said "Libraries should focus on creating public value, a concept developed by Mark Moore at Harvard University"(Storey 13). To create public value in the eyes of your users and resource allocators you focus on distinctive competence and demonstrate impact. At IMLS the belief is that the distinctive competence of all libraries is to provide resources and services that complement and extend formal education into an enterprise that lasts a lifetime. Libraries need to improve their demonstration of value to their communities. According to Martin the most obvious change is the impact on networked technology on library services. He also believes that libraries should extend the learning process through innovative collaboration, which is the emerging strategy of the 21st century.

From the available literature it appears certain that libraries are changing, but no one is positive as to what the next model will be. The trend is for smaller, service-oriented libraries. This paper will look at one library, the Ford Library, because it is both unique and has commonality with other academic business libraries. It will cover how it was conceived, its current state, and what the current plan is for its future development.

Methodology

The primary reason for focusing on the Ford Library is that it seems to have been a leader; other business libraries are now heading toward the library model that was originally adopted by the Ford Library.

This case study was conducted primarily through interviews. The interviewees were selected from current staff and faculty at the Fuqua School of Business who were also present at the conception of the library in 1982. Interviewees were solicited through snowball sampling, starting with the dean and the library director. The library director and the dean offered names of faculty and staff who met the criteria. The faculty and staff interviewed were also asked for individuals who would be able to participate.

Interviewees were solicited through an email asking for an hour long interview to discuss the founding and current plan of the library. Interviewees responded via email and a time was arranged for the interview.

Eight faculty, full, adjunct, associate, assistant, and staff were included in the interview process. The objective was to get opinions from everyone involved in the founding of the library.

The interviews were qualitative in nature. Using planned questions it was frequently necessary to probe the interviewee for impressions of the library from its conception, current state, and possible improvements to the library in the future. The interview questions were designed to be qualitative in nature due to the nature of the

subject and time period covered. See appendices for consent form and questions.

Quantitative questions would have proved more difficult to answer and drastically

reduced the number of interviewees able to provide data. The qualitative question set

was approved by the Academic Affairs Institutional Review Board at the University of

Carolina at Chapel Hill.

The interviews were held over a course of a week in the middle of November

2004 in the interviewee's office at the Fuqua School of Business and were digitally

recorded.

The results of the interviews provided the oral history of the library and opinions

on what the direction the library should continue to seek.

Further documents examined included the annual reports from the library's

earliest days and business class catalogs from the period of the library's beginning. Class

catalogs were examined to review any significant changes in business curricula.

Background

The School of Economics and Business Administration was established at Duke University in 1902, but it was not until 1970 with an enrollment of twelve that it began to offer graduate courses. The school was housed with the Economic Department on the Duke University campus (Bean 1).

Duke University is set up on two different campuses, east and west. The east campus is home to first year undergraduate students, and the undergraduate library, Lilly. The west campus houses the main library, Perkins, and most of the departments, including the Law School, the Chemistry Department, and the Economics Department.

The business school had both undergraduate and graduate programs when it first began and was located across the quad from the main library, Perkins. The business school also held classes in semesters like the rest of campus. As the business school began to grow it began to run out of space. Soon the school had spread to empty space in the chemistry building as well as into space on east campus. In 1979 the business school dropped the undergraduate program to focus on their graduate, Master's of Business Administration degree (MBA) (Graduate Newsletter 1967).

Perkins Library served the business school students and faculty members. Libraries and their physical, print collections were more important at that point in time than those collections are today. The researchers depended heavily on the library to maintain the collection for their use. However, due to the technology of the day and

inadequate communication between the library and some of the faculty, some felt that the business school was not being served very well.

Faculty members were able to request books to be ordered by filling out a form and sending it to the library. The library would in turn purchase, catalog, and shelve the book, and add the card to the waitlist to be integrated into the card catalog. When that process was finished they would return the original form to the faculty member, but without any accompanying documentation. The faculty member would search the card catalog for their book, not find it, and would assume that the book was not able to be purchased.

It was in 1974 when Tom Keller was appointed Dean of the school that things began to change. Keller created a board of visitors, which was an advisory panel of top executives. The board of visitors is not honorary as it is at other business schools, but instead has a voice in the school. When the board complained at the first meeting that too many graduates could not write an understandable letter, the school instituted communication-skills courses. Thanks to Keller's avid marketing of the business school substantial donations from corporate sponsors has helped the school to grow (Bean 1).

One of the most important sponsors is J.B. Fuqua himself. Fuqua made his fortune without the benefit of a university degree, but he attributes much of his ability to educate himself to Perkins's willingness to lend him books through the mail when he was a teenager. Fuqua was struck by Keller's ambitious plan for the business school and he donated cash, stocks, and real estate totaling 10 million dollars in 1980. This donation enabled the school to build a new modern building, and changed the name of the school to the Fuqua School of Business (Bean 1).

The school commissioned Edward Larrabee Barnes to design the new facility. The new complex featured a building of 140,000 square feet, which included space for 500 daytime MBAs (Annual Report 1981), more than twice the enrollment of 235. The building also featured team rooms for use by groups of students (Annual Report 1981) and was designed with the idea that there would be a personal computer at every work station ("Electric Business School Online" 1-2).

Conception

The continuing insufficient communication between the main library and the business faculty and the new building led to the creation of the business library. Relocation to the new building meant that the business school would no longer be located across the quad from the library. The idea of a small reserve room in the new facility was introduced to house important business related documents. This would enable faculty, staff, and students to have more convenient access to information rather than having to travel to the main library.

The idea expanded from a reserve room, to a small library, and then to a library capable of housing 100,000 volumes. The library, like the rest of the complex was designed by Edward Larrabee Barnes and initially featured 50 study carrels (<u>Annual Report</u> 1981). However when the building was opened there was really only room for about 25,000 volumes and a considerably lower number of carrels.

The business library was not going to be a branch of the main library system, Perkins. Instead it was tied directly to the business school. This meant that Perkins was reluctant to remove items from its collection to add them to the business school's library. After processing fees for both libraries were calculated it turned out that purchasing new materials would actually be more cost efficient than transferring them.

The school hired a relatively young librarian with innovative ideas. Due in part to the size of the library and the relatively small budget that was allocated to acquiring

materials the library was to become a working library instead of the traditional research library complete with archives. It was to become a "just in time library" instead of a "just in case library." It was the decision not to collect, but rather provide access that really shaped the library and in part the future of the business school.

Fuqua's faculty does not focus on historically based business research and therefore does not require a large historical collection like the one at Harvard (Linard 88). Instead Fuqua research focuses on current and future business practices, such as the current fields of decision studies, social entrepreneurship, capital markets, customer relation management, and leadership and ethics (Faculty and Research).

The materials that were purchased for the library's collection focused on topics specific to Fuqua. There is a core group of business materials in the collection, while the rest of it rotates based on the current curriculum at the school. The faculty also had heavy involvement in the development of the collection. The library would purchase almost any material the faculty requested. This ensured that the library directly fulfilled the needs of the faculty. The faculty also helped develop the core journal collection by ranking the journals by frequency of use: frequently, sometimes, and rarely.

Since the library space was relatively small compared to the academic business libraries of the day, a greater emphasis was put on database searches and document retrieval from the beginning, as well as the valued-added services offered by the library, including article delivery for the faculty, journal content services, and ordering books when requested (Annual Report 1983-1984). These patron oriented services offered by the library are what make up the basis of the service oriented library.

Through a partnership with the Ford Company the library was renamed the Ford

Library in the nineties (<u>Annual Report</u> 1996-1997).

Current

The Ford Library has always been an early adaptor. It was one of the first libraries with a relational database, products pushed to the desktop, and free internet searching. It also started converting to an online catalog in 1984, which was an early adaptation (<u>Annual Report </u>1983-1984). Being an early adaptor meant that the students and the faculty of Fuqua never saw something that they did not already have, even when visiting other schools with larger and better funded libraries.

The database searching was offered free of charge from the conception of the library, which made it a stand apart from its peers. This service was offered because the library director's philosophy is that an unused resource is just a waste of money. Offering free database searching and journal content was a method of outreach for the library, and an assurance that the communication between the library and the faculty was indeed happening.

The current collection of 25,000 is really driven by the size of the facility. The collection changes every year depending on the classes offered and the topics the faculty are researching. The library can not become trapped in caring more for the collection than the patrons because of the limited space available. Faculty and their research are now often funded separately through grants and rely less on the library collection for all of their data. Instead, many of the faculty maintain their own journal collections, and supplement them with articles delivered from the library. The collection also includes

books for pragmatic students: non-research materials such as self-help books, résumé books, and career advice books.

Recent additions to the library are two collections; one of audio books on business topics and the other a DVD collection given by the current Dean, Doug Breeden. These two collections have increased traffic and circulation in the library as they have hit upon materials that are of specific interest to the community (Ranseen 205) and created another avenue for students' communication.

Throughout the library's history there has been high customer satisfaction as documented by the annual services survey delivered at Fuqua. This is a result of their skill and commitment to delivering the information in a timely manner and providing service when it is requested. The business culture is more dependent on information, data sets, reference sources, and recent actions within companies. Browsing is not a large part of the culture; instead the ability to find the information quickly is highly prized. The library helps leverage the school through the services it offers, delivering information on an as-needed basis and teaching information seeking skills.

When internet access became important the library was wired, allowing students convenient access, and later wireless technology was added to not only the library, but the whole building allowing students even greater freedom and access. The library has always provided a quiet place to study as opposed to the team rooms designed for group use or the recently built "living room" of Fuqua, the Fox Center ("Breeden Outlines"). The library also built mezzanines to provide even more quiet space, away from the noise and distractions at the circulation desk.

Even though the entire Fuqua complex is wireless and many of the library services are available via the internet, the library still maintains a high patron usage of the physical space. This is so because as schools grow the need for places to study also increases (Gosling 45). Students seek learning when they want it, and absorb it at their own pace in quiet places such as the library (Carmine). The Ford Library is a place for the students to come and think before their team meetings, classes, and networking. The library acts not as the living room of the building, but the study.

Conclusion

While many other libraries are reducing the number of volumes in their collection the Ford Library is now slowly increasing the total size of the collection thanks to extra space available through the Library Service Center. Also as other dedicated libraries are losing space (Buxbaum 23) the Ford Library is looking to expand. At the time of this paper the Ford Library and the Fuqua School of Business are planning to expand once again by building a new wing which includes a new library. The wing is currently in the design stages with an anticipated completion date of 2007.

The library will feature increased seating to accommodate students in their reflections and provide a greater sense of community in regards to the pursuit of knowledge. The design of the library features a view of a butterfly garden in hopes to create a sense of beauty. The development of the quiet retreat for reflection and inspiration is something that will be increasingly important in libraries. However, one might pose the question is the retreat is more important than the collection and if so are librarians necessary?

The layout of the library space is very important. To design a library, one must take care in providing seating for the different uses. There needs to be carrels for intensive study, comfortable chairs for perusing journals and books, and tables able to accommodate users with laptops, notebooks, and library materials. The space requirements for studying and usage of the library are likely to change as the electronic

revolution continues. How space will be used in the future is difficult to guess, so in designing the space it should be made as flexible and changeable as possible.

In order to assure that the librarian position does not become one of caretaker extensive services should be offered. These services should feature more information retrieval skills classes, services for alumni, and value-added content analysis. The Harvard Business School Library is already negotiating contracts with database vendors to allow alumni access (Helfer 70-71).

Providing access to information has been key to the success of the Ford Library. Continuing to provide access and deliver information the fastest way possible will assure that the library is continually used. As more and more sources are becoming available on the web the library needs to decide whether they should be the gate keepers of information or tour guides.

The current library director of the Ford Library is nearing eligibility for retirement. The success of the library is due in part to the director's forward thinking, and to ensure continued success after the director retires another forward thinking librarian should be placed at the helm.

The Ford Library's services, including the teaching of information seeking skills and the place provided for reflection is helping the Fuqua School of Business produce business leaders ready to work in the process-oriented business world.

Appendix A

THE UNIVERSITY OF NORTH CAROLINA

AT

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Consent Form

The purpose of this research study is to understand the evolution of the Ford Business Library, and to describe the current situation of a business collection twenty years after its founding. I would like to interview people who have worked in the business school when the library was first opened and are currently working at the Fuqua School of Business. At present time there are 7 participants in the study. However, if you know of other people who may be able to contribute please feel free to pass along my name and contact information.

This study will consist of an interview to take place at your convenience; it will be about an hour long. The interview will be recorded using a digital recorder. Your participation is voluntary, and, should you choose to participate, you have the right to withdraw from the interview at any point. You have the right to skip any questions you choose not to answer for any reason. You have the right to request that the interview not be recorded, or that the recorder be turned off.

The interview will be confidential with no references to your name in the final study. When the study is completed, the tapes and any identifying information associated with them will be destroyed.

There are no foreseeable risks involved in this study. The study may produce information that is valuable to understanding how academic business libraries function and why.

If you have any questions or concerns about the study, please contact Allison Puderbaugh at 260-8472 or puderbau@email.unc.edu, or her advisor, Dr. David Carr, at 962-8364, or carr@ils.unc.edu.

The Behavioral Institutional Review Board (Behavioral IRB) of the University of North Carolina at Chapel Hill has approved this study. If you have any questions about your rights as a research participant in this study, please contact the Behavioral IRB at 919-962-7761 or at aa-irb@unc.edu.

I will be very grateful for your assistance. In order to participate, please sign the form, and keep a copy for your own records.

I, _____ agree to participate in the interview.
   participant's name

_____   _____
participant's signature   date

Appendix B

Interview Questions

1.   The business school began in the Economics Department without a dedicated building or library. Were there any problems with this?

2.   What were some of the reasons you saw for a dedicated business school library?

3.   Does the current library live up to the expectations from its' conception why or why not?

4.   What is the cause of the size of the collection, to the best of your knowledge?

5.   Is the current collection satisfactory or is there reason to change or expand it? How do you feel it compares to other collections?

6.   What things can be done to improve the library?

7.   Was there any faculty involvement in helping the library to the current model?

8.   Are there any special needs of business scholarship and how does the library fulfill them?

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