

SOCIAL SCIENCES, HEALTH, AND EDUCATION LIBRARY

ANNUAL REPORT, July 1, 2012 – June 30, 2013

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I. Highlights of the year

The major accomplishment this year is the merging of the Applied Health Sciences and Education and Social Science libraries, and the incorporation of Economics, Labor and Employment Relations, and Library and Information Science to create a new library: Social Sciences, Health, and Education (SSHEL). With several key appointments to positions, services have been enhanced and outreach extended. Detailed statistical data is provided in the attached spreadsheets for collections, services, and personnel.

Major Accomplishments

- Significantly improved accessibility of collections through transfer of material to other locations, creating a high use, current collection for library users
- Provided services to the departments, programs, and schools affiliated with SSHEL (349 tenure system faculty, 2,292 graduate students, and 5,845 undergraduate students), as well as to library users interested in any of the subject areas covered in SSHEL
- Implemented organizational merger of ESSL and the AHS Library into the Social Sciences, Health, and Education Library
- Developed documentation for policies and procedures for all levels of SSHEL personnel
- Implemented formal information services training for student assistants to improve front line customer service.

Contributions to Library-wide Programs

All SSHEL librarians and one staff member contributed to the central Reference Hub services for virtual and on-site reference assistance. Several librarians also participated in programming for visiting Mortenson Center librarians. Under the direction of the Gender and Multicultural Services Librarian, three graduate assistants in SSHEL provided 10 hours per week of additional support to library-wide multicultural programs, including revamping the Diversity and Multicultural Services website; creating exhibits in the Marshall Gallery and in the Undergraduate Library; and providing instructional support and assessment for library instruction for graduate level English as a Second Language classes. Other outreach efforts included the LIS and Research Support Services Librarian's leadership of the team that arranges the Edible Books Festival, and the Education Librarian's involvement in the 2012 Youth Literature Festival, both local community events to promote literacy and reading. The LIS and Research Support Services Librarian also began new programming and services for library faculty and academic professionals, including research methods roundtables, LIS publishing workshops, the establishment of library faculty writing groups, and promotion of library research and service achievements on the library's blog Recognizing Excellence.

Services and Access

Staffing: In late July 2012 we were fortunate to have Helen Sullivan, Library Operations Associate, accept a position in SSHEL as office manager. Her facility with compiling reports made it possible to address and adjust parameters as we merged and moved collections numbering in the tens of thousands. Lil Morales joined SSHEL as Library Specialist and began taking over special collections duties related to the S-Collection. Mary Beth Allen, Applied Health Sciences Librarian and Yoo-Seong Song, Economics and Labor and Employment Relations Librarian joined SSHEL in August 2012. Peg Burnette was appointed as Biomedical Sciences Librarian in October 2012. Also in October 2012, Kelly McCusker was hired as the Behavioral Sciences Librarian with additional responsibilities for services to the Department of Geography and managing the SSHEL website. Dan Tracy joined SSHEL in January 2013 as Library & Information Science and Research Support Services Librarian. Lynne Rudasill continued providing collection development services for political science. All five graduate assistants remained for a second year in FY13, allowing much needed stability and continuity during a time of intense change. In addition one practicum student, Clairelyn (Smith) Sommersmith, was sponsored during spring 2013 to provide on-site reference services and work on a special project to develop a LibGuide on teaching resources for teaching assistants.

Reference activity: In a typical week in FY13, SSHEL had 2,682 visitors and answered 142 reference questions. The yearly totals are 139,489 visitors and 7,685 reference and directional interactions; 82% of these interactions involved substantive reference questions. Figures for annual visitors are quite high, likely due to the increased, improved space and its use by patrons, but also to activity by laborers and staff during construction and set-up of SSHEL. In person questions still account for 75% of activity, despite an increase in chat reference services. In FY13 delivery and participation in instructional sessions and individual research consultations was high due, most likely, to more librarians to provide services and assistance.

Course Related and Other Instruction: Visiting scholars from Indonesia, Macau, and China were given library orientation through several affiliated programs. Formal library presentations were made to 164 groups, with a total of 3,701 participants. Of the participants, 68% were graduate students, 26% were undergraduate students, and 6% were others. 160 individual research consultations were held with students and other researchers.

Website Activity:

In the summer of 2012, the web coordinator, supported by the technology graduate assistant, designed and created a website for SSHEL. Many of the webpages were transferred from the former ESSL and AHS websites, but many new webpages were also created. Examples of new webpages include: SSHEL Homepage, Instructional Services, Collaboration Room, Databases by Subject, Biomedical Sciences, and Research Guides. Additionally, all the transferred pages received updates. The School (S-) Collection website was also redesigned with a new layout, site map, and navigation toolbars.

Similarly, the Health Portal, formerly updated by the AHS, Biology, and Biotechnology librarians, was reviewed and received updates. Particularly active sections of the website included the Rankings, S-Collection, Research Guides, News, New Books, and About Us webpages.

Due to a problem with SSHEL being excluded as a location in Library reporting systems, the number of hits on web pages is not available for FY13. This issue is being addressed with the Library Information Technology unit, and Google Analytics have been added for future years.

Circulation: The former Education and Social Science Library typically ranked 5th among the UIUC libraries in circulation (after Main Stacks, Undergraduate, Engineering, and Music). Again, due to the exclusion of SSHEL as a location in Library reporting systems, information is incomplete for the current year. We were able to determine that SSHEL call slip requests surpassed nearly every other library unit in FY13, however.

Collections

Librarians accepted and processed several gift collections during the year. These include geography books; history schoolbooks; educational philosophy books; and ongoing donation of sports and fitness books from Human Kinetics publishers.

Two cohorts of GSLIS LEEP students provided valuable onsite assistance in identifying books for transfer out of Main Stacks under the guidance of SSHEL librarians as a project for a collection development class.

Support/Ancillary Activities

Cataloging: A total of 233 titles were cataloged, representing 588 items. Original cataloging was done for 58 titles and copy cataloging for the remaining 175 items. Thirty-four items were reclassified due to record errors, and 223 added volumes were processed for existing records. Most of this cataloging is related to the Curriculum Collection and its unique classification and organization by set rather than individual titles.

Eight new tests were added to the test collection and 511 additional components processed for existing tests.

Training and Staff Development Activities

All SSHEL personnel participated in intensive training in FY13 to ensure a high quality level of service for library users. An intensive training program, grounded in general library procedures and policies and specific aspects of resources and services, was provided to all new and continuing employees. Ongoing training is provided throughout the year via meetings and special workshops.

Innovative Ideas, New Initiatives

Developed a web page focused on history of the Applied Health Sciences Library to honor its role in the Library.

Measurement, Evaluation, and Assessment Activities

We track hourly and seasonal patterns of use to help make strategic decisions about library services and staff deployment. For example, the busiest time of day at the SSHEL reference desk was 3-4pm, so double-staffing is provided then. Subject-specific questions accounted for 2,363 reference queries. Children's literature (5%) and education (8%) questions were asked most frequently, followed by psychology and sociology (2% each), while anthropology, health/medical, political science and social work were next highest at 1% each.

Public Relations and Promotional Activities

Marketing and outreach included distribution of SSHEL notepads with contact information to all affiliated departments. The annual Poster and Book Jacket event celebrating children's and young adult books was held in November.

Additional Topics

- Retrieved 1,292 books from the S-Collection basement Storage area.
- CAM agreed to process the general cataloging backlogs in AHS and ESSL.
- CMS began addressing the Curriculum Collection backlog materials (29,325 items) and initiated cataloging items in spring 2013.

Major Challenges

During FY13 the major challenge was undertaking the merger of the Applied Health Sciences and Education and Social Science libraries to create SSHEL. Renovation of space through carpeting, painting, and relocation of staff areas occurred throughout the entire year and is still ongoing. Most of the renovations will be completed by start of the fall 2013 semester. As part of the relocation of material, Room 17D in the basement was emptied of cataloged collections, making it available for other units, such as the University Archives. Room 146 Main Library was used during the entire year as surge space and for librarians during times when their offices were being constructed in SSHEL.

Patrons weathered all of the ongoing changes with the physical space, and as soon as new space opened, began using it immediately. The implementation of classifying new acquisitions for the general collections in LC classification, while retaining the current collection in Dewey classification, has been mostly smooth.

Goals and planning

Last Year's (FY13) Plans and Goals

Services and access have always been at the forefront of the Library's goals. Those goals that were accomplished include:

- Completed organizational transition to merged library: Social Sciences, Health and Education Library
- Continued high quality services during transitions in staffing, facilities, and services
- Pursued internal options for cataloging to address large backlog of curriculum materials
- Completed binding and cataloging of children's journals donated by Pearson Publishing
- Further developed and updated the SSHEL Web site, including class guides

II. Next Year's (FY14) Plans and Goals

Plans and goals for next year include the following:

- Continue high quality services during final transitions in staffing, facilities and services
- Pursue internal options to expedite processing of uncataloged children's books that were identified for comparison or cataloging (from Center for Research Libraries collection)
- Complete facilities renovations for SSHEL
- Finalize Teaching Assistant LibGuide for campus users
- Identify reporting systems that exclude SSHEL and address for future years
- Plan for assessment of merger after implementation is complete

III. Graduate Assistants

Number and funding source of Graduate Assistants

There were five graduate assistant positions in SSHEL during FY13:

Five 40% graduate assistants (2.0FTE), state funded

Since graduate assistantships are nine month positions, graduate students were hired on an hourly basis during the summer months because of the high level of activity in SSHEL.

SSHEL also hosted one practicum student during FY13 who contributed to several of the projects and services outlined below.

Major responsibilities

Under the direction of the Reference Coordinator, assist in providing information services in the areas of anthropology, applied health sciences, Asian American studies, biomedical

sciences, economics, education, gender and women's studies, geography & geographic sciences, labor and employment relations, library and information science, political science, psychology, social work, and sociology, as well as in the special collections of children's books, curriculum materials, test instruments, the occult sciences, and the Human Relations Area Files. These services are provided to faculty, graduate students, undergraduate students, and community members. Participate in the development and implementation of new and innovative services. Other duties include instruction, database searching, development of user aids, and special projects. Specific technology duties include maintaining, editing, and revising the 480 SSHEL web pages, as well as other technology-related projects and duties. Specific duties under the direction of the Education Librarian include book selection for the curriculum collection, development of user aids, collection maintenance, and cataloging; also under the direction of the Education Librarian another designated assistantship undertakes book selection for the children's and young adult literature collection, development of user aids, and collection maintenance. Duties are performed during daytime, night, and weekend hours.

GA projects completed in FY13

- Updated 14 subject guides in collaboration with subject librarians.
- Developed monthly entries for informational children's book blog.
- Assessed gift books for condition and for potential addition or referral to book sale.
- Searched multiple gift collections containing hundreds of items.
- Led library instruction session on print and online resources for pre-service secondary social studies teachers (four sessions).
- Selected new children's books and curricular materials for purchase.
- Developed S-Collection Bulletin Board exhibits.
- Selected over 2,100 items from the Center for Children's Books review collection for UIUC Library, which were searched and added as needed.
- Continued processing and cataloging of gift test collections from other universities. Compiled Sweeps Week and annual user statistics from multiple service points.
- Constructed new online reference guides and updated existing guides.
- Maintained the SSHEL and S-Collection webpages.
- Created annotations for newly acquired reference books.
- Updated and re-structured the School Collection web site using Dreamweaver.
- Developed and led professional development and training presentations on a topic of their choice during GA meetings.
- Recommended titles for weeding from the SSHEL Reference collection.
- Updated *The Benefactor*, the SSHEL donor newsletter.
- Created the Youth Literature Festival Display in October 2012 in the north corridor of the Main Library.
- Updated and posted news items to the departmental Facebook page.
- Updated Education Resources and School Reform web sites.

- Synchronized Web site to match print guides after yearly Guide Maintenance procedures during Summer 2012.
- Created signs for SSHEL locations and hours during transition period.
- Researched the significance of the number 13 for the 13 millionth and one volume added to the Library collection.
- Researched history of the Applied Health Sciences Library to create new web page content.
- Verified all oversize test locations in storage and reorganized.
- Co-taught an introduction to online library resources class for multicultural students.
- Assisted with focus group for the new website. This involved pre-session preparations, including online training with the Institutional Review Board, in-session documentation of participant contributions, and post-session synthesis of notes.
- Gathered, interpreted, and presented reference and library-use statistics for annual reports.
- Cataloged 330 titles containing 955 items for the Curriculum Collection in FY13. Some are still under review.
- Edited and added new procedures to Curriculum Collection cataloging manual.
- Researched and contributed to written collaboration room policy for SSHEL.
- Provided LC classification number equivalents for Dewey numbers on 14 subject guides and handouts.

Selected Comments from Graduate Assistants in FY13

“My graduate assistantship at the Social Sciences, Health, and Education Library has proven to be an invaluable part of my education at the University of Illinois. It has both supplemented my coursework and prepared me for the job market. I have drawn on experiences at work during class discussions and while completing assignments.

Looking at job descriptions for public librarians in youth services, many of the activities and projects I’ve worked on as a GA directly apply. I’ve blogged, created displays, provided online and in-person reference assistance, provided readers’ advisory, assisted with collection development, created publicity materials, and more. Additionally, I’ve had the opportunity to oversee undergraduate workers during night and weekend shifts. During LIS classes, we have covered much of this, but my assistantship has let me put my education into practice.

Perhaps most importantly, I have so enjoyed working with fellow GAs and librarians who have inspired me and provided role models and mentorship. Being able to contribute to the success of this team is galvanizing. Looking forward to coming into work reassures me that I’m on the right career track. Even when school has gotten tough, my assistantship has motivated me to stick with it -- it’s the professional light at the end of the homework tunnel. My graduate assistantship has deeply enriched my experience here.” (GA1)

“This Graduate Assistantship has been a very valuable experience for me. I had the opportunity to work hands-on in the field I was studying, namely academic

librarianship. I was able to interact with students from a wide variety of majors and educational levels, learning more about the different needs of different types of students. I also learned more about faculty and staff needs and how to best serve members of the community. I have been able to provide in person, telephone, online, and email reference services, and discovered ways in which my ability to carry out all of those reference interactions could be enhanced.

In the process of working in the library I have learned a great deal about how a library actually functions, far beyond what I could have learned in the classroom. I have weeded parts of the reference collections, discovering how difficult it can be to judge what remains valuable to keep in the reference collection versus what can be moved to other parts of the library. I have learned about the acquisitions process and how cataloging is carried out on a practical level. I have experienced the logistical challenges that come with merging library units and ways to help mitigate some of those challenges in order to maintain a high standard of service for our patrons.

As the Technology Specialist Graduate Assistant I have been privileged to be assigned the task of the day-to-day maintenance of our departmental library's web presence, including using the OpenCMS system, Dreamweaver, LibGuides, MovableType, and Facebook. I have learned how to use several interface systems I had not previously encountered and have significantly improved my own pre-existing HTML and CSS skills through my work. I also participated in a major overhaul of our S-Collection's website, including a complete restructuring of the site's organization and navigation. I had previously done small test web-based projects before beginning work here, but serving as the Technology Specialist gave me a chance to work and complete on major projects that I can look back on with pride." (GA2)

"The SSHEL graduate assistant spends the majority of her time performing reference service for the variety of patrons who use the library. This is an invaluable experience in itself, as it both enhances and expands a customer service skillset while building knowledge of library resources and the best practices for accessing those stores of information. Individual projects assigned to each assistant provide a sense of all that goes into the effective functioning of a library, as do regular interactions with the invaluable paraprofessional staff. The frequent opportunities to assist – or even just converse with – subject librarians offer important exposure to the responsibilities and opportunities within academic librarianship, thus enabling graduate assistants to make informed choices about their own career paths and goals. Most importantly, the mentoring environment provides constant opportunities for learning, administered with the intent of guiding graduate assistants to a future as competent, capable, and confident professionals. Having worked for a significant period prior to library school, I have experienced far less positive leadership and communication styles. I appreciate the forthrightness and timeliness of feedback at SSHEL, and the spirit of guidance and service that underpins everything we learn and do. I'm grateful for the opportunities, mentorship, education, and support of the past two years—this experience will certainly stay with me as I move into and through my library career." (GA3)

"It has been invaluable to have the opportunity to practice reference interviews and providing reference assistance to students, faculty, and community members at the

Social Sciences, Health, and Education Library. The training we received at the beginning of our appointments familiarized me with all the subject-specific resources we have available, and when I am helping library users I almost always begin with our homepage. I now feel comfortable assisting patrons conduct searches in the library catalog and a wide variety of databases, including ERIC, PsychInfo, Academic Search Premier, AnthroSource, PubMed and countless others. I am also comfortable working with patrons to determine the best way to structure a search. Providing reference assistance by IM has also been a great experience, and has really helped me learn how to walk through searches and other tasks step by step. I believe that these are skills that will serve me well in a professional librarian position.” (GA4)

“My graduate assistantship in SSHEL was an essential component to succeeding as a graduate student at GSLIS. At first I thought that my position would help me along the way through graduate school, instead my assistantship was a foundation for me. Being a GA led me to practice and grow my skills as a librarian that a classroom could not offer; in addition, librarians, staff, and fellow GAs were a source of honest knowledge about LIS work that I could confide in. Because of my time at SSHEL, I feel confident in reference services, working with special collections (like the Test Collection), supervising library clerks, etc. Being able to see how SSHEL operates brought insightful ideas to my work with the Education Justice project, such as the implementation of subject guides and how to utilize Microsoft Access to manage a collection, that I can see making an impact on students’ abilities to find the sources they need.” (GA5)

ANNUAL REPORT STATISTICS: FY13

Unit: Social Sciences, Health, & Education Library (SSHEL)

COLLECTIONS	Held Last Year	Gross Added	Transfer Out	With-drawn	Net Added	Held This Year
Cataloged Volumes	71,237	4,421			4,421	75,658
Uncataloged Materials	0	0	0	0	0	0
Microfiche, Print, Cards	560,972	0	0	0	0	560,972
Computer Files	57	0	0	0	0	57
Graphic Materials	5	0	0	0	0	5
Audio Materials	89	0	0	0	0	89
Film and Video Materials	18	0	0	0	0	18
Tests	8,766	8	0	0	8	8,774
Serials-Total	1,081	25	0	0	25	1,106
a. Journals	688	14	0	0	14	702
b. Continuations	393	11	0	0	11	404

ANNUAL REPORT STATISTICS: FY13

Unit: SSHEL Curriculum Collection

COLLECTIONS	Held Last Year	Gross Added	Transfer Out	With-drawn	Net Added	Held This Year
Cataloged Volumes	30,284	707	0	0	707	30,991
Uncataloged Pamphlets, Etc.	0	0	0	0	0	0
Uncataloged Materials (see notes*)	29,325	0	0	827	-827	28,498
Microfilm Reels	0	0	0	0	0	0
Microfiche, Print, Cards	0	0	0	0	0	0
Computer Files	89	20	0	0	20	109
Graphic Materials	494	32	0	0	32	526
Audio Materials	25	19	0	0	19	44
Film and Video Materials	65	8	0	0	8	73
Serials-Total	7	0	0	0	0	7
a. Journals	0	0	0	0	0	0
b. Continuations	7	0	0	0	0	7

ANNUAL REPORT STATISTICS: FY13**UNIT: SSHEL School Collection**

COLLECTIONS	Held Last Year	Gross Added	Transfer Out	With- drawn	Net Added	Held This Year
Cataloged Volumes (see notes#)	153,449	2,832	0	8	2,824	156,273
Uncataloged Pamphlets, Etc.	0	0	0	0	0	0
Uncataloged Materials (see notes**)	4,249	0	0	409	-409	4,153
Microfilm Reels	43	0	0	0	0	43
Microfiche, Print, Cards	0	0	0	0	0	0
Computer Files	0	0	0	0	0	0
Graphic Materials	0	0	0	0	0	0
Audio Materials	0	0	0	0	0	0
Film and Video Materials	0	0	0	0	0	0
Serials-Total	94	7	0	0	0	101
a. Journals	38	7	0	0	7	45
b. Continuations	56	0	0	0	0	56

ANNUAL REPORT STATISTICS: FY13

Unit: Social Sciences, Health, & Education Library (SSHEL)

Notes	
*Withdrawn items include 200 duplicates and 627 items cataloged.	
#Includes 240 books transferred from the Center for Children's Books to the S-Coll.	
**These figures represent the estimated uncataloged gift items from the Center for Research Libraries being compared for condition and uniqueness.	

SPACE	
Total square feet of unit	19,838.65
Linear feet of shelving	11,454
Seating	
a. At tables	182
b. At carrels	20
c. Informal	24
d. At online catalog & index sources	32
e. In Group study Rooms	10

ANNUAL REPORT STATISTICS: FY13

Unit: Social Sciences, Health, & Education Library (SSHEL)

Direct Services	
Number of formal library presentations to groups (generated from web database)	164
Number of participants in group presentations (generated from web database)	3,701
Number of individual instruction appointments	160
Number of practicum students/independent studies	1
Total circulation (initial and renewal) ****	30,856
Total manual circulation	53
Reference and directional transactions (Actual total)	7,685
Reference questions (Actual annual)	5,767
Digital reference questions (Actual annual)	584
Directional questions (Actual annual)	1,334
Head count (Actual Annual Gate Count)	139,489
A. Fall*** (Gate Count from sweeps week data)	3,130
B. Spring*** (Gate Count from sweeps week data)	3,921
Number of hours open weekly	
A. Summer II 2012	55.5
B. Fall 2012	83.5
C. Spring 2013	83.5
D. Summer I 2013	55.5

ANNUAL REPORT STATISTICS: FY13

Unit: Social Sciences, Health, & Education Library (SSHEL)

Personnel (As of Aug. 16)	
Professional Staff, FTE	8
Graduate Assistants, FTE	2
Staff, FTE	5
Students, FTE (\$64,537 student wage allocation)	4

Personnel	Start Date Mo/Yr	End Date Mo/Yr
FACULTY		
Mary Beth Allen (100%)	Aug-12	
Peg Burnette (100%)	Oct-12	
Cindy Ingold (100%)	Aug-07	
Kelly McCusker (100%)	Sep-11	
Nancy O'Brien (100%)	Jan-81	
Lynne Rudasill (8%)	Aug-10	
Beth DiVincenzo Sheehan (100%)	Mar-11	
Yoo-Seong Song (100%)	Aug-12	
Dan Tracy (100%)	Jan-13	
GRADUATE ASSISTANTS		
Amy Atkinson (35%)	Aug-11	Aug-13
Paige Cunningham (35%)	Aug-11	Aug-13
Mary Dubbs (35%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection	Aug-11	May-13
Illyana (Anna) Logan (35%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection	May-13	
Becca Sorgert (35%)	Aug-11	Aug-13
Jessica Zieman (35%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection	Aug-11	Aug-13
Clairellyn Sommersmith (practicum student: 100 hours)	Jan-13	May-13
CIVIL SERVICE EMPLOYEES		
Tammra Keaton (100%)	Aug-03	
Holly Mansfield (100%)	Jul-08	
Lil Morales (100%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection	Aug-12	
David Pherigo	May-12	
Helen Sullivan	Jul-12	