

Library of Science & Medicine



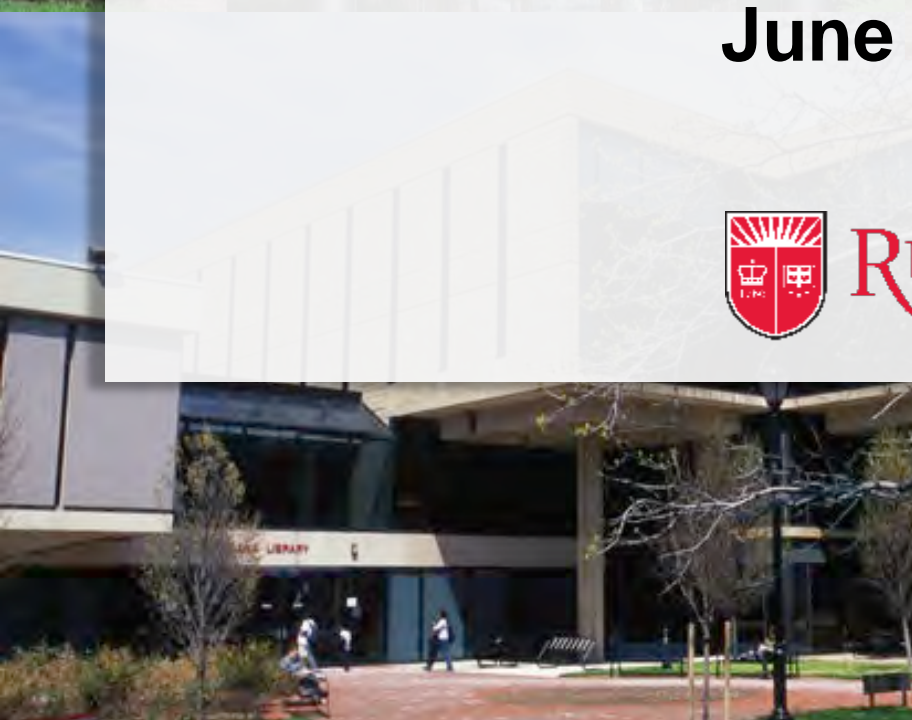
State of the Libraries

June 12, 2019



RUTGERS

University Libraries



State of the Libraries Priorities Update

- Welcome
- Planning & Collaboration
- Where We Are
 - 2018-2020 Priorities
- Where We Are Going
 - 2019-2021 Priorities

Welcome!

New Faculty and Staff

Douglas Allen

Operations Manager
New Brunswick Libraries

Heather Andolsen

Library Supervisor
Paul Robeson Library

Matthew Bridgeman

Information and Education Librarian
Robert Wood Johnson Library

Joni Cerbone

Business Manager
Library Administration

Gargi Chaterjee

Library Assistant
Special Collections and University
Archives

Laura Costello

Virtual Reference Services Librarian
Shared User Services

Timothy Domick

Manager of Operations
John Cotton Dana Library

Fobazi Ettarh

Undergraduate Success Librarian
John Cotton Dana Library

Samantha Kannegiser

Student Success Librarian
Paul Robeson Library

Regina Koury

Director
Paul Robeson Library

Joann Parrone

Senior Executive Assistant
Library Administration

Ayesha Salim

Business Specialist
John Cotton Dana Library

La-Tira Shaw

Administrative Assistant
John Cotton Dana Library

Jonathan Torres

Business Librarian
John Cotton Dana Library

Pamela Waid

Human Resources Manager
Library Administration

Sonia Yaco

Associate Director
Special Collections and University
Archives

Elizabeth York

Electronic Resources Librarian
Shared User Services

Guess Who?

I am a beekeeper.

- A. Joann Parrone
- B. Doug Allen
- C. Gargi Chaterjee
- D. Timothy Domick



Guess Who?

I minored in Japanese and while I've forgotten a lot of the language, can still speak conversational Japanese.

- A. Fobazi Ettarh
- B. Sonia Yaco
- C. Douglas Allen
- D. Pamela Waid



Guess Who?

I performed as part of an Armenian folk dance group for many years... even though I'm not Armenian.

- A. Joni Cerbone
- B. Timothy Domick
- C. Laura Costello
- D. Pamela Waid



Guess Who?

I love spending time at the beach and collecting sea shells for DIY projects!

- A. La-Tira Shaw
- B. Pamela Waid
- C. Sonia Yaco
- D. Ayesha Salim



Planning and Collaboration

RUTGERS UNIVERSITY LIBRARIES Services and Planning Framework (draft 3/1/2018)

Service Category					Project	
Type of Support	Foundation: <i>Services directly related to finding, evaluating, and using information in all forms. Typically, we design these services for a wide range of faculty and students.</i>	Boutique: <i>Services and resources that are designed by a small number of stakeholders (often from outside of the libraries) and primarily serve the needs of non-Rutgers scholars and the community</i>	Education: <i>Providing information about aspects of scholarly communication (beyond Foundation) designed for a wide range of faculty and students.</i>	Consulting: <i>Providing recommendations and information directly to an individual or group based on their specific scholarly communication need.</i>	Creating: <i>Projects that require extensive expertise and library infrastructure to develop knowledge products. These are usually collaborative projects with non-library units and involve a small number of stakeholders.</i>	Innovating: <i>Design and development of new Foundation services including improvements to or additions of Foundation services.</i>
Local: <i>Direct support to faculty and students.</i>	Foundation services delivered directly to patrons. Examples: library instruction, material selection, reference, and book, print journal, microform, map circulation and shelving.	The ongoing maintenance of specialized services and resources. Examples: journal publishing software, digital projects like NJ Newspapers, Digital Public Library of America.	Workshops or guides designed for broad audiences to convey information about a wide range of scholarly communication topics. Examples: Conducting workshops and developing guides on topics such as GIS and data management.	Working directly with an individual or group on a specific need. Examples: Curriculum mapping, systematic reviews/Critical appraisal, identifying optimal publication venues, and consulting on data management plans.	The portion of large scale projects that is done within the local unit. Examples: Working with stakeholders to design advanced projects such as "States of Incarceration" and Krueger-Scott.	The planning and design that is done within the local unit. Examples: Improved discovery, common information literacy standards, and affordable textbooks.
Local Infrastructure: <i>Services that support the work of others in the library and provided by local employees.</i>	Support for foundation services that is done in the local unit. Examples: gathering local stats, assessment of local services including measuring impact, scheduling classes, repair and preservation of materials, finding aids for Special Collections.	Behind the scenes support to maintain and provide these services. Examples: adding new content to existing locally developed resources.	Support for workshops and the development of guides that is done in the local unit. Examples: scheduling workshops, gathering stats. These services should	Support provided for local consulting services that is done in the local unit. Examples: gathering stats.	Support provided within the local unit behind the scenes for the project. Examples: digitizing, project management, editing.	Behind the scenes support for the development and implementation of new foundation services. Examples: process improvement evaluations, training.
Planning Considerations: Annual planning involves both local and central planning. Priorities for the upcoming 2 years are identified in local units. The central planning process selects and prioritizes Librarieswide projects. Priorities that do not require changes to central infrastructure are prioritized locally.	<ul style="list-style-type: none"> Changes to foundational services that require central coordination (e.g., web, discovery, chat) need to be included in the library-wide planning process. Large-scale changes require coordination and central support are prioritized and advanced during the central planning process. 	<ul style="list-style-type: none"> These services and resources typically require a high-level of expertise for ongoing maintenance. Development of these projects must be advanced and prioritized during the central planning process. 	<ul style="list-style-type: none"> These services do not require central coordination, expertise, or functions beyond what exists for Foundation services. These services are planned at the local level. 	<ul style="list-style-type: none"> These services do not require central coordination, expertise, or functions beyond what exists for Foundation services. These services are planned at the local level. 	<ul style="list-style-type: none"> These projects are not coordinated in the same manner as Foundation services. The coordination for these projects involves determining the appropriate timing and allocation of resources so that there is minimal impact on Foundation services. Completed Creation projects become Boutique services for ongoing operation and maintenance 	<ul style="list-style-type: none"> Making changes to the services and resources that are used by all local units requires central coordination. Modifications to these services must be sustainable and meet the needs of the Rutgers community. Completed Innovation projects become Foundation services for ongoing operation and maintenance

Planning and Collaboration


- One Library – Four Missions
- Consolidated infrastructure and a coordinated approach
- Annual Planning process that

RUTGERS UNIVERSITY LIBRARIES Services and Planning Framework (June 8, 2013)				
	Academic Services	Education	Learning	Projects
Mission	Academic Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Education Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Learning Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Projects provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.
Types of Support	Academic Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Education Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Learning Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Projects provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.
Academic Services	Academic Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Education Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Learning Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Projects provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.
Education Services	Academic Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Education Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Learning Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Projects provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.
Learning Services	Academic Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Education Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Learning Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Projects provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.
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Infrastructure	Academic Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Education Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Learning Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Projects provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.
Planning	Academic Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Education Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Learning Services provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.	Projects provide support to faculty, students, and staff in the use of library services for teaching, learning, and research.

Creation projects need financial resources + ongoing support requires primary staff resources

Infrastructure projects need financial resources + ongoing support requires development of staff and service resources

Annual Planning



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University Libraries

Staff Resources

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[FIND COMMITTEES](#)
[SEARCH STAFF PAGES](#)
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About Annual Planning: Bridging FY 2019 to 2020 & 2021

The strategic planning cycle at Rutgers University Libraries takes place each spring and bridges the university's fiscal budgeting cycle with the Libraries' year-round activities. The process draws on the wide-ranging perspectives of the Libraries community to assess our past priorities and continue to improve and accomplish [our mission](#).

One Library - Four Missions: [Click here to read the Goals and Priorities for FY2019-2021](#).

The process begins with closing and assessing the accomplishments of the current fiscal year, continues with an examination of the current projects and the tactical work to be done in the next fiscal year (2020) and develops the long-term goals and priorities to be implemented (through FY21). The goals and priorities identified in the [prior year](#) serve as a benchmark by which we can both measure our achievements and shift our priorities toward new initiatives.

Annual planning involves both local and central preparation. Priorities for the next two years are identified in local units based on their unique academic, constituent, and campus needs. Any local priorities that do not require changes to central infrastructure are executed locally. Local priorities that do require central infrastructure are prioritized based on the interdependent needs of the Libraries community and the capacity of our total infrastructure for new projects. The process also surfaces systemic needs that have been identified as integral to the operation of multiple units. The feedback from this process can also become inputs for the Libraries' role in the university budgeting cycle and shape new budget requests when planning brings to light goals and projects that are not funded, but are critical and/or complementary to the priorities identified.

In the prior years, priorities were categorized into six focus areas: Clarify Communication and Decision-Making, Strengthen Information Control, Optimize Collection Development and Management, Enhance Student Support, Determine Strategies and Capacity for Advanced Services, and General infrastructure support needs. The addition of Infrastructure Support last year as a classification was an important development in the way we conduct and view planning as part of a [framework of shared coordination](#). This year, with that framework in mind, I'd like to share with you the four local unit plans and the central infrastructure projects list. Click here to read the [Goals and Priorities for FY2019-2021](#).

Annual Planning Key Dates

The annual planning cycle covers two years of priorities and activities. These dates are key to the strategic planning process for FY20-21. Other high-level details about the planning process, milestones and activities can be found on the [Libraries Planning Calendar](#).

Fiscal Year 2019 | July 2018 - June 2019

Fiscal Year 2020 | July 2019 - June 2020

Fiscal Year 2021 | July 2020 - June 2021

University Budget FY20 Delivered | Jan 2019

Environmental Scan of FY19 | March 2019

Priorities Finalized for FY20 | June 2019

Guess Who?

I was born and went to college in Siberia, Russia. I am a first generation immigrant who came to the USA 23 years ago!

- A. Heather Andolsen
- B. Timothy Domick
- C. Regina Koury
- D. Sonia Yaco



Guess Who?

I paint with acrylics and oils and work with charcoal as a medium.

- A. Ayesha Salim
- B. Matthew Bridgeman
- C. Laura Costello
- D. Douglas Allen



Guess Who?

I enjoy watching and researching musical theater.
I prefer classic Broadway musicals (prior to 1970).

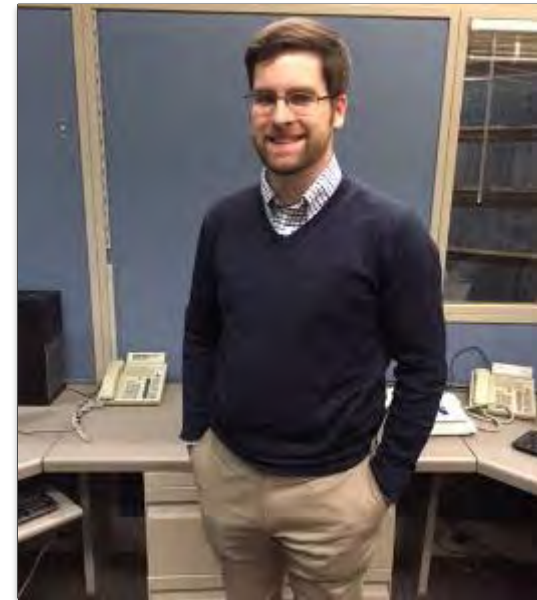
- A. Matthew Bridgeman
- B. Elizabeth York
- C. Heather Andolsen
- D. Samantha Kannegiser



Guess Who?

I'm a big fan of creature features both good and bad.

- A. Jonathan Torres
- B. Fobazi Ettarh
- C. Sonia Yaco
- D. Matthew Bridgeman



2018-2020 Priorities

Priority/Activity	CO # (very brief)	Status
Clarify Communication and Decision-Making		
Overarching goals: To focus on datasets and activities to allocate priority strategic attention and publications to the direct and indirect efforts to ensure our mission is met from Cabinet.		
*Note: this document is preliminary.		
1. Establish a high priority agenda, metrics and individual budget goals starting in 2018	CO# - Open to Cabinet	Not yet implemented
2. Align the organization structure with budgetary and operational, particularly in areas of interlibrary loan, instruction, access, services, shipping, and long-term and special services for reference and information and summerization and archiving as per (2018)	CO# - CO#18, L	
3. Explore the possibilities on the self-serve self-serve model (2018)	CO# - website / AI	
4. Align support for health science community on a state way (unique that acknowledges the health science and the current organizational structure)	CO# - CO#18, CO#19	
5. Charge a group to research and propose a process to promote cataloging projects that are in line with the current structure	CO# - CO#18, CO#19, CO#20, CO#21, CO#22	Not yet implemented. Now replaced with activity that does not include a group element by Cabinet.
6. Charge a group to research and propose a process to promote projects that are in line with the current structure	CO# - CO#18, CO#19, CO#20, CO#21, CO#22	Not yet implemented. Now replaced with activity that does not include a group element by Cabinet.
7. Charge a group to research and propose a process and implementation for digital projects.	CO# - CO#18, CO#19, CO#20, CO#21, CO#22	Not yet implemented. Now replaced with activity that does not include a group element by Cabinet.

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- Clarify Communication and Decision
- Strengthen Information Control
- Optimize Collection Development and Management
- Enhance Student Support
- Determine Strategies and Capacity for Advanced Services

FY 2018-19 Accomplishments



Libraries Welcome Jeff Carroll as Assistant Vice President for Scholarly Communication and Collections

April 1, 2019

Rutgers University Libraries are delighted to welcome Jeff Carroll as assistant vice president for scholarly communication and collections, effective July 15, 2019.

In this role, Carroll will provide leadership, strategic direction, and support for the Libraries' scholarly communication and collections infrastructure, ensuring that our resources and services advance the unique missions of Rutgers-Camden, Rutgers-Newark, Rutgers-New Brunswick, and Rutgers Biomedical and Health Sciences.

Carroll will lead in the development of collection strategies that incorporate new and open forms of scholarship; allocate and oversee the Libraries' collections budget with a fiscally responsible approach that expands access to information resources; conduct collections assessments and analyses to evaluate teaching and research initiatives; and partner with stakeholders to implement a new vision for acquiring, managing, preserving, and making accessible research information to benefit Rutgers and the broader academic community. He will also manage a dedicated team of librarians and staff and serve as a member of the Libraries' senior leadership group.

"I was drawn to Rutgers not only because of its rich history and largest academic institutions in the state, but also because of its commitment to digital coverage, and



Carroll comes to Rutgers from Columbia University, where he served most recently as director of collection development and e-resources management.



Together, we have saved students **\$2.3 million** on textbooks*

Apply for an Open and Affordable Textbooks Program Award today.

The OAT Program Awards provide faculty with research funds to support their efforts to use low- and no-cost materials. Deadline for applications is April 28.



libraries.rutgers.edu/OATApply



Guess Who?

I love camping and spending time outdoors. I've even tried to leash-train my cat so that he can enjoy time outside too!

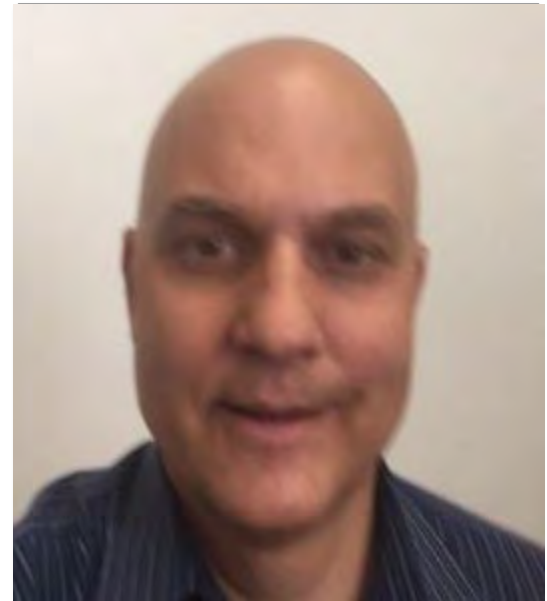
- A. Joann Parrone
- B. Elizabeth York
- C. La-Tira Shaw
- D. Samantha Kannegiser



Guess Who?

I've worked in roles ranging from PR for the New Jersey Nets to vendor management including support for the iPhone's launch.

- A. Pam Waid
- B. Doug Allen
- C. Jonathan Torres
- D. Samantha Kannegiser



Guess Who?

I am an avid runner and enjoy biking throughout the week.

- A. Joni Cerbone
- B. Elizabeth York
- C. Jonathan Torres
- D. Douglas Allen



Guess Who?

I make kinetic sculptures using books, piano parts, and tinker toys.

- A. Timothy Domick
- B. Laura Costello
- C. Regina Koury
- D. Sonia Yaco



2019-2021 Local Priorities

Dana Library Priorities 2019/2021

Collection Priorities

Priority Statement 1: Align our local collections with the programs of study offered by Rutgers University – Newark.

Required Activities:

- Revise federal depository selective status to increase number of digital materials added to collection. Will maintain a small number of elective and mandatory physical items.
- Disposition of federal depository items withdrawn from the collection that are duplicated in local depositories or are no longer relevant to our curriculum.
- Assess reference collection in anticipation of withdrawals.

Paul Robeson Library FY20-21 Goals and Objectives

1. Goal: Commitment to diversity, equity and inclusion.

Objective: commit to intentionally fostering diversity, equity, and inclusion. From D Rutgers University Libraries: “As the intellectual commons of one the most diverse in the nation, Rutgers University Libraries advance and promote diversity in all its f believe the Libraries are stronger and can more effectively support the mission of R we are inclusive and equitable. To this end, the Libraries endeavor to create a *welco workplace that reflects and supports the many populations and programs of the univ which we engage and we strive to provide spaces, resources, and services that are ac* Activities:

- Create Committee on Diversity, Equity & Inclusion.
- Recruit for diversity.
- Provide staff and student workers with training and development to cultivate cultural humility, sensitivity, understanding, and empathy, especially as it relates to supporting marginalized or underrepresented groups and identities.
- Provide equitable access to information and sources:
 - Continue providing course reserves and market OAT program, which ensures that all students, regardless of economic resources, have access to

RBHS Libraries Plan, 2019-2021

March 25, 2019

Clarify Communication and Decision-Making		
Priority		Assessment
1	Align support for health sciences community on Piscataway campus that acknowledges the funding source and the current organizational structure.	Develop a realistic staffing mode both Piscataway and NB. Keep at IPE building in NB to include a ne Seek support for new librarian p
2	Evaluate/assess incre other pop-up location buildings.	
3	Define the relatio RWJ/Barnabas associ	
4	Roll out new RBHS Lib needs of RBHS faculty years.	



New Brunswick Libraries FY20 - FY21 Priorities

Introduction

The FY20 - FY21 New Brunswick Libraries (NBL) Priorities are being crafted in the midst of strategic planning. We spent the Fall 2018 semester gathering feedback from our stakeholders, including students, faculty and administrators. Trends emerging from the data analysis are informing our priorities and activities. The Rutgers University mission, with a New Brunswick focus; and the Rutgers University Libraries (RUL) Mission, Vision and Priorities are also core to shaping our direction. NBL will focus on three areas during the next two years: *empowering student success; strengthening faculty and graduate student research and teaching; and connecting tools & systems for impact.* To succeed, we must *enhance the New Brunswick Libraries culture* by focusing on our people, structure, processes, identity and communication. Using the new team model implemented in FY19, we will take a holistic approach to staff planning and workflows. The order of the priorities is intentional. We begin with our most important asset: our people. We end with our tools and systems. At the heart of the priorities are our stakeholders: our students, faculty and the greater Rutgers community.

Both higher education and research libraries are at a pivot point. Our audience is more diverse and information is increasingly online, dispersed across mediums. Connecting content, providing equitable access, addressing evolving space needs and creating services to advance education and growth are essential elements of institutional and individual success. NBL is positioning itself, within the organizational structure, to deliver the needed services, content and spaces for today and tomorrow.

Planning and Collaboration

RUTGERS UNIVERSITY LIBRARIES Services and Planning Framework (draft 3/1/2018)

Service Category					Project	
Type of Support	Foundation: <i>Services directly related to finding, evaluating, and using information in all forms. Typically, we design these services for a wide range of faculty and students.</i>	Boutique: <i>Services and resources that are designed by a small number of stakeholders (often from outside of the libraries) and primarily serve the needs of non-Rutgers scholars and the community</i>	Education: <i>Providing information about aspects of scholarly communication (beyond Foundation) designed for a wide range of faculty and students.</i>	Consulting: <i>Providing recommendations and information directly to an individual or group based on their specific scholarly communication need.</i>	Creating: <i>Projects that require extensive expertise and library infrastructure to develop knowledge products. These are usually collaborative projects with non-library units and involve a small number of stakeholders.</i>	Innovating: <i>Design and development of new Foundation services including improvements to or additions of Foundation services.</i>
Local: <i>Direct support to faculty and students.</i>	Foundation services delivered directly to patrons. Examples: library instruction, material selection, reference, and book, print journal, microform, map circulation and shelving.	The ongoing maintenance of specialized services and resources. Examples: journal publishing software, digital projects like NJ Newspapers, Digital Public Library of America.	Workshops or guides designed for broad audiences to convey information about a wide range of scholarly communication topics. Examples: Conducting workshops and developing guides on topics such as GIS and data management.	Working directly with an individual or group on a specific need. Examples: Curriculum mapping, systematic reviews/Critical appraisal, identifying optimal publication venues, and consulting on data management plans.	The portion of large scale projects that is done within the local unit. Examples: Working with stakeholders to design advanced projects such as "States of Incarceration" and Krueger-Scott.	The planning and design that is done within the local unit. Examples: Improved discovery, common information literacy standards, and affordable textbooks.
Local Infrastructure: <i>Services that support the work of others in the library and provided by local employees.</i>	Support for foundation services that is done in the local unit. Examples: gathering local stats, assessment of local services including measuring impact, scheduling classes, repair and preservation of materials, finding aids for Special Collections.	Behind the scenes support to maintain and provide these services. Examples: adding new content to existing locally developed resources.	Support for workshops and the development of guides that is done in the local unit. Examples: scheduling workshops, gathering stats. These services should	Support provided for local consulting services that is done in the local unit. Examples: gathering stats.	Support provided within the local unit behind the scenes for the project. Examples: digitizing, project management, editing.	Behind the scenes support for the development and implementation of new foundation services. Examples: process improvement evaluations, training.
Planning Considerations: Annual planning involves both local and central planning. Priorities for the upcoming 2 years are identified in local units. The central planning process selects and prioritizes Librarieswide projects. Priorities that do not require changes to central infrastructure are prioritized locally.	<ul style="list-style-type: none"> Changes to foundational services that require central coordination (e.g., web, discovery, chat) need to be included in the library-wide planning process. Large-scale changes require coordination and central support are prioritized and advanced during the central planning process. 	<ul style="list-style-type: none"> These services and resources typically require a high-level of expertise for ongoing maintenance. Development of these projects must be advanced and prioritized during the central planning process. 	<ul style="list-style-type: none"> These services do not require central coordination, expertise, or functions beyond what exists for Foundation services. These services are planned at the local level. 	<ul style="list-style-type: none"> These services do not require central coordination, expertise, or functions beyond what exists for Foundation services. These services are planned at the local level. 	<ul style="list-style-type: none"> These projects are not coordinated in the same manner as Foundation services. The coordination for these projects involves determining the appropriate timing and allocation of resources so that there is minimal impact on Foundation services. Completed Creation projects become Boutique services for ongoing operation and maintenance 	<ul style="list-style-type: none"> Making changes to the services and resources that are used by all local units requires central coordination. Modifications to these services must be sustainable and meet the needs of the Rutgers community. Completed Innovation projects become Foundation services for ongoing operation and maintenance

2019-2021 Infrastructure Projects

- Instruction infrastructure – Leganto
- Special Collections infrastructure
- Acquisitions work flows/fund codes
- College of Law migration to Alma
- Post-migration cleanup
- Media workflows
- Website redesign
- ILL infrastructure
- Server Migration
- RIM/SOAR

Final Project Plan - Cabinet Retreat – May 21, 2019

Approved Projects			
Project Name	Description	Outcomes	Next Steps
Instruction Infrastructure	Create a robust infrastructure to support library instruction.		Hiring an instructional technologist. The priorities are Leganto (Social Work pilot in summer), Nimblewise Education (available for all campuses to pilot in the Fall), Instruct aka Credo on Demand (in place for use) and developing analytics measures in relation to assessing outcomes for the University
Leganto (part of Instruction Infrastructure)	New workflows, integration, and outreach for ExL course reserves module Leganto		Technical implementation is almost complete. Social Work pilot this summer. Searching for early adopters on all campuses for the Fall semester.
Special Collections Infrastructure	Implement a single ArchivesSpace installation with collections and finding aids from all special collections and archives at the libraries. Make ArchivesSpace available to the general public through a common website.	Unreliable inventory and control of unique and valuable collections	Draft project plan has been proposed. Initial focus is on EAD and accession records. Minimum data standards have been agreed upon for EAD that focus on a minimal level of description. Architecture for the project has yet to be established. Meeting scheduled for the end of June.
Acquisitions Work Flows/Fund Codes	Define and document acquisitions workflows that appropriately utilize Alma functionality. Develop and implement a simplified fund code structure that represents the collections budget while taking into account local allocation needs and statistical reporting requirements.	Lack of fiscal control and accountability for materials budget.	Workflows for acquiring electronic resources have been redone and implemented. Further refinement is necessary for media, print, etc. Initial data gathering for fund code redesign has begun. This includes summary data regarding account balances and purposes as well as reporting options in analytics particularly related to subjects.
College of Law migration to Alma	Append the law library onto our existing Alma/Primo installation	Contractual	Soft implementation has begun. Meetings with the implementation team and law will begin next month. Official project kick off is in late August with an early January go live date.

Guess Who?

I was once asked to fly in a Black Hawk helicopter without the doors over the Atlantic ocean with other government officials.

- A. Heather Andolsen
- B. Matthew Bridgeman
- C. Regina Koury
- D. Ayesha Salim



Guess Who?

In my previous life I was a competitive gymnast.

- A. Gargi Chaterjee
- B. Elizabeth York
- C. Joni Cerbone
- D. Regina Koury



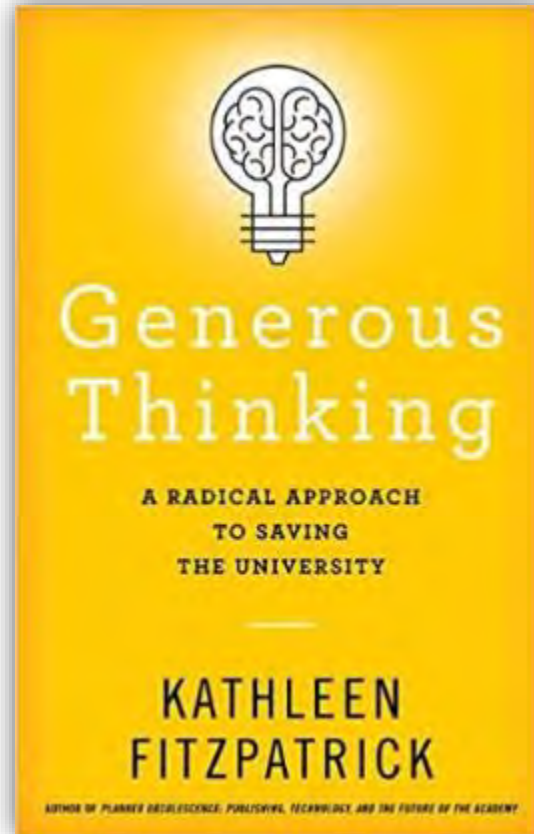
Guess Who?

I briefly played roller derby and I'd like to own a working farm.

- A. Timothy Domick
- B. La-Tira Shaw
- C. Jonathan Torres
- D. Samantha Kannegiser



Kathleen Fitzpatrick, *Generous Thinking: A Radical Approach to Saving the University*





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Questions?