

SOCIAL SCIENCES, HEALTH, AND EDUCATION LIBRARY

ANNUAL REPORT, July 1, 2019 – June 30, 2020

Prepared by: Nancy P. O'Brien

I. Highlights of the year

The closure of the Library building to on-site access in March 2020 due to the Covid-19 pandemic affected services and operations in every way imaginable. Prior to that time, SSHEL personnel provided in-person services and print material as usual. Afterward, the move to working remotely from home for the last three months of the fiscal year changed how personnel handled operations and services.

Detailed statistical data is provided in the attached spreadsheets for collections, services, and personnel. SSHEL contributed to Strategic Directions SD2, SD3, SD4 in the Strategic Framework 2019-2023, notably in regard to instruction for users, strengthening collections, and research consultations and reference support (SD2); library outreach to the community (SD3); and, developing and mentoring the next generation of library and information science professionals (SD4).

Major Accomplishments

- Provided services to the more than twenty departments, programs, and schools affiliated with SSHEL, as well as to library users interested in any of the subject areas covered in SSHEL; moved to online services in March 2020
- Three large gift collections were searched with significant numbers of unique volumes being added to the Library's collections; many small or individual donations were also searched and processed
- Filled vacant positions to ensure the continuation of high quality services to library users; reassigned duties during vacancies

Contributions to Library-wide Programs

SSHEL librarians and the Library Operations Associate contributed to the central Reference Hub services for virtual and on-site reference assistance. SSHEL continued to offer outreach and training opportunities to its related programs.

Diversity initiatives include staff participation in training and events, and the programs, exhibits, and instruction provided specifically by the Gender Studies and Multicultural Services Librarian.

Services and Access

Staffing: Three new graduate assistants were hired in FY20 and trained prior to the start of the fall semester. Jessica Hagman was appointed as Social Sciences Research Librarian, responsible for services to the anthropology, sociology, and geography and GIS departments in August 2019.

Tammra Keaton, Senior Library Specialist, retired in April 2020 and Dulcie Vermillion, Library Specialist, took over as circulation supervisor. Lynne Rudasill, political science subject librarian, also retired in April 2020. Responsibility for political science collection development and instruction services to the department were transferred to Cindy Ingold. Yali Feng continued to manage responsibilities for Labor and Employment Relations collection development since Yoo-Seong Song's transition to a 51% appointment in January 2019.

Reference activity: In FY20 the Social Sciences, Health, and Education Library answered 3,089 total reference questions, which is about 400 fewer than the previous year. Some of the decrease can be attributed to the university's on-site closure in March 2020. The vast majority (73%) of the SSHEL questions were answered in-person at our reference desk prior to closure. Email, chat, and telephone each comprised 4% of the modes of receiving questions. SSHEL recorded a total of 113,991 visits, a significant decrease from the prior year. In a typical week, SSHEL had 3,000 visitors (a decrease from 3,157 in FY19) and answered 81 reference questions, an increase from 70 weekly reference questions in FY19.

Course Related and Other Instruction: Visiting students and scholars from China were given library orientation through several affiliated programs. Preschoolers from the Early Child Development Lab were also provided with library programs. Formal library presentations were made to 204 groups, with a total of 6,557 participants. This is a significant increase of 3,000 participants from the prior year which may be attributed to increased requests for presentations to large groups. Of the participants, 62% were graduate students, 30% were undergraduate students, and 8% were others. 282 individual research consultations were held with students and other researchers. This is a slight increase in research consultations from the prior year.

Website Activity: This year, we completed the migration of the S-Collection pages to WordPress with the support of Library IT.

According to SSHEL's Google Analytics account, there were over 85,000 page views of the SSHEL website and over 58,000 unique page views. The home page received over 30,000 hits, a decrease of 4,000 from the prior year. After the SSHEL homepage, the most popular pages were Education, What is Folklore?, Education Standards, Labor Unions, Sociology, Finding Lesson Plans, Psychology, Social Work, Resources in LGBT Studies, and Resources in Speech and Hearing.

The S-Collection Blog had over 16,000 page views with nearly 15,000 unique visits. The most popular new blog post in the last year was published in April 2020 and discussed resources for obtaining free ebooks for children.

The most popular SSHEL LibGuide was the Blind/Visual Impairment guide, with over 24,000 views. Total views for SSHEL LibGuides increased by 57% from 81,000 in FY19 to over 127,000 in FY20. SSHEL created 10 new guides, including guides on the Coronavirus pandemic and Epilepsy.

We continue to grow engagement on SSHEL's Facebook (FB) page. This year, our FB page participated in National Library Week and highlighted library and campus events, particularly those associated with SSHEL's subject areas.

Circulation: SSHEL ranks third in circulation among the UIUC libraries for FY20 (after Main Stacks and the Undergraduate Library) based on charges and renewals, and third in call slip retrievals after Main Stacks and Oak Street. The multidisciplinary nature of the collections is popular with library users, as seen by both on-site use and call slip requests.

Collections

SSHEL acquires print material extensively due to the social sciences publishing patterns, but during the shutdown due to Covid-19, SSHEL began purchasing ebooks in large numbers. Often ebooks were duplicates of print books which consumed funds for purchases at a noticeable rate. Librarians accepted and processed several gift collections during the year. These collections were searched against library holdings by Library Specialist Dave Pherigo from spreadsheets, other documents, or in many cases the actual books. This year we saw a large number of collections ranging from 50-600 volumes donated by retired faculty and alumni. These included anthropology books; vintage children's books; special education, and other education books; astrology books; schoolbooks; and ongoing donation of sports and fitness books from Human Kinetics publishers. Dulcie Vermillion compares copies of duplicate books transferred from the CCB to S-Collection books to verify condition and edition information. In addition, more than 150 Chinese children's books and 80 volumes of Chinese learning materials were donated thanks to the arrangements made by librarian Yali Feng. These books were donated by the Culture Center of Taipei Economic and Cultural Office (TECO) in Chicago and its Education Division.

Support/Ancillary Activities

Cataloging: A total of 2,082 items were cataloged, through a combination of original and copy cataloging. One-hundred seventy-three items were reclassified due to record errors, and 15 added volumes were processed for existing records. These figures are lower than the prior year due to the closure of the building. Gennye Varvel catalogs recently acquired material from the Center for Children's Books (CCB) typically around 2,500 titles, Andrea Black provides additional cataloging support for cataloged books transferred from CCB and other material as needed, and Nancy O'Brien and a graduate assistant continue to catalog recent and backlog Curriculum Collection items.

Sixty-five new tests were added to the test collection, 421 tests were revised, and 2,648 additional components processed for existing tests. Library Specialist Andrea Black continues to process gift tests and has reduced the backlog significantly.

Training and Staff Development Activities

An intensive training program, grounded in general library procedures and policies and specific aspects of resources and services, was provided to all new employees, with

selective retraining for continuing personnel. Ongoing training is provided throughout the year via meetings and special workshops. SSHEL graduate assistants attended central Hub training to improve chat services offered during nights and weekends.

Innovative Ideas, New Initiatives

Librarian Jess Hagman implemented Microsoft Teams to provide increased communication with SSHEL graduate assistants and other personnel.

SSHEL implemented a new workflow for dealing with call slips in April. A process was developed for prioritizing digital copies using the emergency resources webpage and coordinating with staff working remotely to get the call slip list, share research for each title, and communicate thoughtfully with patrons about the status of each request. This process was later adapted when the building re-opened to staff to include a broader range of personnel working to fulfill increased demands for library material. Workflows for scanning SSHEL material to meet patron requests were also implemented.

Measurement, Evaluation, and Assessment Activities

We track hourly and seasonal patterns of use to help make strategic decisions about library services and staff deployment. Afternoons continue to be the busiest time of day at the SSHEL reference desk so staffing schedules reflect that. Subject-specific questions accounted for 458 reference queries. Education (39%) and children's literature (18%) questions were asked most frequently.

Public Relations and Promotional Activities

Marketing and outreach are major components of the work of the Applied Health Sciences, Information Sciences, and Gender Studies and Multicultural Services librarians. Exhibit cases in SSHEL are used to highlight segments of the collections. The annual Poster and Book Jacket event celebrating children's and young adult books was held in November.

An exhibit in the North-South corridor prepared by JJ Pionke focused on Systematic Reviews, a research method used across several disciplines.

In September 2019 SSHEL hosted a presentation by Debra Lynne Katz, visiting scholar and recipient of the U of I Library travel research grant. Ms. Katz shared her discoveries while researching the Merten J. Mandeville Collection in the Occult Sciences. Also in September, SSHEL participated in a Library Friends (donor) event celebrating services to undergraduate students. A table was hosted and provided a jeopardy-type game, giveaways, and SSHEL personnel to answer questions.

Additional Topics

- In FY20 SSHEL's group study rooms had a total of 428 reservations (662 hours), a noticeable reduction from the prior year due to the building closure.
- CMS completed the Curriculum Collection backlog material located in the Oak Street Facility.

Major Challenges

During FY20 the major challenges were the shutdown in March due to the pandemic, and changes in staff. Maintaining the physical collections in keeping with space needs and the guidelines agreed to during the establishment of SSHEL has been a challenge due to the print collection growing steadily while limits on transfers to Oak Street necessitate constant shifting of the collections within SSHEL.

Goals and planning

Last Year's (FY20) Plans and Goals

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

- Continued high quality services despite changes in personnel and service delivery
- Addressed changes in staffing with the departure of librarian Lynne Rudasill and Senior Library Specialist Tammra Keaton
- Determined that using DeskTracker for recording statistics about research consultations was ineffective due to varying levels of participation; librarians now record and report this data individually at the end of the fiscal year
- Library IT in collaboration with librarian Chris Bailey completed transfer of the S-Collection webpages from the Apache server to WordPress

II. Next Year's (FY21) Plans and Goals

Plans and goals for next year include the following:

- Continue high quality services despite staff reductions and the move to online services due to the pandemic
- Implement website analytics for the S-Collection webpages
- Continue to adjust services to reflect needs shown in hourly statistics
- Expand outreach to SSHEL constituents through instruction, programs, and marketing efforts
- Assess the balance of librarian assignments due to changes in personnel
- Plan for possible move of SSHEL to a new location within the proposed building renovation

III. Graduate Assistants

Number and funding source of Graduate Assistants

There were four graduate assistant positions in SSHEL during FY20. Since graduate assistantships are nine-month positions, graduate students were hired on an hourly basis during summer months because of the high level of activity in SSHEL.

Major responsibilities

Under the direction of the SSHEL Graduate Assistant Supervisor, SSHEL GAs assist in providing information services in the areas of aging/gerontology, American Indian studies, anthropology, applied health sciences, Asian American studies, community health, economics, education, gender and women's studies, geography & geographic sciences, kinesiology, labor and employment relations, library and information science, political science, psychology, rehabilitation/disabilities, social work, sociology, sports/recreation/tourism, speech and hearing science, as well as in the special collections of children's books, curriculum materials, test instruments, and parapsychology and the occult sciences. These services are provided to faculty, graduate students, undergraduate students, and community members. Graduate assistants participate in the development and implementation of new and innovative services.

Specific duties include: database searching; development of online and print user aids; reference collection annotation and weeding; maintaining, editing, and revising SSHEL web pages; promoting collections and services via SSHEL social media accounts; book selection and cataloging for the curriculum collection; book selection for the children's and young adult literature collection; maintenance and reports of SSHEL reference statistics and library use; chat reference during evenings and weekends; supervision of undergraduate student workers when staff are not available; and other duties as assigned.

GA projects completed in FY20

- Provided reference, instruction, and research assistance at the information desk, in person, by phone, and virtually through chat and email
- Revised subject guides, under supervision of subject librarians; searched catalog for new reference e-books, created annotations when appropriate, and edited subject guides for upcoming year
- Compared copies of donated books to currently held copies in SSHEL and the Rare Book and Manuscript Library and made preservation and collection recommendations
- Searched titles against the catalog and recommended purchases from reviews in a variety of journals and publisher catalogs
- Promoted SSHEL resources and events on social media as well as those of affiliated academic programs, the Library, and university
- Assisted with maintenance of the SSHEL website, including adding breadcrumb links to the S-Collection pages
- Created library guides on health and wellness, impeachment, the coronavirus, new country sub-pages for Study Abroad: Education Resources, qualitative analysis software, social anxiety disorder, and resources for public librarians

- Created unique blog posts
- Selected, boxed and shipped new books from the Center for Children’s Books (CCB) in the iSchool to SSHEL (1,128 books) on a regular basis; 1,098 were added to the Library collection; this is less than half the books selected during previous years due to the new on-site searching in CCB which reduces the number of duplicate books selected
- Planned and carried out a library program for 2 to 5 year-olds
- Searched titles against the catalog, and the CCB Gift Books list and made collection addition recommendations
- Organized and promoted SSHEL’s annual Book Jacket and Poster Giveaway
- Evaluated and selected titles in *Choice* to be referred to subject librarians
- Created exhibits and bulletin boards in collaboration with Cindy Ingold to highlight diverse populations. Topics included the Stonewall Riots; Alcatraz and American Indian history; the 100-year anniversary of the 19th amendment; Mental health among college students; Bold women in Black History and *Heads of the Colored People* from the “One Book, One Campus” initiative. Also created exhibits in the North/South display cases for National Parks and “Black Girl Magic: Picture Books Featuring Black Female Protagonists.” Additional SSHEL exhibits included Fear, and Star-Studded Books for Kids
- Updated SSHEL map in Publisher software
- Wrote curriculum and S-Collection annual reports for last fiscal year
- Recommended purchase of new textbooks for the curriculum collection
- Copy cataloged new and gift Curriculum Collection items
- Updated and revised the Textbook Searching document
- Wrote annotations for new reference books
- Provided supervision for student assistants during evening and weekend hours
- Managed reference statistics: created forms for daily room counts and student assistant interactions (at the circulation desk); entered student assistant/office staff interactions into Desk Tracker; used Desk Tracker and Microsoft Excel to create reports for sweeps weeks and annual report
- Shelf-read assigned sections in reference and reference circulating collections
- Identified items for weeding from reference collection, under the supervision of subject librarians; made recommendations for relocation or new purchases based on SSHEL weeding criteria
- Updated SSHEL’s graduate assistant manual

GA Perception Quotes:

GA1: “My experience as the Curriculum Collection Graduate Assistant for the Social Sciences, Health, and Education Library was an invaluable one, and I am so grateful I had the opportunity to fill this position for two years while earning my master’s degree in

library and information science. In this role, I was able to apply and build upon the knowledge I learned in the classroom in a professional setting, as well as learn from an amazing group of mentors and colleagues, all of whom supported me in each and every project I worked on.

One of the greatest educational values of this pre-professional experience was learning how to conduct reference interviews with a wide range of patrons, as well as through various mediums of communication. In this role, I provided reference assistance to students, staff, faculty, and community members in-person, as well as through phone, chat, and email services. This not only allowed me to gain experience in navigating library resources to help with a variety of information needs, but also allowed me to engage in both traditional and nontraditional means of providing library reference services.

Another invaluable aspect of this position was gaining experience in both cataloging and collection development practices for the library's Curriculum Collection. Through original and copy-cataloging new and donated curriculum items, I was exposed to a variety of library materials, ranging from new textbooks to 19th century filmstrips. Through this work I learned how to analyze, describe, and classify the information and content of these materials, with respect to both the organization of the rest of the collection and the audience this collection served, in an academic setting. When considering my responsibilities for collection development, I was tasked with recommending items both for purchase and for weeding; this experience has taught me what to consider when acquiring and deaccessioning items for and from a collection.

Yet another educational value I received from this pre-professional experience was having the chance to work both collaboratively and independently on several professional projects. Some examples of collaborative projects I engaged in included working with subject-specialist librarians to review and revise print and online subject guides, as well as to weed items from the library's print reference collections. I also had the opportunity to attend several collaborative training sessions with my fellow graduate assistants and colleagues each semester. Some examples of independent projects I engaged in included creating annotations for new reference materials, contributing to the library's annual report, and developing several LibGuides.

All in all, holding this position has allowed me to develop professional, hands-on experience in the library field, which I can now apply and build upon in my first professional librarianship position. This experience would not have been the same, however, had I not worked with such an amazing group of mentors and colleagues. I was always encouraged to ask for help with anything I needed, as well as given the utmost flexibility to pursue projects I thought would benefit me for my future track in librarianship. I have learned so much from all of the librarians in SSHEL and know that everything they have taught and given me over the past two years will help me in all of my future endeavors.”

ANNUAL REPORT STATISTICS: FY20						
Unit: Social Sciences, Health, & Education Library (SSHEL)						
COLLECTIONS	Held Last Year	Gross Added	Transfer Out	Withdrawn	Net Added	Held This Year
Cataloged Volumes	85,112	2,999	5,462	2	-2,465	82,647
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	9,105	65	0	0	65	9,170
Serials-Total	994	0	0	0	0	994
a. Journals	601	0	0	0	0	601
b. Continuations	393	0	0	0	0	393

ANNUAL REPORT STATISTICS: FY20						
Unit: SSHEL Curriculum Collection						
COLLECTIONS	Held Last Year	Gross Added	Transfer Out	Withdrawn	Net Added	Held This Year
Cataloged Volumes	54,944	927	0	0	927	55,871
Uncataloged Pamphlets, Etc.	0	0	0	0	0	0
Uncataloged Materials (see notes*)	1,103	74	0	413	-339	764
Microfilm Reels	0	0	0	0	0	0
Microfiche, Print, Cards	0	0	0	0	0	0
Computer Files	127	5	0	0	5	132
Graphic Materials	680	83	0	0	83	763
Audio Materials	69	3	0	0	3	72
Film and Video Materials	81	2	0	0	2	83
Serials-Total	7	0	0	0	0	7
a. Journals	0	0	0	0	0	0
b. Continuations	7	0	0	0	0	7
NOTE: This information reflects the size of the entire Curriculum Collection, regardless of location.						

ANNUAL REPORT STATISTICS: FY20						
UNIT: SSHEL School Collection						
COLLECTIONS	Held Last Year	Gross Added	Transfer Out	Withdrawn	Net Added	Held This Year
Cataloged Volumes (see notes#)	178,907	3,332	0	0	3,332	182,239
Uncataloged Pamphlets, Etc.	0	0	0	0	0	0
Uncataloged Materials	0	0	0	0	0	0
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	1	0	0	1	1
Film and Video Materials	0	0	0	0	0	0
Serials-Total	101	0	0	0	0	101
a. Journals	45	0	0	0	0	45
b. Continuations	56	0	0	0	0	56
NOTE: This information reflects the size of the entire School Collection, regardless of location.						

ANNUAL REPORT STATISTICS: FY20					
Unit: Social Sciences, Health, & Education Library (SSHEL)					
Notes					
*Withdrawn items include 333 items cataloged by CMS.					
#Includes 817 books transferred from the Center for Children's Books to the S-Collection.					
SPACE					
Total square feet of unit					19,838.65
Linear feet of shelving					11,454
Seating					
a. At tables					170
b. At carrels					19
c. At public workstations					29
d. In Group study Rooms					12
e. Informal/other					28

ANNUAL REPORT STATISTICS: FY20			
Unit: Social Sciences, Health, & Education Library (SSHEL)			
Direct Services			
Number of formal library presentations to groups (generated from internal records) §			204
Number of participants in group presentations (generated from internal records)			6,557
Number of individual instruction appointments			282
Number of practicum students/independent studies			0
Total circulation (initial 19,775 and renewal 27,733)			47,508
Total manual circulation			105
Reference and directional transactions (Actual total)			3,089
Reference questions	(Actual annual)		2442
Digital reference questions	(Actual annual)		452
Directional questions	(Actual annual)		647
Head count	(Actual Annual Gate Count)		113,991
A. Fall	(Gate Count from sweeps week data)		4021
B. Spring	(Gate Count from sweeps week data)		4,035
Number of hours open weekly			
A. Summer II 2019			55.5
B. Fall 2019			76.5
C. Spring 2020			76.5
D. Summer I 2020			0
<i>§ Instruction from SSHEL and LIS is included in this total.</i>			
<i>Note: Due to Covid-19 closures, head counts ceased as of March 21, 2020.</i>			

ANNUAL REPORT STATISTICS: FY20		
Unit: Social Sciences, Health, & Education Library (SSHEL)		
Personnel (As of Aug. 16)		
Professional Staff, FTE	6.59	
Graduate Assistants, FTE	1.4	
Staff, FTE	5	
Students, FTE (\$65,955 student wage allocation)	3.8	
Personnel	Start Date Mo/Yr	End Date Mo/Yr
FACULTY		
Chris Bailey (50% academic hourly Aug-May 2018; 100% visiting faculty May 16, 2019-)	Aug-18	
Yali Feng (100% visiting faculty; August 2019-May 2020)	Oct-17	
Jessica Hagman (100%)	Aug-19	
Cindy Ingold (100%)	Aug-07	
Nancy O'Brien (100%)	Jan-81	
JJ (Katharine) Pionke (100%)	Nov-14	
Lynne Rudasill (8%)	Oct-98	Apr-20
Yoo-Seong Song (75% Aug-Dec 2018; 51% Jan 2019-)	Aug-12	
GRADUATE ASSISTANTS		
Anna Tegatz Campbell (35%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection	Aug-18	Aug-20
Gabby Borders (35%)	Aug-19	
Dani Carmack (35%)	Aug-19	
Charlotte Dorsey (35%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection	Aug-19	
CIVIL SERVICE EMPLOYEES		
Andrea Black (100%)	Jan-18	
Tammra Keaton (100%)	Aug-03	Apr-20
Dave Pherigo (100%)	May-12	
Gennye Varvel (100%)	Oct-13	
Dulcie Vermillion (100%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection	Sep-18	