

Undergraduate Library

FY 20 Annual Report



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UNDERGRADUATE LIBRARY
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Executive Summary



FY20 was a year of growth, change, and surprises for the Undergraduate Library. The year started with significant collection projects being launched to facilitate the impending move of the unit to the Main Library. In addition, discussions were accelerated with potential partners in the Main Library to begin developing a common vision for integrating and expanding popular services for undergraduates into the space.

In harmony with the University's Strategic Plan, the UGL and the Writers Workshop co-developed a vision for an expanded student success center. The vision speaks to both current uses of the UGL space, as well as developing services and resources for the Main Library as part of the building project. The College of LAS and the College of Engineering partnered with the Library to articulate a suite of enhanced support for student academic needs, built on the foundation of the unique specialties provided by the Writers Workshop, Media Commons, and Library research and instruction.

The Media Commons continued to expand its campus-wide influence. In their leadership role with the campus Virtual Reality@Illinois team, the unit grew its physical and consultation support for virtual and augmented reality. Additionally, partnerships with the College of Media were augmented, new studio spaces were launched, and an enhancement of the successful loanable technology service was created.

The primary challenge for the UGL was adequate staffing. Over the course of the year, critical vacancies had to be filled for late night supervision, a student assistant lead, instruction, the Media Commons, and student success. Notably, all of these vacancies overlap with areas of high demand for both existing services and expanded services to meet campus and student needs. By the end of the fiscal year, the instruction and student success faculty positions and the Media Commons Academic Professional remained open. A secondary but no less significant challenge was adapting to the challenges presented by the campus shift to online services resulting from the COVID pandemic. This resulted in many services requiring significant overhaul and redesign through the end of Spring and all of Summer in order to meet student needs for remote learning. It is worth mentioning that the UGL would have struggled to meet service demands even without the pandemic, due to the staffing vacancies noted above.

Instruction and Research Support



In support of SD2 “Transformative learning experiences,” the UGL taught course-integrated library sessions to around 2,500 students in over 150 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 COVID pandemic in Spring resulted in the majority of in-class sessions being cancelled, and students being referred to online chat reference service to help with their class research needs.

Through generous donor funding, the UGL purchased and began installing cameras and related technology to support delivering online instruction using classroom 289. While this capacity was originally planned as a supplement to traditional instruction, in the Summer of 2020 the streaming equipment was converted to allow for participation in synchronous online classes via Zoom for the Fall. Additionally, the instruction team spent most of the Summer converting the existing lesson plans and student collaboration activities into new versions which could be delivered to online Rhetoric and Communication classes in the Fall. Work also continued throughout the year to develop asynchronous learning objects, including online subject and course guides, to support student learning. In Summer of 2020, a new software was employed to develop tutorials and quizzes specifically for undergraduate ESL classes, which converted to an all-online format for Fall 2020.

UGL support for research services includes contributing extensive hours from faculty, staff, and GAs towards the Main Library information desk services, including in person and chat services. Additionally, the UGL continued its collaboration with the Writers Workshop on Research and Writing consultations. The program has become a standard part of research services, and has shown slow but steady growth in usage. In FY20 a survey of student needs for research and writing consultations was completed and published. The study’s results revealed significant student satisfaction with the service, but also the need for increased co-training between Library graduate assistant and writing consultants to better understand how and when to connect the two services. An enhanced training model is under development for both services.

Finally, the investigations that went into developing the student success proposal resulted in an increased understanding of the types of tutoring, workshop, and peer support models required to meet current and future undergraduate student needs. The information gathered from research into this proposal has been shared with the leads for the Library building project as part of developing a potential learning/success center for the first floor.

Staff Projects + Planning



Preparation for the impending move into the Main Library drove a number of significant staff projects. Two major collection shifts were undertaken, in collaboration with the Literatures and Languages Library (LLL) and other partners. First, the fiction collection was analyzed by genre, and then titles of interest to the LLL were sent to the Main Stacks. Second, materials outside of the unique popular culture collected by the unit were analyzed and prepped for shifting into the Main Stacks. And finally, talks between the UGL and multiple units began to discuss long term roles in collection selection, with a focus on how to continue selecting the uniquely held popular culture materials and media formats the UGL specializes in.

The UGL continued tweaking the staffing model for services, based on internal survey data. Separate, specialized roles for staff and student assistants were developed for the loanable technology and circulation service points, in response to analysis of staff and SA feedback, which indicated the growing complexity of providing high quality services in both areas. Extensive training and follow up were conducted in both areas. This entire process had to be repeated once COVID hit the campus; over Summer 2020 all staff and student service points had to be reconceived again to develop an entirely new service model which met campus health and safety protocols. While much was learned from the Fall 2019 changes, every part of the service model needed to be significantly updated for Fall 2020. Additionally, procedures which had remained largely untouched (e.g. call slips) had entirely new elements introduced, raising their complexity. Finally, on top of all of these changes the Library migrated to the new Alma catalog system, which required extensive training from Spring-Summer of 2019.

A final challenge for all staff and GAs was the shift to remote work in Spring 2019. Most staff had never had to plan a remote work day, and between technology challenges and the logistical challenges of trying to perform regular duties in an all-remote setting, there was a lot of added stress for everyone. Staff collaboration and regular check-ins eventually resulted in more familiarity with Zoom and other tools for remote engagement, which ultimately helped rebuild staff confidence as the UGL shifted back to on-site work throughout the summer.

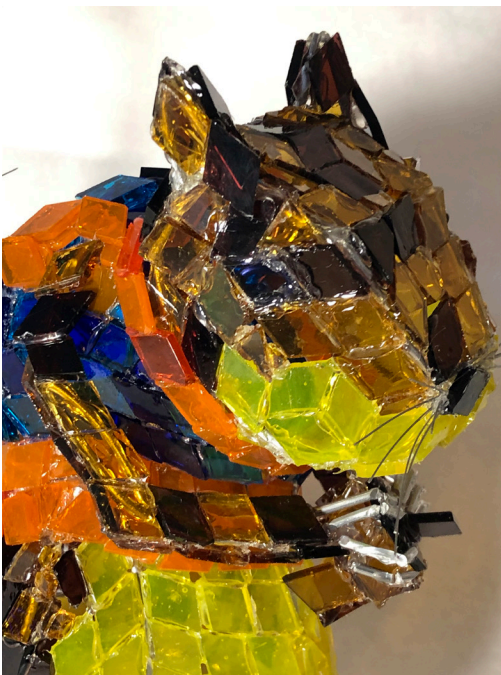
UGL librarians and staff mentored 4.00 FTE in State funding of iSchool graduate assistants during FY20. GAs had responsibilities across all major public service areas detailed under this year's accomplishments, including teaching instruction sessions, providing in person and online reference services through both the Research and Writing (RAW) consultation service and the main library Hub reference service, supervising the library, 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; and developing and updating instructional content such as LibGuides.

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. The Art Gallery hosted a number of exhibitions, including the first examples of 3D work (see the quad squirrel, inset), and a collaboration with the student Life Drawing Club to host their Spring 2020 exhibition. The latter event was unfortunately canceled due to COVID, but the process of setting it up helped build strong connections for future events.

Health and Wellness activities continued to be a focus of in-Library events during Fall of 2019. The Counseling Center and McKinley Health center both hosted a number of events, including a series on healthy eating, an art therapy workshop, Mindful Monday meditation sessions, and a series on physical and mental wellness planned throughout the year called the 8 Dimensions of Wellness.



Quad Squirrel, created by Daniel Cervantes

The UGL also expanded its popular board and role-playing game events, with a New Student Week kickoff event hosting over 300 students, and a larger series of sessions to build student community and connect undergrads to this popular and unique collection.

The Social Media team organized a number of themed posts to connect with students, particularly once campus closed for the COVID pandemic. Content produced included A GA Quarantine diary series on our blog; Original video tutorials on activities students could do from home (like bake a cake in cup in a microwave, make cold brew coffee, etc.); and a Virtual Art Gallery featuring student works.

Additionally, the UGL communicated critical information about rapidly evolving access to Library services, developed a book of the decade polling series on social media, created a book talk video, and curated lists of suggested reading materials for the current political moment.

Technology and Innovation



The Media Commons continued its strategic expansion and enhancement of studio facilities for audio, video, and 3D content creation in FY20. This infrastructure push was accompanied by continued expansion of campus partnerships with instructional and technology support units. The primary outcomes of this work included acquiring a significant virtual and augmented reality grant from campus Technology services, piloting a new loanable technology service, and expanding instructional support partnerships with the College of Media and other units. As with many other library services ties to physical space, use of the studios was significantly impacted by the COVID pandemic and the closure of campus.

As a part of a campus-wide VR@Illinois effort, the UGL partnered with the Grainger Engineering Library and CITL on a grant to expand teaching and research support for virtual and augmented reality. The Media Commons role in this partnership focused on three areas: purchasing loanable VR technology for faculty research and student classroom work; converting the video studio into an immersive technology 3D capture space; and reviewing and supporting faculty and graduate student research made possible through a grant application process run by the VR@Illinois group. The impacts of this work include expanding campus capacity for research in VR, supporting student technology RSOs and courses working with VR technology, and preparing spaces for faculty to demonstrate and capture innovative teaching and research techniques occurring within VR.

In the area of 2D media content creation support, the Media Commons launched a self-use video booth in Fall of 2019. This room builds on the successful model of the self-use audio studio to provide students with a quicker, easier way to produce high-quality video content. Even though the service didn't launch until October of 2019, it still had almost 150 bookings by the end of the calendar year.

In response to ongoing requests for more expensive, higher-end media creation tool, the successful Loanable Technology program was expanded with the addition of a Pro-Gear Rental service in Spring 2020. This service provided professional grade camera kits, lighting rigs, audio capture setups, and more comparable to those offered through professional services, but at a fraction of the cost. This service unfortunately launched just prior to the pandemic, and only saw limited use. It is currently being examined for a possible soft relaunch in FY21 based on the physical availability of services in the coming year.

Demand for media production instruction and classroom support continued to rise in FY20. The Media Commons instructional capacity, unfortunately, took a significant hit when the primary instructional AP staff member left in early Fall 2019. At the same time, the College of Media looked to expand their partnership with the unit, in support of a new Media Production minor. The Media Commons arranged for a pilot program of expanded support for this minor, and continues to evaluate both its efficacy and applicability to other potential campus needs.

Finally, the Media Commons began discussions with the Scholarly Commons to identify areas for partnership in planning for the library building project. Specific areas of focus in FY20 included shared classroom space needs, consultation support models, and areas with shared staffing needs.

Progress on FY20 Goals



Pilot a dual-use instruction space/student computer lab. A space was created outside Room 289, and media editing software from Adobe was made available on it. The departure of the media commons instructional specialist in early Fall 2019 and the COVID pandemic in Spring 2020 resulted in little progress on hosting classes or workshops in this space. Given the impending move to the Main Library, this project will likely be discontinued.

Develop additional online instructional materials to support those instructors unable to schedule in-class instruction. This project was accelerated in Late Spring and Summer 2020 to plan for all-online courses. Online content and teaching methodologies were developed for Rhet, CMN, and ESL classes, and an interactive tutorial/quiz was developed for the ESL classes.

Develop a workshop series on all aspects of media production. Student Adobe Ambassadors hosted informational sessions on the use of the Creative Cloud software. The loss of the media commons instructional specialist resulted in a lack of resources to launch a full program. This remains a target for the unit, with potential collaborations from CITL and student groups required to make up for the staffing shortages in the Media Commons.

Create a Media Commons space design and layout proposal. Discussions with the Scholarly Commons on designing a joint space in the Main Library were productive, and will continue into FY21.

Start Phase III of Media Commons spaces and services. The loss of the media commons instructional specialist also impacted this goal. Some progress was made on designing more guides for use of spaces in the Media Commons, and technology use and media production guide work was begun in Summer 2020.

Finish implementation of the high-end technology program and assess progress. The program was launched in Spring 2020 and saw limited use before the COVID pandemic effectively shut it down.

FY21 Goals



Create a combined Technology Commons vision for the Main Library Building project. Accelerate talks with the Scholarly Commons and Library IT on planning for the move into the Main Library, and designing technology spaces which meet the needs of both the Media Commons and Scholarly Commons. Investigate how to leverage what we've learned from the self-use booths into the design of smaller media creation spaces in the main library. Investigate options for a management and staffing model which helps both units accomplish their goals.

Develop more online DIY Technology Guides for Students. Enhance student's ability to use both their own personal devices and equipment from the loanable technology pool to create quality multimedia projects. Create guides on both the planning process for developing student projects as well as tips for using the technology itself.

Expand and Mainstream Online Instruction. Assess and analyze the new programs for Freshman Composition classes, and examine which elements of online instruction should be carried forward long term.

Fill Staff Vacancies. By the end of FY20 the UGL had one Faculty member, the lowest amount ever, and a key vacancy in the Media Commons. All of these positions have traditionally been relied on to drive instruction, research, and technology programs integrating UGL resources with campus teaching and learning. The vacancies, combined with the new demands to deliver services remotely, have severely limited the ability of the unit to provide these core services.

Develop a shared vision for Undergraduate Services in the Main Library. The planned move into the Main Library during Spring of 2022 will require a significant amount of planning to determine how to provide a continuing high level of service to undergraduate students. Discussions with colleagues in the Main Library will need to account for all staff and all services, and analyze how best to match individual expertise with forward-looking service needs that match the long-term vision of the library building project.

Statistical Profile

1. Facilities

User Seating	TOTAL: 1532 available seats
a. At 239 tables <ul style="list-style-type: none"> • rectangular • round café • square 	937 seats (1-8 at a table)
b. At carrels	106
c. Informal (big chairs/couches) <ul style="list-style-type: none"> • 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 2019	117

Spring 2020	117 (until Spring Break)
Summer I and 2 2020	0

2. Personnel

Direct Services	Undergraduate Library FTE
Professional Staff, FTE (at end of FY20) 1 Associate Professor, 3 Academic Professionals	3.0
Staff, FTE 5 library specialists; 4 senior library specialists, 2 library operations associates	11
Graduate Assistants, FTE	4.00
Students, FTE	5.8
Personnel	
Susan Avery (Faculty) (retired Summer 2020)	-
Jim Hahn (Faculty) (left January 2020)	-
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

Joshua Hollingsead (Senior Library Specialist)	1.0
Gregg Homerding (Library Operations Associate)	1.0
Michelle Self-Ballard (Library Operations Associate)	1.0
Mitch Loyd (Library Specialist)	1.0
Stefanie Postula (Senior Library Specialist)	1.0
Tiffany Brenneman (Library Specialist)	1.0
Pam Ward (Library Specialist)	1.0

Student Wage Budget

- \$105,247.74 coverage for regular shifts (equals FTE 5.8), including finals late night coverage

3. User Services

- a. **Gate Count FY 2020 Gate Count Annual Extrapolation = 685,460 (Extrapolation data from annual report stats taking into account Spring semester closure)**
- b. **Circulation Statistics (without reserves)**

	Charges	Renewals	Discharges
July	2257	1928	2567
August	3749	1660	2993
September	6458	2607	5889
October	7048	2959	6809
November	5261	2545	5256
December	4386	2549	5155
January	3517	1813	3114
February	5554	2386	5151
March	3032	1900	3098
April	44	778	93
May	58	669	110
June	39	368	1413
Total	41403	22162	41648

- c. **Call Slip Statistics:** Filled 5068 requests

d. **Loanable Technology**

	Out of Library	In Library	total
Fall 2019	3334	7464	10798
Spring 2020	1567	3098	4665
Total for two semesters	4901	10562	15463
	Unique Classes	Academic Departments	Percent of Departments
FY20 Class Support	unknown	101	54%

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 2020	456	825	13	58

For the past year, the READ scale breakdown was as follows:

1= 604 (53.4%) 2=471 (41.64%) 3=42 (3.71%) 4=10 (.88%) 5=4 (.35%)

f. **Instruction Statistics/UGL Total classes 151 and participants 2444**

<i>Semester</i>	<i>Classes</i>	<i>Students</i>
Fall 2019	151 FY20	2444 FY20
Spring 2020	Cancelled	Cancelled

Libguide Use: undergrad@library.illinois.edu account

	<i>FY'20</i>
Usage	285,199 views
Total guides	185

g. **Media Commons Statistics**

	Self-Use Video booth	Video studio	Audio Studio	Self-Use Audio Booth	Presentations	Live events	Consultations	Photo Shoots
FY '20	65 Appts	16 Appts	215 Appts	457 Appts	17 FA		10 FA	

h. Cataloging Projects:

- Labels Board Game labels – 68, Periodical labels - 74
- Transfers About 270 items sent to HPNL
About 170 items sent to MPAL
- Stacks Transfers Estimate of 22,000 items transferred to the stacks
- Withdrawals 122 DVDs
- Binding Sent 1,119 Graphic Novels for digicovers
- Preservation Repair 121 items sent to preservation for binding