

**Government Information Services, Access and
Collections**

Unit Annual Report

Submitted by Mary Mallory, Coordinator

Due: August 15, 2016

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I Unit Narrative

1. *Review the major activities and accomplishments of the unit in FY16 (July 1, 2015 to June 30, 2016):*

As required by U.S. law, the Government Information Services, Access and Collections unit (GISAC) serves the campus community and the public each day by providing free access to Federal information and other government documents resources. Expertise and dedication are the hallmarks of the unit's specialized user assistance program. The unit is responsible for collection development in government domains and related subject areas, including fee-based and subscription reference works, databases and tools. In addition, the unit advises and supports Library units that "provide custody and service for depository materials (44 USC §1909)," and the coordinator keeps up-to-date with FDLP information and follows its directions. The unit has similar goals pertaining to the United Nations and Illinois depository library programs, and assists directly and/or serves as a point of referral for patrons who have other international organizations, national government or state government information needs.

The unit's activities revolve around the aforementioned responsibilities. Highlights for this past fiscal year include 1) ProQuest purchases, including two segments of the *Historical Abstract of the United States* specifically, Collection 1, which covers 1970-2012, and Collection 2, which covers 1929-1969. As described by the producer, "We are unlocking all 132 years of PDF-based tables and making them available as Excel spreadsheets, and releasing blocks of years in separate collections." In FY 2017, Government Information funds will cover Collection 3 of the series, 1878-1928, which has recently been released. Funds were also spent on Current segments and 1970-2012 of the *Parliamentary Papers* series, House of Commons, Great Britain. The unit has begun major deselection of tangible FDLP tangible resources and selection of the electronic only counterparts of item numbers. This is in the initial phase, but by summer, 2017, a high percentage of items should be e-only. Two depository surveys were complete: 1) the Biennial Survey of Depository Libraries; and, 2) A New Strategic Direction for UN Depository Libraries – Consultation Paper. GPO has issued a *National Plan for Access to U.S. Government Information* (2016) and also Government Publications Authorized for Discard by Regional Depository Libraries (2016). FDLP is evolving and the Library's Government Information Services Advisory Committee is in the process of reviewing these policy changes.

The unit was involved extensively in the summer 2015 selection of microformat collections for transfer out of room 200, and then spring and summer 2016, spent a greater period of time helping to plan and expedite the relocation of the entire Government Information collections in room 200, all formats, to Bookstacks – Govt Docs and also the subbasement. Related to this effort was the selection of Government Information reference volumes and subscriptions classified in Dewey to the Bookstacks – Govt Docs area. Karen Hogenboom and I assisted Tom Teper and Michael Norman with the Illinois documents digitization project, and contributions continue to assisting with the digitization of Federal documents by Google and other entities. The Prairie Research Institute closed and the unit assisted through review, and advisories on GPO and Illinois State depository guidelines. There have been other instances this year where the unit ensured that procedures and guidelines were followed. GPO FDLP has had a few recalls of items this year, and those have been removed, destroyed and records updated.

The unit considers high level reference and research to undergraduate and graduate students, faculty, and all employee classes, as well as congressional district residents, and the public-at-large, locally and globally a priority. This may include fairly-extensive one on one instruction and of course, consultations are done regularly.

During the academic year, 6 GISAC meetings were scheduled, one of which was cancelled. Next year's unit annual report will provide a more detailed picture of the committee's projects and more.

In addition, the unit members have done the following:

- Provided government information reference and research assistance via email, phone, consultations, office hours and in person Library users, the latter, often on call;
- Coordinator and Graduate Assistant contributed to Information Desk and Virtual Reference Hubs;
- Contributed to LibGuides Government Information series;
- Continued to update virtual "hub" resource and other web pages;
- Managed and spent out government documents collections funds;
- Completed depository library requirements for United Nations, Federal, Canada, Illinois collections;
- Promoted government information for depository, nondepository, British, other national level and intergovernmental resources in all formats;
- Provided specialized training one-on-one upon request;
- Held meetings with Head, Content Access Management and other technical services staff to discuss bibliographic control and other access issues;
- Continued to identify and select government series to be digitized; and

2. *Review the major challenges faced by the unit during that period:*

- Gateway access to Government Information, the depository programs and contacts is hidden;
- Lack of visibility of depository library collections, services and personnel;
- Lack of physical locale, engagement space and footprint in the Library;
- Lack of signage, in general, and lack of directions to find specialized assistance;
- Lack of name plate, "Professor Mallory," for office door (450F);
- Lack of resources, including staff, IT hardware, software
- Lack of communication and formal connections to particular units, such as CAM, CAS, Preservation (i.e., digitization teams and projects), Scholarly Commons;
- Lack of awareness of depository library programs, requirements and procedures, as well as uses of the collections, by some who have either nearly direct or tangential responsibilities related to the collections, mainly.
- Apparent devaluing of importance of government information collections and services.
- Lack of assessment data and standard statistics, acquisitions receipts, added volumes, withdrawals, circulation, reshelving, reference and patron interactions.
- Lack of ProQuest historical bills collection, fulltext.
- The Library should become a LOCKSS USDocs, see <https://www.lockss.org/community/networks/digital-federal-depository-library-program/>

Here is one example of a model that conceivably could have great potential for improvements. Government Information probably needs to be with another specialized unit. Let's say first floor non-public operations are moved to another floor as remodeling and repurposing of spaces continues. Government Information could be combined with the Illinois History and Lincoln Collections in a newly-vacant unit on the first floor of the main library. As a possible new service model, this would allow efficiencies, economies, multiple uses of personnel, etc. Joint user education and engagement activities seem obvious.

3. *Identify significant changes to unit operations, personnel, service profile, or service programs;*

- Kevin McLaughlin, a long-term, authoritative CAM staff member who had major cataloging responsibilities for government information serials and other resources, left for a professional position. CAM has several outstanding catalogers, but nonetheless Kevin is irreplaceable. At least for now.
- The United Nations Depository Program is undergoing changes, and it is anticipated that a fairly substantial fee will be instated. In progress.
- This is a change, but not necessarily a negative one. The tangible collections are

located now in the bookstacks, 5th deck west and floors throughout the bookstacks, the subbasement and Oak St. Responding to research requests and assisting users and other clients, including the public, often requires multiple stops. On a related note, heavy use is being made of online and digital resources, fee-based and .gov, .mil, .edu and additional domains. The coordinator's time is allocated differently as a result. Many users now require more hands-on help and broader, deeper instruction.

4. Articulate (with appropriate examples) the ways in which the unit and/or its members contributed to Library-wide programs, including:

- reference, research consultations and other information services;

Examples:

Worked extensively with ACES faculty member (AH) to identify SNAP regulations that identify changes over time in categorical eligibility by state.

Found specific government building addresses, phone numbers for Federal scientists for Visiting Grants Development and Research Strategy Specialist (DB). This effort was done so that potential graduate student researchers could visit DC and environs to contact in advance, make connections, interview and obtain overviews of professional federal employment from established scientists employed by the US Government.

Worked with graduate student (CC) post-proposal defense who wanted community and census data on Haitian immigrants in select neighborhoods in Chicago metropolitan area.

Provided overview and helped undergraduate student (AS) seeking historical and current census information on two small towns in Illinois.

Helped community patron (MS) find tutorials and sample tests for state licensing exam.

- instructional services;

Example:

Provided at least 50 students and faculty with one-on-one instruction on effective use and understanding of specialized government information resources

- scholarly communications and publishing;
- assessment;
- collection management;

Examples:

Spent extended periods of time reviewing resources related to move of room 200 Government Information collections into Bookstacks and the subbasement;

Occasional discussions with Susie Duncan and other Bookstacks staff regarding Government Information collections. All staff are extremely helpful by the way and are to be commended for their knowledge and productivity.

- digital content creation;

Example:

Worked with Tom Teper, Michael Norman, Karen Hogenboom to facilitate digitization of Illinois State Government documents;

- staff training and development;

Examples:

Provided general overview of government information sources for RIS graduate assistants and others.

Gave census data presentation to Hub graduate assistants, staff and faculty.

- *diversity - contributions to diversity and inclusion efforts as outlined in the Inclusive Illinois statement: "Our vision is for Illinois to be a university that leads with a positive, welcoming and affirming experience inclusive of its global diversity." Include activities led by members of your unit as well as opportunities provided for staff to participate in relevant programs;*

Examples:

I do this on a daily basis. As the government information specialist I consider this a priority in terms of serving the campus primary clientele and the community. Each semester I informally mentor at least one ISchool student who identifies as a minority and expresses especial interest in government information, depository library programs and career opportunities.

I attended all three sessions of the GSLIS CAS student Kristyn Caragher's program, "Anti-Oppression" series. It is my understanding that this represented her CAS project. It was outstanding and I learned from it.

- *public engagement - programs and activities that draw on the Library's professional expertise and cultural resources to directly enhance societal good and the University's Land Grant missions, through local and global collaborations with individuals, communities, and organizations beyond traditional academic circles, see <http://engagement.illinois.edu>. Examples*

can include, but are not limited to, websites, exhibits, lectures, tours, and performances;

Examples:

Again my entire position is devoted to this in some respects. A forthcoming example, two UI scholars (Latina/Latino Studies and Communications and Anthropology respectively), and I are submitting a proposal to the 2017 REFORMA conference. The proposal is highly relevant to diversity issues. More about this in coordinator's 2016 annual report and FY 2017 unit annual report.

I have also acquired several types of FDLP promotional items and will be distributing these to RIS and other library units to promote the US Government documents and information in all formats to all users. Hathi Trust is an important part of this.

5. Review progress made on Unit Annual Goals for FY16 (as enumerated in the FY15 Unit Annual Report);

Not applicable.

*6. Articulate Unit Annual Goals for FY17. When appropriate, goals should be mapped to the [Framework for Strategic Action, 2015-2018](http://www.library.illinois.edu/planning/ADOPTEDFramework_for_Strategic_Action.pdf) (http://www.library.illinois.edu/planning/ADOPTEDFramework_for_Strategic_Action.pdf). That is, any alignment with strategic directions or enduring principles should be noted, but not all goals need to be tied to the *Framework*.*

Specific goals / projects: Work with other staff to establish "easy search" option for government information resources; add ERIC Marcive records to Voyager; utilize PR resources from GPO FDLP; create LibGuide based on virtual "hub" web page; increase instruction through joint efforts with other subject specialists and their constituencies, e.g., HPNL, IAS, etc., and through direct contacts with teaching faculty; teach and mentor graduate assistant to develop expertise in government information collections, services and social media. Reinstate Twitter account. Make Facebook account more appealing and interactive.

Overall, primary, promote services, collections, and increase participation in department and colleges' courses.

For units employing Graduate Assistants (GAs), the Unit Narrative should also include the following:

7. The number of GAs (FTE and Head Count) employed during FY16;

.25 FTE; 1.

8. *The funding source for the unit's GAs (e.g., state funds, grant funds, endowment funds); and*

State funds.

9. *The major responsibilities assigned to the GAs in the unit, and an overview of the contributions made (or projects completed) by GAs during the fiscal year.*

Handles e-reference queries, see

(<http://www.library.illinois.edu/doc/publicservices/emailreferenceform.html>); creates new web content, revises and updates current content, and retires pages as appropriate; helps promote collections and services, including identifying new forms and models; and, continues to develop "Ask Us" resources for non-specialists and users.

2015-2016 graduate student spent about 75% of her time updating GI web links and LibGuides.

This section of the Unit Narrative may draw from the information provided by the GA supervisor to Library Human Resources in accordance with the Library policy on Graduate Assistant Performance Evaluation, and fulfills the unit annual reporting requirement outlined in that policy,

<http://www.library.illinois.edu/administration/services/policies/GA_Evaluation.html>.

II Statistical Profile

1. Facilities

- User seating counts (if applicable)
 - at tables
 - at carrels
 - at public workstations
 - at index tables
 - in group study rooms
 - informal/other
- Number of hours open to the public per week (if applicable)
 - Summer II 2015
 - Fall 2015
 - Spring 2016
 - Summer I 2016

2. Personnel

- List, by name, all faculty, Academic Professionals, civil service staff, and Graduate Assistants assigned to the unit in FY16.

- Indicate the FTE of each position.
- If a person did not work in the unit for the entire year, indicate the period of employment.
 - Example: Jane Doe (Acad. Prof.) (0.5 FTE) (July-December 2015)
- List both filled positions (permanent, Visiting, or temporary) and positions currently vacant.
- Include cost recovery positions and positions hired for special projects and grants, but identify such positions clearly.

Graduate assistant, Jessica Colbert, August 16, 2015 to May 31, 2016, .25 FTE.

- Specify the amount of the unit's FY16 Student Assistant wage budget and Student Assistant FTE.

3. User Services

Most of the following data has been generated by the Office of User Services and will be available at G:\StatsForAnnualReport2016.

- Gate Count (as reported during FY16 Sweeps Week).
 - Units that maintain continuous gate or head counts may substitute actual numbers instead of the Sweeps Week sample.
- Circulation (from Voyager circulation reports)
 - Initial and renewal.
 - Manual (if applicable) – Report using the web form at: <https://illinois.edu/fb/sec/1804189>
 - Other (if available)

No statistics are provided for Government Documents, but I have borrowed from the collection as has IRR. And I believe some patrons that I have helped did as well.

- Reference interactions (from DeskTracker)
 - Units that maintain continuous reference statistics may substitute actual numbers instead of the Sweeps Week sample.

No record kept?

- Presentations (from the Instructional Statistics database)
 - Number of presentations to groups
 - Number of participants in group presentations

4. Other statistics (optional)

Units may report any additional data that is collected within the unit and is illustrative of its activities in FY16. Examples might include website analytics, training sessions provided within the Library, LibGuides usage, tallies of materials processed or transferred, and so on.

Research and reference assistance, about 175-225 in-depth questions per year, and dozens of ready reference and queries that require 15 to 60 minutes to answer.

III Appendices (optional)

Units may

- append additional material that illustrates the year's accomplishments, such as program flyers or assessment results;
- cite relevant Web pages, reports, or other documents that provide a richer description of the year's activities.

Four attachments.

August 20, 2016