The University of North Carolina at Dawson Creek was founded in 1911 as a normal school to prepare teachers for the state's public schools. In the almost 100 years since its founding, UNC-DC has grown from a teacher training institution to an emerging research university with an enrollment of more than 20,000 students, both graduate and undergraduate. When the University of North Carolina System was established in the 1970s, UNC-DC became part of that system. It has grown steadily over the past decades and today offers 115 bachelor's degree programs, nearly 90 master's degrees programs and 14 doctoral degree programs. There are over 1400 members of the instructional faculty at UNC-DC and 75% of them hold terminal degrees. UNC-DC is a fast growing regional research university with aspirations to become a national research university.

One thing that has helped spur the growth of UNC-DC is its location. Dawson Creek is a beautiful city on the coast of North Carolina with a municipal population of approximately 100,000 people. The population in the surrounding county is about the same. Dawson Creek is a historic seaport and is located in close proximity of a number of scenic beach towns. The campus itself is spectacular with moss-laden oaks, towering pines, and stately brick buildings. Except for the threat of an occasional hurricane, UNC-DC has an ideal climate. The weather is pleasant most of the year with very mild winters.

For the past 30 years, the city of Dawson Creek has been a center of filmmaking in the US. To date, over 400 movies, mini-series, televisions shows, along with numerous commercials and music videos have been produced in Dawson Creek. Its success in becoming a filmmaking center was due in part to its temperate climate and to the region's infrastructure that supports film production. Doubtlessly, the fact that North Carolina is a right-to-work state which allows filmmakers the flexibility of hiring non-union employees has also contributed to the growth of this industry since films can be made less expensively in Dawson Creek than in many other settings. Finally, the state of North Carolina has granted motion picture production companies a tax break which entitles them to a cap of 1 percent on sales and use tax.
purchases or rentals of items used in the making of films in North Carolina which has also served as an inducement to the film industry. Although there has been a slight decrease in the number of films being made in Dawson Creek recently, the sound studios there are kept busy. The citizens of Dawson Creek and the students at UNC-DC have gotten used to seeing celebrities around town. The movie stars consider Dawson Creek a relaxed, but relatively cosmopolitan place to live. Many of the directors and the actors have purchased homes in Dawson Creek or in nearby beach communities and are becoming permanent residents.

Theron Burns is a well known US motion picture director who is nearing the end of his career. He is one of the filmmakers who has chosen to take up permanent residence in Dawson Creek. Burns is one of the great filmmakers of the modern era. With a productive career spanning over 30 years, this director/writer is one of the most important figures in modern American cinema. He is known for films that tackle important questions, alternating between humor and drama, while always managing to entertain. Burns first began shooting his films in North Carolina in the late 1970s and now the Dawson Creek studios are where most of his films are shot. His films have brought him both popular and critical acclaim. He has won two Oscars for best films in 1985 and 1993. Burns has amassed a large fortune and as his career comes to a close he has decided that he wants to make a gift to the citizens of Dawson Creek. He has decided to give the University of NC at Dawson Creek a School for Filmmaking.

This gift delighted the administration of UNC-DC because they saw it as a means of strengthening an area where UNC-DC had almost no programs. Although UNC-DC had strong programs in education and the sciences, the university had few offerings in any of the performing arts. The English Department taught a few drama courses but that was about it. The prospect of a well-funded School for Filmmaking was an exciting one. Even more exciting was the size of the gift that Burns was prepared to make. He has told Garfield Brown, chancellor at UNC-DC, that he wants this to be the best filmmaking school in the US. He envisions a world class facility that will train talented students for professional careers in the film and television industries. The faculty would consist of professionals who have established successful careers and who continue to work in the film and television industries so they would be current with the latest practices and technology. Burns wanted the students attending the School to have a chance to study all aspects of filmmaking so it is planned that programs in cinematography, directing, editing and sound, production, design, and screenwriting will be offered. Burns wanted UNC-DC to be able to show the NY/LA folks that the best filmmaking school is in North Carolina.
In addition to his cash gift, the amount of which was yet to be determined, Burns offered UNC-DC a sound studio adjacent to the UNC-DC campus and promised to retrofit the building in anyway the University wanted. So neither space nor funding was to stand in the way of establishing this filmmaking school, and Burns wanted it to be established quickly. He announced his gift six months ago and said he would like the first class to enter in two years. Eventually, 500 students will be enrolled in the Burns School of Filmmaking at UNC-DC. This School will serve as a stimulus for making coastal North Carolina one of the top filmmaking locations in the world.

The Chancellor and the other administrators were elated. The Theron Burns gift was the largest in the university's history. Burns in fact, had issued the university almost a blank check. He told the Chancellor Brown to dream up a school, and Burns would pay for it. Fortunately, the gift was one that was welcomed by almost everyone on campus. The student and faculty saw how a school of this caliber would increase the prestige of all of the programs at UNC-DC. The citizens of Dawson Creek were also almost uniformly enthusiastic (although there were a few complaints about the increased traffic associated with the new facility). Burns was lauded in the local and state press for his generosity to his adopted state and city. The Governor and legislature honored Burns for his munificence. There is a bill in the legislature that would permit a section of Interstate 40 to be named after Burns.

Chancellor Brown has hired consultants who are expert in the teaching of filmmaking to begin the process of planning this school. The consultants are making frequent visits to campus and the preliminary planning is well underway. Brown has long been a strong library proponent so he began to think about the library resources necessary to support such a program right away. He called a meeting with Terry Trull the director of the university library. Trull was told to get a library committee together to plan for the new Filmmaking Library. The aim is to have the library ready to open in 18 months when the first students will enter the Burns School of Filmmaking. Trull selected a group of librarians that were known for their initiative and vision. They were told that they had been chosen because the director knew that they could rise to meet this challenge. Trull told the committee that Chancellor Brown had said that whatever funds needed to be spent to set up the library were available. The library would also be allocated the amount of space in the new building necessary to house the material, provide study spaces, office spaces for librarians, etc. The library budget committee was responsible for telling the overall building committee how much space the library would need and the building committee would be responsible for planning and budgeting for the preparation of the actual library space itself. The library committee was to plan to provide a collection of materials appropriate for the students and
faculty in the school, to purchase the equipment and shelving and furniture necessary, and to hire a staff for the new library. In short, the committee was to come up with the library of its “dreams”—there were no restrictions.

At first the members of the committee were almost unable to comprehend the latitude they had been given in planning this library. After all, they were academic librarians who had spent their entire careers coping with budget problems of various types. Even when times were good, they had never had any excess funding. Like most librarians, they knew how to cope with budget shortfalls, but economic largesse of the type being bestowed by Theron Burns was unknown to them. But just as Trull had predicted, they were able to rise to the occasion. At the end of a month of very intensive work, they presented the two budgets that had been requested to Trull and Brown. The first budget was the start-up budget that would be needed to purchase the material needed and get it on the shelves for the opening of the library. The second budget was the operational budget for the year following the opening of the school.

You are the committee chosen by Terry Trull to plan the library and provide the budget figures necessary so that the Chancellor can tell Theron Burns how much he needs to give to cover the costs of the library.

Your group should work together to prepare the following parts of this assignment. One copy of the budget package should be handed in per group. A group grade will be given for the assignment. The budget package should contain the following parts:

- Describe your ideal filmmaking library. What materials would it contain? (In terms of the materials in the collection, you do not have to be too specific. Tell what type of materials you would buy, in what quantities but don't go into great detail about titles, etc.) What services would it offer? How much space would it occupy? How many people would it employ and in what capacities? How much seating would it contain? What type of furniture and equipment would be needed? For at least once in your life, you have no budget constraints. Theron Burns wants the best. Of course, he is also a shrewd businessman and you should be realistic in what you are willing to pay for things and in the salaries you offer your workers.
• Then create a reasonable line-item budget for all the items that will be needed to get the library ready to open.

• Provide explanations for the expenses you anticipate and for categories of spending. For as many expenses as possible, provide evidence of why the items in your budget cost what you say they will cost. For instance, if you need to buy computers or DVDs or specialized equipment for the new library, provide the Director and the Chancellor who will be reviewing your proposed budget with the costs associated with the purchase of all of these items and where you found information on the costs associated with them. In hiring personnel describe the types of employees necessary to operate such a library, provide them with a salary and benefits and tell why you are paying the salary proposed.

• Next, using the services and functions in the line item budget above as a basis, draw up a budget for the first year of the library's operation. This will be a more typical budget. What would it take to keep your library operating for a year? Although most of the major purchases would be finished when the library opens you would still need to have funds to acquire new materials, supplies, etc. Obviously, you will also have to have a staff with salaries and benefits. Assume that as in most academic libraries, the parent institution will cover the cost of maintenance, janitorial services, and utilities.

• Finally, write a cover letter to Chancellor Brown. This is the letter that will accompany your budget package, providing the justification for the budgets you have requested for getting the library ready for opening and for operating it for its first year. This letter should be no more than one page in length but it should succinctly highlight the budgetary requests. Your committee has been invited to meet with Chancellor Brown and with Theron Burns to update them on your ideas about the library and the budget that will be needed to make that library a reality.
Elbert Chenault (1933-2003) began to write science fiction in the 1950s. From his earliest years, Chenault was fascinated by the possibility of travel to outer space. Many of his generation shared his interest. After Goddard and Oberth pioneered liquid-fueled rockets in the 1930s and after V-2 rockets were developed in the 1940s, the dream of rocket travel to outer space became more than a possibility. With the launch of Sputnik in 1957 the space race began, and the public became even more interested in outer space. Chenault's books reflected this interest. From the start of his career he was popular. His first fiction was short stories appearing in pulp science fiction magazines such as Amazing Stories and Galaxy. In the late 1950s his well-known novels began to appear. He had ten novels published between 1958 and 1994. Chenault's novels were well received both by the public and by the critics. Two of his novels, Lost in Space and The Comets Come Once More, were awarded Hugo prizes. His last novel, The Killer Star, won a Nebula.

After 1994, Chenault never published anything else. There was much speculation about what caused him to cease writing, but Chenault never made any public statements about it at all. He lived by himself in a small cabin on a mountain in rural Pennsylvania and became almost a recluse. Nonetheless his popularity continued and his novels still sell today.

Just last January, it was learned that Chenault had died of natural causes alone in his cabin in the mountains. Chenault's will was an interesting one. He had no survivors. He left the bulk of his estate (approximately $750,000) to the Science Fiction Society of America to be used to fund a new prize, The Chenault, to be given to the best science fiction work dealing with space travel.
However, the biggest surprise in his will was the disposition of his literary estate. Chenault had attended Havermore University, a well-known, medium-sized private university in Pennsylvania, for two years in the early 1950s but never received a degree. While at Havermore, Chenault had been a founding member of SRIL, Student Readers of Imaginative Literature, the science fiction club at the university. Chenault had often stated that his interest in science fiction had started at Havermore, but he had never been back to the campus despite efforts of faculty in the English department and others on campus to get him to return. The Havermore University Development unit had also failed in getting any type of response to various efforts to persuade him to donate money to the university. Nonetheless, when news of his will became public, the Library at Havermore was informed that Chenault had left it a handsome bequest. Not only did Chenault will his virtually complete collection of manuscripts and typescripts (including unpublished works) to the university library, but the bequest additionally included a large amount of correspondence between Chenault and various publishers and editors from 1955 onwards. In addition, there were copies of several thousand letters from Chenault to his fans.

The bequest included more than his own writings. Chenault had been an avid collector of Science Fiction so the library also received this collection, which consisted of 2900 hardbound and paperback books (about a fifth of which are first editions or first paperback editions), almost 2000 volumes of various pulp science fiction magazines (45 titles are in the collection) and 4000 fanzines of various types, some relating to Chenault and others devoted to other science fiction writers. The books that were included in the collection were all in “fine” or “near fine” condition and about 300 of them had inscriptions to Chenault on them. Many of these inscriptions were from other noted science fiction authors commenting on Chenault's work. The magazines and fanzines were in “very good” or “near fine” condition. In addition to his literary works, Chenault left $150,000 to the library to process the material and make it available to the public. The major stipulations of the bequest were that the collection be kept together as a named collection and that there be at least one special exhibition of the collection each year, preferably at the same time that the Chenault Prize is awarded.

The Havermore University Library is a very good medium-sized academic library with holdings of approximately 1.5 million items and a growing collection of electronic resources. The extent and variety of the library's collections provide strong support for the University's educational mission. The library does have a small special collections and archive department but it has no collections that match the Chenault bequest in terms of prestige or depth. The department is staffed by Head of Special Collections.
and University Archivist Dale Jacob, Assistant University Archivist/Reference Librarian Chris Madison, and a Library Assistant. Since Havermore is located close to Philadelphia, the department usually has at least one LIS student from Drexel University working there as a graduate assistant. The Special Collections and Archives Department is located at the east end of the main floor of the Katherine Molly Memorial Library. Reading room hours are Monday through Friday afternoons from 1:00 to 5:00 and by appointment.

Havermore University was founded in 1829 by the Quakers. It is today a coeducational liberal arts university with 2700 undergraduates and about 300 graduate students. The largest number of its students come from the northeast but the rest are drawn from a wide diversity of states. Each year there are approximately 100 international undergraduate students in attendance. There are about 350 faculty members at Havermore. The faculty and the administration of Havermore are very supportive of the library, and there was a great deal of pride on campus when the news of the Chenault bequest was announced.

The Havermore Library director and the staff of the Special Collections/Archives Department have been asked to present a budget to the President and Provost of the University that will detail the plans for the Chenault Collection and the amount of money that it will take to process and make this collection available. The president has asked the library to prepare two budgets: the first would be a budget that would prepare the collection using just the current budget plus the $150,000 in the Chenault bequest. The second budget would be a budget to “fast-track” the collection and get it available as soon as possible. If this budget were adopted, the University would be willing to give the library some additional money to cover the costs of handling this collection, but the university would likely not be able to provide all the money necessary. The Library has been encouraged to try to find additional funds from outside sources.

You are the committee that has been chosen by the Director to prepare these two budgets. In both cases the objective is to make all the Chenault material available, but the time that it will take under each will differ. You will need to specify the number and types of items in the Chenault Collection, decide how they will be processed, and come up with the budgets. Do not forget to cover the cost of all equipment, materials and supplies. Assuming that current employees will be working on the budget specify what percentage of their time will be devoted to the effort and assign salary and benefits costs to their work. If new employees are to be hired, factor in salaries and benefits for them. If there are special preservation
efforts that need to be made or if you have any special plans for what to do with this collection or any part of it, be sure to cover it in the budget.

Your group should work together to prepare the following parts of this assignment. One copy of the budget package should be handed in per group. A group grade will be given for the assignment. The budget package should contain the following parts:

- First describe how you would prepare the collection using just your current budget and the $150,000 bequest. What would you do first? What would you need to buy? How many people would it take to process the collection? How much could you get done in a year? Create a reasonable line-item budget that would allow you to take on the processing of the collection with your present budget and the extra $150,000.
- Create the fast-track budget that would allow the processing to be done in year. How many additional people would you need to hire? What supplies, equipment, etc., would you need to purchase? Create a reasonable line-item budget for all the items that will be needed for this more rapid scenario to occur. If you are expecting outside funding to help with this scenario, explain where it is coming from and how you got it.
- In both budgets, provide explanations for the expenses you anticipate and for categories of spending. For as many expenses as possible, provide evidence of why the items in your budget cost what you say they will cost. For instance, if you need to buy acid free containers or specialized equipment, provide the President and the Provost who will be reviewing your proposed budget with the costs associated with the purchase of all of these items and where you found information on the costs associated with them. For your employees provide a salary and tell why you are paying the salary proposed.
- Finally, write a cover letter to the President of Havermore University. This is the letter that will accompany your two budget packages, providing the justification for the budgets you have requested. This letter should be no more than one page in length but it should succinctly highlight the budgetary requests. Your committee has been invited to meet with the President and Provost to present your budget and justify it.
Rocky Mountain College is an institution on the way up. Everyone knows it—the administration, faculty, students, and prospective students and their parents. What a transformation this small college has undergone during the past few years! Founded as the Rocky Mountain Female Seminary in the late 1800s by a group of ministers seeking to provide education for women in the Mountain State Region, RMC became co-ed in the 1970s. It was always considered to be a solid liberal arts college but never more than that; it had nothing to distinguish it from many other colleges of the same type. That all began to change in early 1997. Josiah Everhart, a third generation member of a wealthy Colorado mining family, died without any direct descendents. His only child, a daughter who predeceased him, had attended Rocky Mountain College in the 1950s. You can imagine the elation felt on campus when the news came out that Everhart had left his entire estate of 320 million dollars to Rocky Mountain College. The size of the gift captured the imagination of many—the college and its bequest were the subject of articles in the *Chronicle of Higher Education*, the *New York Times*, and even *Time Magazine*. There was much speculation about what the gift would be used for and how RMC might use the bequest to transform itself into an elite institution.

Rocky Mountain College was fortunate to have a wise president, David Madison, to oversee the distribution of the proceeds from the Everhart estate. Madison worked with his administrative team led by Provost Molly Browne, with faculty input, and with the College's Board of Trustees headed by Catherine Coors to plan to spend the money so it would have the greatest lasting effect on the college. The money was first used for two objectives: to hire new faculty and to begin to modernize the college campus. Twenty five well known scholars in a number of fields were lured to Rocky Mountain College as Everhart Professors. The holders of these professorial chairs are the recipients of above-average salaries and a special supplement to support research and travel. The first two building projects financed by the Everhart bequest were completed in 2000. RMC now has a state of the art science building and a new gym. The dormitories were refurbished, and the entire campus was equipped with wireless access to computing.
The news of the improvements at RMC led to an increase in the number of student applications. The college has been able to become much more selective in its admissions, especially after it was ranked number 5 in the liberal arts category in the latest *U.S News and World Report rankings*. RMC was suddenly a “hot” college, and applications have increased by 20% a year for the past three years. The College made a strategic decision not to increase enrollment, so there are still approximately 2500 students. The difference is that the student body now is much more diverse, with over 75% of the students from states outside of Colorado and many coming from abroad. The SAT scores and high school GPA of students in the recent entering classes has skyrocketed as RMC has been able to select the top students from among its applicants. The Everhart bequest has also provided an infusion of funding available for financial aid, so many more students now receive scholarships that enable them to attend RMC.

Rocky Mountain College is located in Boreas, Colorado, a small city of 60,000 residents about 50 miles west of Denver. Boreas has a number of small industries, including some mining, but its main economic base is tourism. Boreas attracted a large number of visitors because of its location near the ski slopes and its growing importance as a regional arts center. The town has a number of galleries, and artists and craftspeople have settled there because of the promising market provided primarily by tourists. RMC is located on a beautiful 150 acre campus at the edge of the city. Most of the faculty members live in Boreas or in the immediate area and the vast majority of the undergraduates live on campus in the newly refurbished dormitories.

RMC now has approximately 175 faculty members including the new Everhart Professors. The college still emphasizes the liberal arts. Students can major in most of the traditional liberal arts subjects, and RMC's departments of English, biology, and history are highly regarded nationally. Each of these departments is the home of two Everhart Professors who have brought new energy and ideas to their colleagues.

President Madison and his colleagues are delighted to see the changes that the Everhart bequest has produced. They are ready now to consider other areas that need to be improved at RMC and their focus has now turned to the college's library. There is no doubt in the mind of the administration and the faculty that the library is in need of a major update. Somehow, over the years, the library never managed to keep up with the rest of the college, and with the recent changes, it has fallen even further behind.
During the college's last accreditation report, the library was mentioned as an area that needed improvement; it was said to be lagging behind the libraries of similar colleges in terms of technology and services.

The library building is actually quite modern. The original library building at RMC had been replaced in 1990 by a modern 110,000 square foot library building located in the center of the campus. The library was a gift from the Molson family, and the new building had been named in honor of the donors. The Molson Library houses over 470,000 volumes, and includes books, periodicals, government documents, and some electronic resources. The library includes several heavily used computer labs in addition to a few computers in the public service areas of the library. Molson Library has a small number of special collections including the college archives, a small rare book collection, and the Jacob Thomas Collection. The Jacob Thomas Collection of Western History is the pride of Molson Library. Jacob Thomas was a former chair of the RMC Board of Trustees who died in 1985. In his will he left his entire collection of books and manuscripts relating to Western history to Molson Library. This collection included a large number of rare books on early western history. His collection of the diaries of early settlers to Colorado is unmatched by any other institutions in the United States. All library resources are located within the Molson Library; there are no branch libraries at RMC. During the fall and spring semester, the library is opened from 8 AM to 10 PM Monday through Thursday; 8 AM until 5 PM on Friday and Saturday; and from 1 PM until 10 PM on Sunday.

The Molson Library's director has just retired. James Sonnendolph had been widely regarded as a nice person but a rather ineffectual library director. He didn't like change and most of the technology in the library had been added over his objection. He saw himself as a scholar rather than an administrator. His area of interest was Western history, and he was especially proud of the Jacob Thomas Collection. He prided himself on running a traditional library, not one that was always chasing after new fads such as chat reference or digitization. The library was a perfectly good 1980s library—but the faculty, students and most of the library's staff thought that drastic changes needed to be made to bring the library into the new century. RMC has just hired Sonnendolph's replacement and is looking to the new library director for vision and leadership.

Terry Price was hired two months ago with a mandate to make changes in the library and with a promise of support from the Everhart endowment to make those changes possible. Price had been the director of the library at Concord College, an outstanding liberal arts college in North Carolina. The new director
had an MS in LS degree from the School of Information and Library Science at UNC-Chapel Hill and a reputation in the profession for innovation and effective management. During the interview process, Price became familiar with the services offered by Molson Library. The major services were:

1. **Reference** – there is always at least one member of the library staff on the reference desk. Duties include: guiding patrons through the information search process, assisting patrons with locating materials (in the on-line catalog as well as on the library shelves), suggesting materials, providing assistance/instruction on using the Internet, and assisting patrons using the computers in the public services area of the library. Reference librarians provided tours of the library to new students but no regularly scheduled library instruction classes. Sonnendoloph had thought that students shouldn't need to be taught about library resources but should learn by using them.

2. **Circulation** – duties here include managing the patron check-out process checking-in and sorting returned materials, handling reserve material, shelving materials, pulling materials that have been requested by patrons, managing overdue fines, and answering the phone.

3. **Cataloging** – this is where much of the behind the scenes work takes place such as preparing materials for circulation (performing OCLC searches, uploading records into library network database, attaching spine labels and barcodes, etc.), and mending damaged materials. If original cataloging is needed the head of the department does it but most materials are handled by use of copy catalog records.

4. **Interlibrary Loan** – this department arranges the inter-institutional borrowing for the faculty and students and the lending of RMC material to other libraries.

5. **Collection Development**— here the library's materials are selected. There is a full time head of collection development but the faculty helps in the selection process.

6. **Acquisition and Serials**— this department orders and receives the materials selected by Collection Development. Duties here include managing book/periodical/newspaper orders (standing orders, patron requests, collection development, etc.), and tracking print materials budget.

7. **Systems** – major duties here include basic computer maintenance, basic repair, maintaining the network and computer troubleshooting.

**Personnel:** Molson Library has a staff of 19 full time employees. There are seven staff members with MLS degrees; the rest of the staff have undergraduate degrees and experience in the library but do not have professional degrees. In addition, the library employs approximately 20 RMC students per semester in 15 hour per week student jobs. The nearest LIS school to RMC is located in Denver and occasionally Molson College provides a paid field experience to a DU student. However, because of the
distance between the two campuses, these field experiences are typically summer ones and the field experience students are paid out of lapsed salary money.

**Budget:** In the previous fiscal year (FY) 200x-200x Molson Library had the following budget:

### Salaries

- **Library Director**  
  $60,000  
- **Head of Reference**  
  $45,000  
- **Head of Cataloging**  
  $48,000  
- **Head of Collection Development**  
  $38,000  
- **Systems Librarian**  
  $42,000  
- **Reference Librarian**  
  $35,000  
- **Serials Librarian**  
  $32,000  
- **Support Staff Salaries (12 employees)**  
  $328,000  
- **Student Worker Wages (pay range $6-$7 per hour - 9000 hrs per year)**  
  $58,500

**Total Salaries**  
$686,500

**Benefits (25% on all fulltime salaries)**  
$157,000

**Total Salaries/Benefits**  
$843,500

### Library Materials

- **Books**  
  $266,000  
- **Periodical/Serials (including access fee)**  
  $220,000  
- **Electronic Reference Material (including access fee)**  
  $130,000  
- **Microforms**  
  $85,000

**Total Library Materials**  
$701,000

### Equipment

- **Computer Equipment – Staff Use**  
  $25,000  
- **Computer Equipment – Administrative**  
  $5,000

(The Computers in the library are bought and maintained by the College; the software is purchased with a site license agreement by the college.)

**Total Equipment**  
$30,000

### Other Expense

- **Staff Development**  
  $4,000

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Travel 10,000
Repair and Maintenance 12,000
Telephone/Internet 15,000
Utilities 8,000
Janitorial Services 12,000
Supplies 4,000
Total Other Expenses $65,000
Total Budget (FY 200x-200x) $1,639,500

The Situation:

It is budget time again at RMC, and Terry Price and the staff of Molson library are preparing the budget for the next fiscal year. The budget for the upcoming year will be very different from the previous one. The new director (who was hired with a salary of $85,000) has been charged with producing a budget that will enable the Molson Library to make the changes necessary to transform Molson Library into a model for other liberal arts colleges. As a condition of accepting the job at Molson, Price had negotiated for an increase in both the base budget of the library and for a one time infusion of funding to update the facilities and services of Molson. President Madison and Provost Browne are very supportive of these proposed changes and have agreed that the new director may prepare a budget with a one-time infusion of up to one million dollars and a continuing 25% increase in the library's annual base budget. Madison and Brown have trust in Price and have stated that they will back any reasonable changes proposed by Price and the library staff. It is a wonderful opportunity for the new director and the Molson staff to modernize the library and its services.

Imagine that you are part of the budgeting team at Molson Library. Using the description and budget provided, produce a budget for the next fiscal year. The budget should have two parts: the first would cover the one-time expenditure of funds up to one million dollars, which can be used for any one time expenses you think need to be made. The second part of the budget will be the regular operating budget of Molson library, which can reflect an increase of up to 25% over the expenditures of the previous fiscal year. Provide a short justification including the basis for the cost projected for any item that is included in the budget. You have the flexibility to move money between categories. You have been given a mandate to remake the library and the funding to make that possible. You know that the success
of Molson Library is up to you, and you want to make responsible decisions about how the money is spent. You know the President and Provost are in close contact with their peers from other liberal arts colleges and are aware of the latest trends in academic libraries. You are determined to make Molson a library that will be ahead of its peers.

The President’s secretary has just called and told you that you have been scheduled for a fifteen-minute presentation to the President, the Provost, and the Board of Trustees at its December meeting. This is your big opportunity to present your vision of the Molson Library of the future.

Your budget preparation will involve two parts: The oral presentation you will present at the Board of Trustees meeting and the written documentation that you will provide the President and the Board at a slightly later date that further supports your presentation. This written budget request should include a cover letter to President Madison and the Board providing the justification for both of the budgets you have requested. This letter should be no more than one page in length, but it should succinctly highlight the budgetary requests.
CONCORD COLLEGE

OVERVIEW:

Concord College is a private liberal arts college located in the Sandhills section of North Carolina. The college was founded in 1841 by a group of New Englanders who moved to North Carolina; it was modeled upon existing liberal arts colleges such as Bowdoin and Amherst. Concord College admitted only men until the 1970s when it became a coeducational institution. Although Concord College has never attained quite the reputation of the colleges that served as its models, nonetheless it is a very highly regarded liberal arts college with an enrollment of almost 2000 students. Approximately half of the students come from North Carolina; the rest are drawn from a wide diversity of states. Each year there are approximately 100 international undergraduate students in attendance. There are 152 members of the faculty at Concord and the only degree offered by the college is the bachelor's degree. Students can major in most of the traditional liberal arts subjects. Concord College is located in the small city (population approximately 25,000) of Longleaf. Most of the faculty members live in Longleaf or in the immediate area. The vast majority of the undergraduates live on campus in student housing of various types.

In the late 1980s the original library building was replaced by a modern 110,000 square foot library building located in the center of the campus. The library was a gift of a wealthy alumnus, Jacob Madison. The Madison Library houses over 470,000 volumes, and includes books, periodicals, government documents, and electronic resources. The library includes several heavily used computer labs in addition to some computers in the public service areas of the library. Within the facility there are a total of 150 networked workstations. Madison Library has a small number of special collections including the college archives, a small Civil War collection, and the Andrew H. Walley Collection (described below). All library resources are located within the Madison Library; there are no branch libraries at Concord College. Concord College is a member of NCLive and thus has access to a number of electronic resources including books from NetLibrary. During the fall and spring semester, the library is opened from 8 AM to 10 PM Monday through Thursday; 8 AM until 5 PM on Friday and Saturday; and from 1 PM until 10 PM on Sunday.
Description of services:

The staff of Madison Library endeavors to provide a wide variety of services to meet the needs of its diverse population of users. Major services are as follows:

1. Reference - there is always at least one member of the library staff on the reference desk. Duties include: guiding patrons through the information search process, assisting patrons with locating materials (in the on-line catalog as well as on the library shelves), suggesting materials, answering on-line reference questions, providing assistance/instruction on using the Internet, and assisting patrons using the computers in the public services area of the library. Reference librarians also offer regularly scheduled library instruction classes both in the library and in the classroom. Madison Library has a very active user instruction program. Librarians meet with classes each semester to provide instruction on how to use various library sources. Topics covered include the library's online catalogue, electronic indexes, and print sources.

2. Circulation - duties here include managing the patron check-out process checking-in and sorting returned materials, handling reserve material, shelving materials, pulling materials that have been requested by patrons, managing overdue fines, and answering the phone.

3. Cataloging- this is where much of the behind the scenes work takes place such preparing materials for circulation (performing OCLC searches, uploading records into library network database, attaching spine labels and barcodes, etc.), and mending damaged materials. If original cataloging is needed the head of the department does it but most materials are handled by use of copy catalog records.

4. Interlibrary Loan -this department arranges the inter-institutional borrowing for the faculty and students and the lending of Concord material to other libraries.

5. Collection Development - here the library's materials are selected. There is a full time head of collection development but the faculty helps in the selection process.

6. Acquisition and Serials-this department orders and receives the materials selected by Collection Development. Duties here include managing book/periodical/newspaper orders (standing orders, patron requests, collection development, etc.), and tracking print materials budget.

7. Systems - major duties here include basic computer maintenance, basic repair, maintaining the network and computer troubleshooting.
**Personnel:** Madison Library has a staff of 19 full time employees. There are seven staff members with MLS degrees; the rest of the staff have undergraduate degrees and experience in the library but do not have professional degrees. In addition, the library employs approximately 20 Concord students per semester in 15 hour per week student jobs. The nearest LIS school to Concord is located at UNC-Chapel Hill and occasionally Madison College provides a paid field experience to a SILS student, but because of the distance between the two campuses these field experiences are typically summer ones and the field experience students are paid out of lapsed salary money.

**Budget:** In the fiscal year (FY) 200x-200x Madison Library had the following budget:

**Salaries**

Library Director $ 60,000  
Head of Reference 45,000  
Head of Cataloging 48,000  
Head of Collection Development 38,000  
Systems Librarian 42,000  
Reference Librarian 35,000  
Serials Librarian 32,000  
Support Staff Salaries (12 employees) 328,000  
Student Worker Wages (pay range $6-$7 per hour- 9000 hrs per year) 58,500  

**Total Salaries 686,500**

**Benefits (25% on all fulltime salaries) 157,000**  
**Total Salaries/Benefits $ 843,500**

**Library Materials**

Books $ 266,000  
Periodical/Serials (including access fee) 220,000  
Electronic Reference Material (including access fee) 130,000  
Microforms 85,000  

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Total Library Materials $ 701,000

Equipment

Computer Equipment – Staff Use $ 25,000
Computer Equipment – Administrative 5,000
(The Computers in the library are bought and maintained by the College; the software is purchased with a site license agreement by the college.)

Total Equipment $ 30,000

Operating Expense

Staff Development $ 4,000
Travel $10,000
Repair and Maintenance $12,000
Telephone/Internet$ 15,000
Utilities $8,000
Janitorial Services $12,000
Supplies$ 4,000

Total Operating Expense $ 65,000

Total Budget (FY 200x-200x) $ 1,639,500

The Situation:

Part I. It is budget time again at Concord College, and the staff of Madison Library is preparing its proposed 200x-200x fiscal year budget. The President and the Provost have estimated that if enrollment remains as projected, you will be able to count on a five percent increase in your base allocation. Using the description and budget provided, describe any changes you think might be necessary for the following year. Prepare a new budget based on the changes you think would be necessary. Provide a
short justification including the basis for the cost projected for any item that is significantly different.
You have the flexibility to move money between categories.

Part 2: The pride of Madison Library is the Andrew H. Walley Collection. Dr. Walley was a class of 1935 alumnus who died in 1968; in his will he left his collection of books and manuscripts relating to ornithology to Madison Library. Mr. Walley was a wealthy physician who was also an ardent bird watcher and naturalist. During his lifetime Dr. Walley amassed a large collection of book relating to ornithology in addition to related objects such as original Audubon prints of American birds. Many items in the collection are very rare and quite a few (approximately 50) are the only copies in existence in this country. There are in fact two books printed in Belgium in the 1600s that are believed to be the only surviving copies of those titles in the world. This is a very valuable collection both in terms of its content and its monetary worth. The Walley Collection is housed in a separate room in Madison Library with the books in specially constructed bookcases with glass fronts. The Audubon prints are hung on the wall. When the new library was opened great care was taken to ensure that the room was climate controlled and that the books were safely housed. But because of its concentration of rare materials, the Walley Collection is heavily used by ornithology scholars who often travel a long distance to use the collection. There are many requests for interlibrary loan from this collection, but because the collection does not circulate, these requests are always refused. There is a wide demand for many of the items in this collection but its use is restricted because of its location and because of the fragility of many of the items.

It has long been the dream of the staff of Madison Library to digitize this collection so that its can be used more readily by scholars from around the world while preserving the original items themselves. They have read about digitization efforts at other academic libraries, usually large university libraries, and wonder if it would be possible to mount a digitization effort at Concord. The president has said that he will entertain a budget request to digitize this collection, however, there are a number of other units on campus competing for additional funds this year. Several academic departments are trying to begin new programs and the physical education unit is requesting funds to initiate both men and women's lacrosse. It is unlikely that even in the best circumstances, Madison Library would receive more than an additional 5-7% its overall budget for this project (in addition to the 5% increase). Nonetheless you decide to present a second budget with the digitization project included as part of the expenses. Since this is a new program you need to be quite specific in how you address the costs of implementing it. You are free to consider using other funds in addition to college resources if you think you would have a
good chance to get them. So, in your budget proposal put forth the total costs of this digitization effort, how you derived the costs that are associated with the project, how you will phase it in (if you choose to approach it in this manner) and how you will pay for the entire project describing all sources of income that you will utilize. You, of course, have freedom to discontinue any services presently being offered by the library if you think this new project is more worthwhile.

The President's secretary has just called and told you that you have been scheduled for a fifteen-minute presentation to the President, the Provost, and the Board of Trustees at its April meeting. This is your big opportunity to get the digitization going.