University High School Library Annual Report
2014-2015/FY2015
Prepared by Amy Atkinson

• **Unit Narrative**

1. Major activities and accomplishments

Teaching

Instruction and collaboration with teachers is a major component of library services at Uni High. The librarian meets with teachers to discuss learning goals of assignments and, when appropriate, to help design research-based units that embed information discovery, synthesis, and evaluation skill-building activities. This year, library staff met with a total of 74 classes outside of the computer literacy course sequence. Class project LibGuides (http://www.library.illinois.edu/uni/classprojects/index.html) were developed or revised, most notably: Freshman history My Americas project, Freshman history Popular Culture project, Subfreshman history The Roosevelts project, Freshman English Huckeberry Finn controversy project, Sophomore English infographic project, Native American and Chicano Literature project, The Hero's Journey English project, and Algebra 1 reasearch project.

The librarian again accompanied the sophomore class (65 students) on their visit to the Rare Book and Manuscript Library and took the students on tours of the stacks.

The computer literacy class count for the year was 108 sessions. The Computer Literacy 1 and 2 curricula undergo frequent revision, particularly for the librarian-led units on web searching, website evaluation, social information and communication tools, and ethics. Both classes include a heavy emphasis on "managing your digital footprint." As a school without filtering software, Uni is in the unique position of engaging in direct discussion with students about managing their privacy and personal online interactions. Several of the librarian's assignments for Computer Literacy 1 can be found at http://www.uni.illinois.edu/library/computerlit/index.php.

The Computer Literacy 2 teaching team continuously refines the requirements for the 10-week independent group projects. Students groups design, research, and execute a project, culminating in an end-of-semester presentation to the class and invited guests. They use the computer software and skills covered in Computer Literacy 1 and 2 and must also learn a new piece of software or a technique that was not taught in class. Evaluation of student work is based heavily on how the groups organize their work, conduct and document their research, cooperate with others in the group, and how members teach and learn from one another. Each teacher supervises and grades a share of the student groups, using forum software to read and comment on required weekly progress reports. A course overview can be found at http://www.library.illinois.edu/uni/computerlit/description2.html. This year the librarian

directly supervised projects involving original musical compositions, an analysis of Uni's carbon footprint, a video critique of racist representations in Disney movies, and creation of a Monopoly-like board game based on ancient civilizations that used maker tools for development of the board and its pieces.

Technology

The library continues to be a major hub in the school for the circulation and basic management of a variety of mobile devices and other technology. Circulation of our 8 loanable laptops averaged 10 transactions per day, a decrease from last year due to the implementation of the 1:1 laptop program across four grade levels. Library staff managed reservations for the high-demand laptop cart, an iPod cart and the two computer labs. Senior Library Specialist Paul Kotheimer handles all reservations using Outlook calendars and the librarian serves on the school's Technology Committee. In general, library staff act as go-to people for help with laptop questions, particularly when the shared services IT support staff member is not available. The library continued to maintain, upgrade, and circulate its video cameras and digital audio recording devices. Circulation statistics are listed in the statistics section below. A variety of classes made use of the Silhouette Cameo electronic cutting machine: the subfreshman continued to use it to personalize their school-issued laptops with vinyl stickers, a Computer Literacy 2 group used it for creation of their game board, and various art classes employed it in multimedia projects. It is expected that the library will increase its engagement in creation or "maker" activities such as this one.

Other activities of note: Please see *Physical Facility* in Section 2, below.

2. Major challenges faced

Budget
Over the course of FY15, Uni High uncovered a massive budget oversight that revealed a million dollar deficit in its accounts. This discovery prompted the adoption of considerable austerity measures for a school already operating on a shoestring budget. While the Uni High library benefits greatly from the support of the University Library, the high school's budget reductions still impact our unit, namely in the form of our student workers. Traditionally, our unit has hired two Uni students to assist with clerical operations; their salaries have been paid by Uni High. Though their work has greatly benefitted the library, budget cuts mandate that we reduce to one paid student worker for FY16 (at $650 for the year) and then use volunteers thereafter. While this is manageable with the current .50 FTE allocation for our graduate assistant, loss of the student workers would become much more challenging should that GA position be reduced to a .33 time or less allocation, not to mention the decreased educational benefit to high school students looking to learn more about libraries and their processes.

Physical facility

Space constraints (as well as pedagogical demands) require ongoing assessment of the library space and collections. The library saw major cosmetic changes beginning in June of 2015 and continuing into fall, resulting from an extended consideration of the arrangement of the collection and layout of the space in light of patron needs.

- Reference Collection: the librarian reassessed the role and usage of the library's reference collection, particularly in light of shifting student research needs and information seeking habits, and with an eye towards creating more space in the library for collaborative work and "maker" activities. As such, she weeded the reference materials before integrating the remaining items into the non-fiction collection; these items have maintained their "Reference" stickers to provide a visual indicator to studentsof their potential use.

- Photocopier and Public Computer Terminals: Due to decreased use, the photocopier and two of six existing public computer terminals were removed. This opened a noteworthy amount of space for seating and book displays.

- Shelving: For aesthetic reasons, a shift from the existing dark green shelving was desirable; cream-colored shelving made available due to renovations at Grainger Library enabled this switch, though it also necessitated that the change occur during the summer of 2015 rather than 2016, as initially desired. The shelving swap allowed for removal of 11 excess ranges in room 204 (a byproduct of the massive FY14 weed of the non-fiction collection), as well as the switch to shorter ranges in room 203, thereby opening up the windows between rooms. The majority of shelving was removed from room 201, and a flat panel monitor and three magnetic glass markerboards were installed, creating a flexible instruction and collaboration space. With invaluable assistance from the Undergraduate Library team, the entire collection was boxed and labeled in a matter of days, then unboxed and reshelved according to the new layout after the Facilities crew had replaced the shelving. The librarian and Senior Library Specialist then made final changes to furniture layout, and the librarian designated noise level zones for the three main areas of the library, set up a ready reference section, and created book displays for the start of the school year.

  The cumulative effect of this renovation has been one of increased light, space, and flexibility, and the changes have elicited positive reactions from students and faculty alike. The Uni High Library owes a debt of gratitude to the many people at the UGL and Facilities who helped make this possible.

Information technology

Although Uni High's relative recent migration to CMS has afforded much appreciated

increased stability, we look forward to learning more about the upcoming switch to Wordpress.

Two issues raised in the last two years' reports remain active concerns. They are as follows:

- The lack of good discovery tools for reference titles that come with online counterparts is problematic, particularly if the title is not licensed for use by the whole University community. In general, access to digital content is far less than ideal. Using LibGuides and other in-house finding aids is only a partial solution. Primo certainly helps with resources that are licensed campus-wide, but Uni High-restricted content remains hidden.

- Exemplary school library programs now routinely loan loaded e-readers to their students. Due to licensing requirements, accessibility concerns, and a host of technical issues related to the use of consumer devices, the University places many restrictions on their use. Yet e-readers have a lot to offer current and future generations of students. This unit is in a third year of a very small-scale experiment with four e-readers. As is the case with many instances of technological innovation, legal and logistical factors impede the progress of implementation. It could be that the next wave of tablets and library vendor agreements and programs will bring new options to this status quo.

3. Significant changes to unit operations, personnel, service profile, or program

This year not only saw the arrival of a new graduate assistant, it also marked the start of Uni's first new librarian in 27 years following the retirement of Frances Harris. This transition was eased somewhat for all parties by the new librarian having spent the previous year at Uni as the graduate assistant, building connections with the staff and students, as well as learning the rythyms and culture of Uni.

The summer makeover of the library's main room reflects the changing nature of the collection (reference materials heavily weeded and integrated into non-fiction) and the increased use of the space for teaching and student collaboration (addition of a flat panel monitor and glass marker boards). The student population continues to creep higher, a factor that is having an impact school-wide and will likely become more pressing in light of Uni's financial struggles.

4. Contributions to Library-wide programs and public engagement

- The library continued with its participation in the Preservation Office's Integrated Pest Management program. Biology teacher Dave Stone contributes his expertise and labor in helping library staff identify specimens.
- The Uni High Library hosted a number of current and potential GSLIS students who

came to observe various facets of school library operations and interview the librarian.
- During the summer of 2015 and continuing in the fall, the librarian participated in a taskforce that assessed and made recommendations for the Help/LEARN pages of the University Library website.
- The librarian and one student had a table at the University's *2015 Public Engagement Symposium: Changing Lives through Engagement*, where they shared information on programming and outreach in the Uni High library.
- The librarian routinely responds to e-mail questions from other school librarians and school technology personnel requesting permission to use or adapt elements of the website, particularly from the Computer Literacy instructional material, the library's policy documents, and the library's use of Web 2.0 tools and social media. The librarian is also often called upon to share information about library services conducted in a school that provides open (i.e., unfiltered) access to the web.

5. Progress on last year's goals:

- With the nonfiction collection reduced by at least a quarter, if not a third, it is strongly recommended that the shelves be checked against Voyager records. Summer is the perfect time to clean up the database and ensure it accurately reflects holdings.

   Unattempted. Due to the timeframe in which the cosmetic refreshening of the library had to occur (summer of '15 rather than of '16), this goal was set aside in favor of making the desired changes to the library environment.

- The new librarian will want to address collection gaps created as a result of this year's weeding, more generally assess the role of print in the collection along with the role of the library's reference collection (e.g., should it be integrated into the circulating stacks?), and take a look at how space is used in room 204. This might be done in concert with the school's new learning spaces initiative.

   Highly successful. By soliciting and examining teachers' syllabi across disciplines, existing collection gaps began to be addressed and impending gaps were anticipated. The reference collection, which had largely become part of the landscape in room 201, was weeded and integrated into the non-fiction collection. These titles maintained their "Reference" spine stickers to provide a visual indicator of their function. The number of shelving ranges in room 204 were reduced from 46 to 35, a change that more efficiently accommodated the size of the collection following its considerable reduction during FY14. This also allowed for additional seating to be added for FY16, a growth necessary for this quiet study area to accommodate students not participating in collaborative work or the library's programming events (both of which primarily occur in room 201).

- The new librarian should work in collaboration with Uni High on the 21st-century

learning space initiative (which may incorporate library space) and continue to be a part of the growing 1-1 laptop program.

Somewhat successful. Although several conversations took place, some of which entertained the addition of an AV lab/recording studio, the lack of availability of both funds and space on the part of the school pushed any such potentential changes into the indefinite future. Still, the cosmetic changes made to the library reflect the school's push for active learning spaces while working within budgetary and temporal limitations.

- With Jeff Schrader's help, the traffic flow in the library office needs to be addressed. As more equipment is circulated, passing periods have become logjams. Redesign of the space should be a high priority.

Largely unsuccessful. Though a consultation with Jeff took place in September, no formal changes were proposed or executed. However, the cosmetic refresh of the library and all that it involved superseded the arrangement of the office in terms of resources and priorities. This should be readdressed in FY16.

6. Unit annual goals for FY16

The Uni High Librarian advises the following for 2015-2016.

- Continuing last year's suggestion (unaddressed due to the cosmetic refresh of the library space), it is strongly recommended that the shelves be checked against Voyager records. Summer is the perfect time to clean up the database and ensure it accurately reflects holdings.

- It is strongly recommended that the library staff begin recording use statistics beyond those of Sweeps Week. In addition to hourly headcounts, recording of the types of activities occurring, as well as processing and repair stats, will more fully reflect the quantity and scope of the library's endeavors. These numbers may prove particularly meaningful as the school's need for additional space increases and the library's physical footprint potentially comes under scrutiny.

- In light of the University Library's upcoming migration to Wordpress, the librarian should conduct a review of the Uni High library website. Ideally this will occur in conjunction with Suzanne Chapman so as to incorporate her User Experience expertise.

- With Jeff Schrader's help, the traffic flow in the library office needs to be addressed. As more equipment is circulated, passing periods have become logjams. Redesign of the space should be a high priority. (Continued from FY15.)

7. Number of GAs

One .50 FTE graduate assistant

8. Funding source for GAs

State funds

9. Major responsibilities of the GA and an overview of contributions made

The Uni High Library graduate assistant essentially acts as assistant librarian. A unique requirement of this particular library is that undergraduate students cannot staff the position because the supervision of minor children is involved. Students form strong personal bonds with the graduate assistant, who serves as a role model and mentor.

The major responsibilities and contributions made by GA Amanda MacFarlane were as follows:

Events & Programming
- Banned Books Videos (created Uni High YouTube Channel for the videos—linked to gmail account)
- Coordinated Banned Books Talk with comics expert Carol Tilley
- Game Days
- Teen Week Read-Out
- Relaxation Station—puzzles, quiet games, and coloring for Finals
- Holiday Wrapping Station
- A Very Merry Morning—pre holiday snack/storytime
- Academy Award Contest—students and staff enter their picks for who will win Best Adapted Screenplay

Interactive Bulletin Boards & Displays
- Suggestions Board—September 2014-January 2015
- Ask the Dragon!—January 2015-August 2015
- Books We Love—books from staff and students that they adore (coincided with Valentine's Day)
- Senior Picks: Choice Selections from the Class of 2015

Non-Interactive Bulletin Boards, Displays, & Promotions
- Promotions/Campaigns
    - Created signage for Agora Unleashed events (throughout year)
- Bulletin boards

- New Year, New Start, NEW BOOKS!!!—Beginning of the year display with summer's newest acquisitions.
- Banned Books on Fire—Quotes from authors of banned/challenged books.
- Bks R Lk Rly Lng Txt Msgs (aka, Wht Hv U Rd L8ly?)
- Your Favorite Authors Under the Influence
- I Read a Latte—Winter Break Reads
- Read 'Em Before You Can See 'Em
- Library Memes are the BEST Memes
- First Lines—some of the best first lines of books in history
- Displays
  - New Books—updated throughout year
  - New Book Overflow—created in October, when our wee New Books rack couldn't hold all of our newest acquisitions; updated throughout the year
  - Don't Judge a Book by Its COLOR
  - Books About Books—Celebrating Read a Book Day (September 6) & International Literacy Day (September 8)
  - Banned Books Week—Graphic Novel Display (2014's theme was challenged/banned graphic novels)
  - Banned Books Week—Brown Bagged Banned Books
  - Without Canadians We Wouldn't Have…--Celebrating Canadian Thanksgiving
  - Tissue Worthy Reads
  - Let's Go to the Movies—updated monthly with film adaptations of books
  - Ally Week
  - Witches, Witches, Everywhere!
  - Author Spotlight—updated monthly; usually based on authors' birthday months
  - Food Glorious Food—coincided with American Thanksgiving
  - Twelve Trilogies for Christmas
  - By the Numbers—books with numbers in the title
  - I Had NO Idea—for National Eating Disorders Awareness Week
  - I Still Believe in 398.2
  - National Poetry Month
  - First Lines—coincided with First Lines bulletin board
  - We've Got a Summer Read for You!

Library Administration
- Assisted with collection development

- o Weeding—fiction & reference
- o Researching and recommending new acquisitions
- Maintained Uni High Reads Blog
- Updated LibraryThing graphic novels catalog
- Tracked books checked out from displays
- Created Excel Files for Books to be Purchased
- Created Fiction Face Outs to increase circulation of lesser-known books in the fiction collection

Instruction and Instruction Support
- Class projects
  - o Created LibGuides for a variety of class projects*
    - Located relevant, appropriate sources
    - Helped design/refine assignments when needed
  - o Pulled relevant materials from collection
  - o Labeled relevant books for class projects with green sleeves/markers to be easily accessible to students
- Computer Literacy
  - o Observed/assisted with instruction sessions
  - o Assisted with grading of assignments
- Entered teaching statistics
- Uni High Book Club
    - Created "How to Read a Book in 5ive Minutes" activity to encourage members to review New Books
- Reference services to faculty/staff and students
  - o Reader's Advisory
  - o Scholarly materials-searching and retrieval (books and articles)

*LibGuides include:
- http://uiuc.libguides.com/theroosevelts
- http://uiuc.libguides.com/bannedbooks

Statistical Profile

- **Facilities**

  Total user seating:
  4 rectangular tables that accommodate 4 people each
  2 rectangular tables that accommodate 5 people each
  1 rectangular table that accommodates 8 people
  1 square table that accommodates 8 people
  4 study carrels that accommodate 1 person each
  6 public workstation or index tables that accommodate 1 person each
  8 informal, individual chairs

  Number of hours open to the public per week:
  Summer II 2014: 0
  Fall 2014: 42.5
  Spring 2015: 42.5
  Summer I 2015: 42.5, first 2 weeks, 20 hours second week, 0 hours thereafter
  > Note that the Uni calendar does not correspond exactly to the University calendar. Uni is still in full session (42.5 hours per week) during part of Summer I.

- **Personnel**

  Amy Atkinson (Academic Professional) (August 2014 – present)
  Paul Kotheimer (Senior Library Specialist) (February 22, 2010 – present)
  Amanda MacFarlane (Graduate Assistant) (50%) (August 16, 2014-May 23, 2015)

User Services

- **Gate count** (extrapolated from FY15 Sweeps Week DeskTracker report for Uni's 18-week semesters)

Fall 2014: 7794
Spring 2015: 6099

- **Circulation (from Voyager circulation reports)**

Charges: 3136 (up from 3057 in FY14)
Renewals: 3722
Discharges: 3151 (up from 3055 in FY14)
Manual: 45 (19 faculty, 8 student, 18 reserve)
> Note: The numbers for manual circulation are believed to be quite low due to tracking error on the part of Uni High library. A large number of reserver items were circulated for at least two classes: Subfreshman Science and Shakespeare.

- **Circulation of electronic equipment**

Laptops	1662
Digital voice recorders	53
Digital still cameras	20
Digital video camcorders	91
Audio accessories (handheld mic, portable boombox)	11
Flipcameras	21
iPads (faculty use only)	7
iPod Touch	0
Journalism class equipment	85
Social Studies class equipment	91
Art supplies	208
Headphones	818

Notes:
We continued to loan laptops, voice recorders, video and still cameras, headphones, art supplies, and various A/V production and display accessories: VGA adaptors for various output configurations; SD cards and/or a USB card reader; audio connectors and cables; a tripod or desktop microphone stand.

We also continued overseeing the loan of various "guest equipment": iPads (for faculty only), and iPod touches (for students or faculty), on behalf of Uni High Technology Committee; two cameras and two voice recorders on behalf of the Journalism Department; and a collection of high quality headphones on behalf of the Social Studies Deptartment. We noticed that almost every request for a loan of a Journalism Department camera was accompanied by a request for a loan of an SD memory card.

In a busy and dynamic environment like ours, some portion of these transactions will always be impossible to tally. Because our equipment circulation is largely self-service, these numbers should be regarded as being on the low end. Also, the numbers do not reflect the many times that accessory items are circulated (e.g., external microphone, adapter cords, video signal connectors for external VGA monitors, audio output connectors for computer audio, etc.).

- **Reference interactions** (extrapolated from FY15 Sweeps Week DeskTracker report for Uni's 18-week semesters)

Total: 576

    Email: 36

             18 (Email consultation > 30 minutes)

18 (5m-15m)

0 (< 5m)

In person: 504

18 (15-30m)

72 (5m-15m)

414 (< 5m)

By phone

36 (<5m)

Directional (which is a question type): 18

- **Presentations**

Number of presentations to groups: 182 (including Computer Literacy 1 and 2)

Number of participants in group presentations: 4,031 (including Computer Literacy 1 and

Notes:

The decline in number of presentations and number of participants compared to last year's report may be the result of the resignation of Uni's longstanding Sophomore English teacher, a stalwart partner of the library. Though new connections were forged with her replacement, it will take time to fully regain that level of cooperation. Furthermore, Uni's previous librarian routinely guest lectured at the Graduate School of Librarian and Information Science; though the new librarian is slated for similar activities in 2015-2016, such presentations were not part of the school year represented in this report.

Similarly, the decline in reported reference interactions reflects an inattention to detail during Sweeps Week (largely due to the new librarian's lack of oversight). As statistics tracking becomes routine over the coming year, data should be more accurately reflected in next year's Sweeps Weeks.

2)
Other statistics

Cataloging (i.e., new acquisitions)
Total new titles: 977
Total new items: 1,004

By sublocation:

Voyager Location and Format	Total New Titles	Total New Items
Uni High	**289**	**313**
-- Monographs		**240**
-- Serials		**73**
-- Projected Medium		
Uni High Fiction	**493**	**499**
-- Monographs		
Uni High Graphic Novels		**134**
-- Monographs	**125**	**134**
Uni High Ref [noncirc]	**52**	**55**
-- Archival Collection		
-- Monographs	**27**	
-- Serials	**4**	
-- Projected Medium		**24**
Uni High Resrv [noncirc]		
-- Projected Medium		