

a separate file is kept for each staff member with records of appointment, position description, salary record, leave applications and any other matter pertinent to that person's appointment. We should make sure that each staff member is advised, in writing, of any changes to the award or conditions of service. Also that the staff member understands that she or he has access to the contents of this file.

To sum up:

The ANZTLA standard is designed to draw attention to the professional nature of our work. It is designed to protect librarians from that type of institution whose view of having to pay anybody to do anything extends to whimsicality.

I do commend the ANZTLA standard to you.

Lawrence D. McIntosh

### AN APPROACH TO BUDGETING by Tony McCumstie, Corpus Christie College

The process of budgeting is quite simple: You ask for a sum of money; you are allocated a sum of money (not necessarily what you asked for); you spend it; when a certain time period has elapsed you ask for another allocation. The more difficult bits come with questions like: 'How much should I ask for?', 'How am I going to spend the money I have actually been allocated?', 'Where did all that money go?', and 'How much should I ask for next time?'. Underlying these questions are two processes: reviewing and planning.

**1. Reviewing.** Even if you have not worked to a defined plan in the past, you have still spent money and can do a bit of research to find out what you have to show for it. One approach is to determine the subject categories by which you are going to analyse past expenditure (eg. Theology, Scripture, Philosophy, etc). These categories will vary from one library to another depending on the nature of the institution owning the library (its size, purpose, client profile, etc). The categories will vary in their degree of specificity - one library may break 'Theology' down into Systematic, Pastoral, Moral, Ecclesiology, Ecumenism, etc while another leaves the category as simply Theology. If you are in an academic library, the course structure of the institution will give you an indication of the categories you may use. The aim is to get a workable set of categories - neither too detailed nor too broad as to become uninformative.

If you have worked on a plan in the past or if you have a more sophisticated automated system, information about what you have spent in each category should be fairly easily obtained. But assuming the worst - that you sharply received a sum of money as the book vote then proceeded to spend it until it ran out and you don't have a computer system that manages accounts/funds. Take the time to go back over invoices for a year or two (or three or more, depending on how much time you can spare and how resistant your mind is to tedium). As you do so, record for each category how much money was spent and how many books the money bought.

You now have all the data you need to produce a report on past expenditure in terms of:

- total expenditure
- total expenditure in each category as a dollar figure
- total expenditure in each category as a percentage of total expenditure
- total number of books acquired
- number of books acquired in each category as a figure
- number of books acquired in each category as a percentage of total acquisitions
- average price of a book
- average price of a book in each category

**A pre-emptive strike on planning: plan for future reviewing:**

Set up a spreadsheet (either on paper or on your computer) that allows you to record on receipt of the invoice the data you need. It adds a minute or so to the processing of the invoice, but it accumulates useful data as you go along. This will enable you to review performance periodically throughout the year, produce regular reports (eg. monthly, quarterly, half-yearly) and make adjustments to your buying patterns as you go along.

**2. Planning.** Planning your budget should take into consideration at least three factors: past budgetary performance, changes within your institution/library, and external economic factors.

Past budgetary performance simply means what happened to last year's money. Analyse the figures you have from your review. Were you able to buy enough books with the money you were allocated? Did the number of books bought in each subject category constitute a reasonable ratio or was it lopsided in favour of one or a few areas? Did any of the subject categories miss out (and, if so, why)? What was the average cost of a book in each category? How much did you pay on postage to actually get the books?

Changes within your institution/library are things like the introduction of new courses or changes to existing courses, a change in the level of service the library intends to offer, 'project buying' in accordance with your collection development policy, replacing missing copies of books, etc. These factors will change from year to year. You need to bear in mind not only what changes are coming up and need to be considered in the next budget but also what changes took place in the past and have to be considered when reviewing figures from previous years. This part of the planning process is obviously very fluid and you need to keep in touch with the institutional environment within which your library is situated.

The two traditional external factors to consider are currency exchange rates and the inflation rate. If you can predict currency exchange rates, good on you but perhaps you should be working in the Reserve Bank. Inflation rates are a bit easier. You can work it out roughly for yourself from your budget review figures by comparing your buying power over consecutive years. Monash University Library in Melbourne (and probably a similar large library in your area) produces a review of price variations and inflation rates for both monographs and serials. What is important to note is that the inflation rate for monographs is invariably greater than the CPI and the rate for serials is invariably much greater than the CPI.

Make sure your administrators are aware of inflation rates in the publishing world.

Increasing last year's budget in line only with the CPI effectively reduces your buying power year by year.

You are now ready to calculate the allocation you are going to seek for the next year. With last year's budget as a starting point, allow for any changes that are going on in your institutional environment and multiply the result by a realistic inflation rate. Bingo, there is your budget submission! There also is a professional and reasonable methodology which can be used to justify your submission.

Having got your money, you now have to decide how you are going to spend it. The process is pretty much the same. Start with an allocation for each subject category, based on your review of the past year's expenditure. Make adjustments on the basis of changes in the institutional environment (also bearing in mind the need to counteract similar adjustments you made in last year's budget).

It is easier and more meaningful to plan the allocation in terms of a number of books (based on average prices for each subject category) rather than a sum of money. Approaching it this way makes it easier and more meaningful for academic staff and administrators too. The monetary value can be calculated later based on the average prices of books.

Depending on how your institution operates, the allocation of the library budget into funds for the different subject areas may be determined or reviewed by a Library Committee. If this is the case, then again you have a professional and reasonable methodology which can be used to justify your proposed distribution of funds.

Now you revert to reviewing mode and use your spreadsheet to monitor budget performance throughout the year. You can produce budget reports that inform the relevant people of:

- their allocation (in terms of dollars and in terms of the number of books they can expect to buy based on the average price of a book in their subject area)
- their actual expenditure (in terms of dollars and in terms of the number of books they have actually bought)
- the current average cost of books in their subject area
- their committed figure (if you don't know the cost of a book at time order, you can use the average cost for books in that subject category)
- the balance in their fund (in terms of dollars and in terms of the number of books they can expect to buy based on the average price of a book in their subject area).

Based on these reports and the reaction to them, the allocation of funds to subject areas can be fine-tuned throughout the year.

There is a danger that those not in a position to appreciate the day to day value of the library collection and the services offered by the library staff may come to regard the library as a black hole into which a lot of money is poured year after year with no justifiable quantitative (not to mention qualitative) return.

Our aim whether we work in a large and reasonably well-funded library or in a small shoestring-budget library, should be to manage the library budget in a professional manner.

There should be a methodology in our approach to budgeting to make the process easier for ourselves and to enable us to justify the proposals we put forward and the decisions we make. If we are spending money we must be accountable and we should be seen to be accountable.

Tony McCumstie

### Faculty Relations

by Glenys Dalziel, Mount St Mary's Seminary, Greenmeadows

To achieve a good working relationship communication is the key.

To have the faculty feel that they can freely approach you at any time, and to keep the faculty staff informed as to what is happening in the library is vital for a good working relationship and I hope to share with you all my approach to involving the faculty as much as possible.

I have been librarian at Mount St. Mary's for over 16 years and during that time vast changes have occurred altering the College and library structures completely. When I first took over the library, there were about 70 seminary students living on the premises as well as a residential faculty staff of about 12.

As a lay staff member I had my morning tea breaks and lunch together with all the community. This was an invaluable time to talk informally with any faculty member or student regarding library problems. Looking back now to that time I realize how fortunate I was to have those opportunities. If I wanted to discuss an idea with a particular faculty member I knew I would get the chance over the tea break or lunch.

In 1986 it was decided to form a library Committee. By this time the student numbers had dropped considerably causing a change of direction in the whole community. The library committee was to include at least 1 faculty member, the librarian and if possible a senior student. Over the next few years I had at least 2 faculty members on the library committee at any one time and although the meetings were pretty informal we did have the final say in running the library. Important decisions were made over this period: automation of the library and a proper library budget were two such decisions.

With the library now working within a budget I realised the faculty had to see where the money was being spent. So each month I give a faculty member a print out of what books have been purchased in his particular subject area detailing the title/author and cost. I also present a similar printout of material ordered that particular month for each subject field. By doing this the faculty are kept informed of what is happening within the library in his particular field of interest. I also make sure that various faculty members see the latest issues of journals in their interest areas. Many of the journals contain book reviews and I would say well over half the book purchasing requests come from this source. All faculty staff receive a copy of the quarterly acquisition booklet.

In 1992 the Seminary moved to Auckland with the College staff becoming part of the Auckland Consortium for Theological Education (ACTE) made up of 5 theological colleges. ACTE is an affiliated Institute of the University of Auckland. To those of you unfamiliar