Undergraduate Library

FY 19 Annual Report

Contents

I **UNDERGRADUATE LIBRARY**
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FY19 saw the Undergraduate Library entering its 50th year serving students from our current location. Many of the past year's accomplishments reflect the experimental spirit and flexibility required to keep pace with ever-evolving undergraduate student needs. The unit continued its focus on **instruction and educational services**, through both expansion of teaching spaces and exploration of emerging needs for media production instruction. Ever-increasing student demand for media production technology and services led to expansions of our **loanable technology service and studio spaces**, including the addition of a new self-use audio recording booth, which has already proven extremely popular. Exploration of innovative applications of new technology resulted in partnering with the campus **Virtual Reality (VR)@Illinois initiative**. This partnership has already yielded many new services and student collaborations, including construction of VR development spaces, support for classes viewing VR content, and collaboration with students to create VR tours of the UGL and Main Libraries.

Finally, the UGL continues to invest in developing **staff expertise** to meet changing models of collections and student-facing services. We piloted new models of service point organization, and continued to develop a team-based approach to assess student use of services through regular data collection and student interviews. UGL staff helped **expand partnerships with campus and student groups**, improve outreach and marketing of services and collections, and refine and focus our **unique popular culture collections** through major collection development, shifting, and de-duplication projects, in concert with partners such as the Literatures and Languages Library, Oak Street, the Main Stacks, and the Music and Performing Arts Library.

Challenges for the unit include meeting the ever-increasing demand for services across the board, as well as requests for new services which we don't always have the capacity (through either appropriately equipped spaces or available staff time) to meet. While demand for instruction and technology-rich spaces remains high, in many ways we are at capacity in terms of both the amount of classrooms we have available and the number of studio spaces which the unit can build. Finally, all of the accomplishments noted above require extensive staff time, and are accompanied by the need for continued professional development and training to keep pace with student demands for our innovative services.

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Instruction and Research Support

In support of SD2 "Transformative learning experiences," the UGL taught course-integrated library sessions to more than 5,000 students in 342 classes encompassing the Rhetoric, Communication, and English as a Second Language (ESL) programs as part of our core library research methods instruction targeted at first-year students. The new donor-funded flexible classroom in UGL 289 provided the opportunity to think differently about our instruction delivery. As a flexible classroom, it allowed us to include more interactive elements in our teaching, such as small group discussions and source evaluations, that are difficult to do in the more traditional classroom spaces like UGL 291 and ACES 509. Support for new student learning also included extensive outreach and engagement with the Living Learning Communities in the Urbana South Residence Halls, Faculty Panels for Rise and Inbound New Student Programs, and support for the ACES 101 library orientation program and other campus-wide new student week programs.

A growth area in our instruction program has been increasing support for online learning. In Spring 2018 the UGL created new instructional materials for the first completely asynchronous Rhet 105 classes which were taught in Summer 2018. Feedback from the Rhetoric program indicated that this transition was successful and they continued to use these instructional materials in Summer 2019 after changing the courses from asynchronous to synchronous. In Spring 2019 we also created videos to be used in sections of CMN101. As this course has approximately 70 sections each semester it is not possible to schedule all of them for library instruction in the desired 10-day period. One challenge our program faces is that while all new instructors are required to provide library-led instruction, the UGL does not have the capacity to fully support this through in-person sessions. These videos now provide them with the ability to incorporate library-led instruction on the day of their choosing, in their classrooms. The UGL continues to create and update some of the most heavily-used online instructional guides (LibGuides) to support classes, receiving more than 103,000 views of course pages for RHET, CMN, and ESL classes. Plans for next year also include adding streaming capabilities to the UGL 289 classroom and developing an infrastructure for lecture capture as well as distance learning support.

The UGL continued its collaboration with the Writers Workshop on Research and Writing consultations. This pilot program has continued to grow in size, and a large survey assessment conducted in FY19 is currently being analyzed to identify areas of success and room for improvement. Our ongoing analysis of the program has shown a continued increase in research-level questions, as well as more sessions where research and writing are being taught in tandem. UGL support for reference services also includes contributing extensive hours from faculty, staff, and GAs towards the Main Library information desk services, including in person and chat services.

Staff Training and Development

A major change to services in the past year was creating a separate service point for both circulation + reserves and loanable technology. This update recognized the continued growth and popularity of the loanable technology program with students, and the corresponding need to develop more specialized studtent assistant jobs and corresponding training. Indeed, the continued growth and high use of the loanable technology service was both a major accomplishment and challenge for the unit in FY19. Staff took part in additional training and professional development opportunities resulting in continued development of proficiency with these programs. In response to findings from patron and internal assessments (detailed below), in Summer 2019 the UGL began developing a revised supervisor model to address service gaps and introduce more instructional information to students about how to effectively use cameras, audio recorders, and other media production equipment in the creation of multimedia projects.

Other areas of training also included continued sessions on emergency procedures, as well as staff training on statistical software, the Adobe product suite, and various Springshare software as part of individual staff responsibilities.

Graduate Assistants
UGL librarians and staff mentored 3.75 FTE in State funding of iSchool graduate assistants during FY19. GAs had responsibilities across all major public service areas detailed under this year's accomplishments, including teaching instruction sessions, providing in person and online reference services through both the Research and Writing (RAW) consultation service and the main library Hub reference service, supervising the library on weekends and some late evenings, and providing access to technology. Project accomplishments for the year included building and diversifying the UGL collections; leading Social Media and other marketing efforts; developing student engagement programs and events; creating and updating documentation and instructional materials for the Media Commons; assisting with training of undergraduate student assistants; developing and updating instructional content such as LibGuides; and contributing to undergraduate orientation activities. The non-course LibGuides pages were used more than 171,000 times during the 2018-19 academic year.
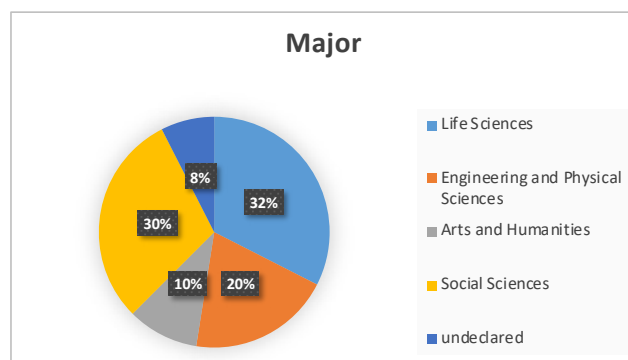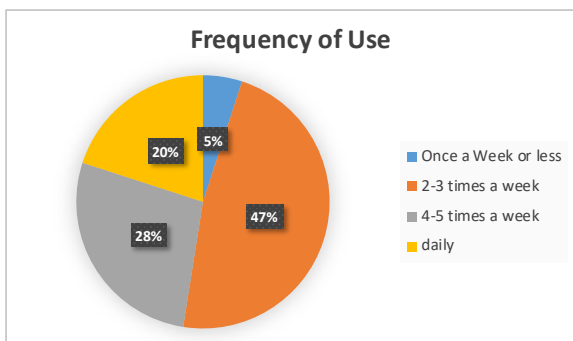
Service Improvement
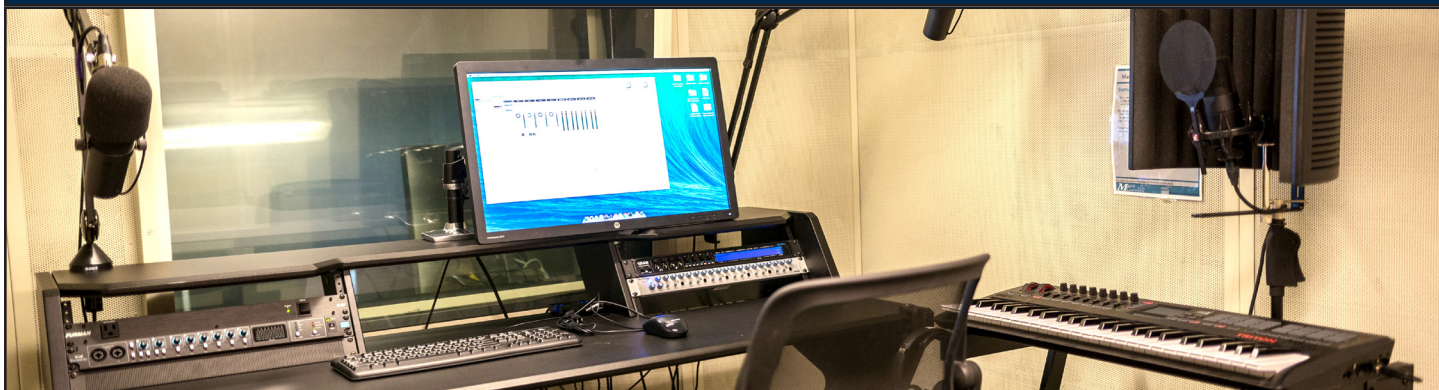
The Undergraduate Library analyzed a variety of services in FY19, collecting information on both regular, ongoing student uses of UGL facilities and services, as well as more in depth information on high-use services. A major study on building spaces and services was conducted in Spring 2019, with close to 100 undergrads interviewed. Students repeatedly noted the value of the UGL as a meeting space configured for productive study, with additional benefits including access to coffee, food, and technology which helped them accomplish class goals. The study also resulted in a variety of valuable feedback on service improvements that we are currently investigating and implementing. Notable recurring suggestions included: instructional material on media editing to accompany the existing loanable technology service; workshops on media editing; tutoring services to accompany the popular Writers Workshop services; the need for both quiet and loud study (which are used interchangeably by both individuals and groups); closer monitoring of study rooms and studio spaces to improve access for students with bookings; and bright lighting and modern furniture as key components in a supportive, productive work environment. The results encouraged our ongoing experimentation with multi-use, flexible seating, group rooms, and a variety of computing and technology support to maximize space usage, and aid in planning for the main library building project.

Additional assessments from FY19 which made an impact on services include an analysis of Library computer use, which led to the design and implementation of a flexible Media Commons computer lab/open computing space with access to Adobe software. Also, an internal assessment of the loanable technology service model conducted in Spring 2019 led to a new training and supervision model that we will implement in Fall 2019. This model will seek to address student needs for more information about individual technology use, as well as increase access to Media Commons consultation services, workshops, and online instructional guides.

Facility Use Study

Frequency of Use

- Once a Week or less — 5%
- 2-3 times a week — 47%
- 4-5 times a week — 28%
- daily — 20%

Major

- Life Sciences — 32%
- Engineering and Physical Sciences — 20%
- Arts and Humanities — 10%
- Social Sciences — 30%
- undeclared — 8%

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Student Engagement

The UGL connected with students through a variety of programs in the library, ranging from tabling and informational events with student and campus groups, to exhibits and collaborations to feature Undergraduate student work. As part of our focus on the 50th anniversary of the UGL, an art contest was held in the Spring of 2019 to create student designs for our 50th anniversary celebrations in the Fall. Throughout the year, students from the School of Art + Design and elsewhere on campus contributed their work to the donor-funded Student Art Gallery as part of a series of curated exhibitions. Larger events such as our Board Game day early in the year and De-Stress Fest during Finals provided opportunities for students to recharge and engage with other aspects of UGL collections and services.

The Social Media Team continued to increase student engagement on Twitter, Instagram, and Facebook through our annual free hot chocolate program, "Hot Cocoa for Likes," as well as through partnerships with other campus social media outlets. Blog posts published the past year highlighted a variety of collections, solicited feedback, such as entries for the 50th Anniversary Graphic Design contest, and featured stories about interesting undergraduate accomplishments, including

an interview with an undergrad who is a nationally-ranked esports competitor. The emphasis on marketing services in a creative manner has become particularly crucial in the lead up to the move to the new building so that there is a strong brand identity around services separate from physical space.

The Social Media Team continues to connect students to the rich history of undergrads at Illinois through recreating images from the Student Life and Culture Archives collections as part of "Throw Back Thursday" posts. Other initiatives of note in 2018-19 include piloting two new video series: a new technology "unboxing" series and a book talks series that focuses on the UGL's strong pop culture collection. Lastly, the Social Media Team remains an active participant in the Library Social Media Working Group by attending meetings and posting library-wide outreach campaigns through re-posting information about major events and programs, and by participating in the library-wide pilot of the University's subscription to Airtable.

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Technology and Innovation

The Media Commons continued to develop and enhance media production services and pilot innovative uses of technology with students, as part of meeting strategic goals for "Transformative learning experiences" and becoming a "Pro-active and trusted partner in scholarship, discovery and innovation." Two major focuses in the past year were continuing the development of the Library's media production infrastructure and expanding instruction in multiple aspects of media production.

A key success in infrastructure development was the launch of our first Self-Use Audio Booth, which was used over 500 times - immediately became the most popular studio space available. A Video Self-Use Booth is already in development for Fall 2019, and we anticipate a similar level of popularity. The Video Production Studio will be replacing its older studio lights with more efficient LED lights, thanks to a $5600 Student Sustainability Grant. Campus funding from Technology Services received in late 2019 will also result in the ability for students to record and stream Virtual Reality content, as well as a considerable increase in the overall recording space.

As a part of a campus-wide VR@Illinois effort, the UGL partnered with the Grainger Engineering Library and CITL to build new capacity for student and faculty exploration and creation of immersive environments. Through donor contributions, we added 360 cameras and headsets to our loanable technology pool, as well as securing funding to add VR capture functionality to our film production studio. The Undergraduate Library/Media Commons explored VR curricular tie-ins including partnering with Prof. Eric Shaffer's CS498 course in Fall 2018 / Spring 2019. The Fall 2018 student project group built a walk-through model of the upper level of the Undergraduate Library as a Web VR experience using of Mozilla's browser-accessible VR framework, A-Frame (https:// dunatis.library.illinois.edu/LibraryVR/). The Spring 2019 project worked on a Main Stacks tour.

A variety of formal and informal partnerships form the core of the current media production instruction program. A partnership between College of Media: Media and Cinema Studies and the Media Commons is currently underway, centered around the newly approved Video Production Certificate and anticipated Video Production Minor. Notable outcomes of this partnership include provision of Loanable Technology services for the Media and Cinema Studies Program, access to the newly formed High-End Technology program, and greater connections to studios and spaces. Another notable partnership is with Agriculture Communications, which recently increased the equipment it provides to the Loanable Technology program as part of media production-integrated courses assignments for undergraduate students.

Finally, capacity for media production instruction was increased in two ways during the past year. First, in Fall 2018, we hired a new academic professional position for developing course-integrated instruction. She is already developing instructional programming in media production, visual storytelling, audio and video editing, and the unit as a whole provided direct instruction to over 500 students through consultations and in-class instruction. Partnerships are currently being investigated with introductory Media and Cinema Studies (MACS) courses which could result in demand for sessions serving the approximately 4000-5000 students enrolled in these courses. The Media Commons also continues to develop infrastructure for the specialized needs of media production instruction, including designing a lab space with Library IT outside of UGL 289 which will serve as the base for much of the MACS instruction in the coming year.

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Plan for upcoming move to the main library, with a focus in the coming year on assessing student needs for undergraduate-focused library spaces. UGL staff conducted interviews with students in Spring and analyzed a variety of quantitative data year-round on space and service usage, resulting in improvements to loanable technology services, group study rooms and self-use studios, and study spaces.

Expand technology collaborations with other Library Commons and campus units. The VR@ Illinois initiative and MACS partnerships are two notable examples of expanded campus partnerships, and the unit continues to work with other Commons on developing shared infrastructure for supporting innovative student work.

Develop more course-integrated media production instruction. The new media commons AP for instruction was hired, and the MACS instructional partnership was expanded.

Finish Phase II of media production space development. The audio self-use booth was launched, and the video self-use booth should be ready for the start of the Fall 2019 semester. The video production studio room continues to receive high demand for specialized, resource and technology intensive uses.

Pilot new teaching templates for use in the flexible classroom space in UGL 289. While we did not specifically create new templates for instruction provided in UGL 289, we were successful in adapting our existing instruction outlines.

Expand programming efforts through increasing campus partnerships. We had mixed success, with expanded partnerships and new programs developed with McKinley and the Counseling center, but little progress on new tutoring services or partnerships with other undergrad-focused campus co-curricular units. The Research and Writing consultation service continued to grow and stronger relationships with Writers Workshop consultants were established, leading to an increase in individual consultations focused on both research and writing.

Implement pilot of high-end technology program. Most of the year was spent navigating campus requirements for self-sustaining programs, developing a pricing and accounting model, and ordering equipment funded by a Library innovation grant. The service is on track for a Fall 2019 launch.

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Pilot a dual-use instruction space/student computer lab. This experiment will test new models for maximizing limited space use and ongoing student demands for media production software instructional and editing spaces.

Develop additional online instructional materials to support those instructors unable to schedule in-class instruction. Similar to the materials developed in FY18 for the online Rhetoric classes and FY19 for the CMN 101 classes, these materials will provide instructors and students the ability to share information in their classrooms as needed.

Develop a workshop series on all aspects of media production. Driven by instructor and student demand, organize a program covering areas such as writing, directing, lighting, editing, as well as working in the film and media industry. We are also potentially developing a Professional Media Practicum Course, or certificate program, with campus partners such as CITL, NCSA, Public Affairs and the Gies College of Business.

Create a Media Commons space design and layout proposal. Consider ground-up development of media production support infrastructure, with a focus on collaborating and joining space with related departments and services as part of the main library building project.

Start Phase III of Media Commons spaces and services. Improve the usability of media production spaces, including creating documentation and guides for students, such as online tutorials and instructional videos, and adding comprehensive signage and point-of-need assistance, especially for unstaffed areas. Develop orientation workshops on maximizing the usefulness of media production spaces and services.

Finish implementation of the high-end technology program and assess progress. Determine which technology packages are most popular with students, as well as areas of unmet need. Assess the financial viability of operating a self-sustaining program for technology in the Library.

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II. Statistical Profile

1. **Facilities**

User Seating	TOTAL: 1532 available seats
a. At 239 tables • rectangular • round café • square	937 seats (1-8 at a table)
b. At carrels	106
c. Informal (big chairs/couches) • casual big seats (127) • swivel seats (12) • 6 couches (24 seats) • 7 tablet arm chairs • 4 rocking chairs • 2 benches (4 seats)	178
d. public computers e. classroom computers	48 66 (includes 41 in 291 and 25 seats in 289)
f. At 4 peninsula tables	24
g. At 4 media viewing stations	4
h. At 7 collaboration tables in open areas	12
i. At 6 collaboration tables in 6 group rooms	34
j. At 5 standard tables in 5 group rooms	29
k. Extra chairs (stacked in storage)	94 (not included in total number above)

Number of Hours Open to the public per week:

Semester	Hours
Interims	42.5
Fall 2018	117

Spring 2019	117
Summer I and 2 2019	46.5

2. Personnel

Direct Services	Undergraduate Library FTE
Professional Staff, FTE 3 Associate professors, 3 Academic Professionals	6.0
Staff, FTE 1 library assistant, 5 library specialists; 4 senior library specialists, 2 library operations associates	12
Graduate Assistants, FTE	3.75
Students, FTE	5.9
Personnel	
Susan Avery (Faculty)	1.0
Jim Hahn (Faculty)	1.0
David Ward (Faculty)	1.0
Kirsten Feist (Academic Professional)	1.0
Eric Kurt (Academic Professional)	1.0
Jake Metz (Academic Professional)	1.0
Paula Adams (Senior Library Specialist)	1.0
Bernita Brownlee (Senior Library Specialist)	1.0
Lonnie Clark (Library Specialist)	1.0
Michael Cleveland (Library Specialist)	1.0

	1.0
Donna Davis-Pearson (Library Assistant)	1.0
Joshua Hollingsead	1.0
Gregg Homerding (Library Operations Associate)	1.0
Jessica LeCrone (Library Operations Associate)	1.0
Mitch Loyd (Library Specialist)	1.0
Stefanie Postula (Senior Library Specialist)	1.0
Mark Rogers (Library Specialist)	1.0
Pam Ward (Library Specialist)	1.0

Student Wage Budget
- $ 132,229 coverage for regular shifts (equals FTE 5.9), including finals late night coverage (a decrease from last year)

3. User Services
   a. **Gate Count FY 2019 Gate Count Annual Extrapolation = 849,544**
   b. **Circulation Statistics (without reserves)**

	Charges	Renewals	Discharges
July	2341	2470	2540
August	3322	2078	2716
September	6811	2737	6140
October	7911	3337	7448
November	6279	3091	6342
December	5086	2718	5917
January	4898	2816	4244
February	6948	3387	6718
March	5806	2983	5821
April	7438	3196	7667
May	4199	2399	5817
June	2566	1917	2503
Total	**63605**	**33129**	**63873**

   c. **Call Slip Statistics:** Filled 7599 requests
   d. **Loanable Technology**

	1 week /10day circs	2 hour circs	total
Fall 2018	4073	10193	**14266**
Spring 2019	4671	12464	**14650**
Total for two semesters	**8744**	**22657**	**31401**
FY19 Total (from Bean Counter)			**62659**
	Unique Classes	**Academic Departments**	**Percent of Departments**
FY19 Class Support	509	121	**64**

e. **Reference Statistics/UGL**

In addition to the statistics for reference at the Undergraduate Library, we also provide HUB reference assistance at the Main Library Information Desk.

	In Person		Phone	
	Directional	Reference	Directional	Reference
FY 2019	1120	1908	59	135

For the past year, the READ scale breakdown was as follows:
1=1476 (48%)   2=1428 (47%) 3=99 (3%) 4=35 (1%)

f. **Instruction Statistics/UGL Total classes 333 and participants 5501**

Semester	Classes	Students
Fall 2018	177	3029
Spring 2019	156	2472

Libguide Use: undergrad@library.illinois.edu account

	FY'19
Usage	315,369
Total guides	**198**

g. **Orientation Statistics:**

Semester	*Classes*	*Number of sessions/students*

Fall 2018	ACES101 course-integrated orientation	Total 300 students
Fall 2018	Campus Honors Outreach	1 session/20 students

Outreach and Orienation Services at other locations:

- Fall 2018 and Spring 2019: Outreach to Unicode (student coding) group in Uni High, troubleshooting code and supporting developer machine setup.
- Summer 2018: 7-week New Student Registration Tabling in the Union for all new students, inclusive of transfer students
- Summer 2019: 4 Faculty Panels for Rise and Inbound New Student Programs, sessions of 50-60 new students
- Summer 2018, 2019: Quad Day Planning

h. **Mobile Application Statistics:**

"Minrva" mobile discovery of library resources	**Total New User installs FY2019**
Android	240
iOS	325

i. **Media Commons Statistics**

	Tours	**Video studio**	**Audio Studio**	**Self-Use Audio Booth**	**Present ations**	**Live events**	**Consulta tions**	**Photo Shoots**
FY '19	15 (15-40 people each)	148	345	519	9 (145 people)	6 (250 people)	74 (105 people)	10 (50 people)

j. **Collection Management Statistics for the Undergraduate Library from Voyager**

Undergraduate Library		
Format	Total New Titles FY2019	Total New Items FY2019
Archival Resource	1	3
Books	2,416	3,133
Serials	42	184
Videos	2,027	2,205
Sound Recording Spoken Language	44	47
Sound Recordings	7	7
Computer Files	31	37
Kits	24	26
Loan Technology	55	140
Manuscripts	4	4
Grand Total	4,651	5,786

k. **Cataloging Projects:**
- Cataloging   735 Graphic Novel digicovers
- Labels   79
- Oak St. Transfers   116
- Stacks Transfers   4321
- Withdrawals   94
- Binding Sent   173
- Preservation Repair   115