SOCIAL SCIENCES, HEALTH, AND EDUCATION LIBRARY
ANNUAL REPORT, July 1, 2020– June 30, 2021

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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. Beginning in June 2020 SSHEL civil service staff returned to on-site work in order to provide access to print material and to assist by scanning chapters of print material needed by library users. Most of the librarians continued to work remotely from home throughout FY21, relying extensively on technology to connect with library users, support the transition to providing ebooks whenever possible through purchases, and offering chat service, email reference, online instruction, and online research consultations. Training and mentoring of new and continuing graduate assistants was challenging, but continued throughout the year.

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); 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 through online services. Provided delivery of print material through the Main Library locker system beginning in spring 2020.
- Two large gift collections were searched with many unique volumes being added to the Library's collections; many small or individual donations were also searched and processed.
- Filled vacant graduate assistant positions to ensure the continuation of high quality services to library users.

Contributions to Library-wide Programs

SSHEL librarians and the Library Operations Associate contributed to the central Reference Hub services for virtual reference assistance. SSHEL librarians provided online Savvy Researcher workshops and other online sessions for cultural houses on campus, and groups of students on campus, such as undergraduate political science students. Librarians also provided training during the fall 2020 orientation for Library graduate assistants.

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

Services and Access

Staffing: Two new graduate assistants were hired in FY21 and trained prior to the start of the semester in which their appointment began. Training was virtual but covered most of the same content as in-person training typically does. Center for Children's Book graduate assistant Anna Wiegand was hired on an hourly basis in spring 2021 to pack new books from the Center and send boxes to SSHEL for processing.

Reference activity: During the 2021 Fiscal Year, the Social Sciences, Health, and Education Library answered a total of 478 reference questions. The majority of these questions were answered through email (65%). The second most favorable method for asking questions was IM/Chat (16%), followed by telephone (9%) and online consultations (9%). An average of 9 reference questions were asked each week. In the two weeks that SSHEL North was open to the public this fiscal year, 438 visitors were recorded in SSHEL.

The busiest months for reference questions for SSHEL were September and October, with an average of 16 questions posed per week. The busiest day of the week was Tuesday with 108 questions (23%) asked that day, and Saturday was the slowest day. The most popular time of day for reference questions was 5-6 pm, with 61 questions (13%) answered during that time frame.

The majority of questions answered were classified as providing research assistance to the library user, 232 total questions (49%). This was followed by queries about library policies and services (15%) and finding specific library materials (13%). 361 questions related to SSHEL subject areas were answered, with education related questions constituting the majority (49%), followed by questions related to library and information science (34%). A total of 137 in-depth research questions (29%) were recorded this year, with staff spending 30 minutes or more assisting the patron.

Total Reference Questions	478	
In-Person	2	0%
Telephone	43	9%
IM/Chat	78	16%
Email	310	65%
Online Consultation	43	9%
Time Spent Answering Questions		
< 5 Minutes	77	16%
5 – 15 Minutes	129	27%
15 – 30 Minutes	132	28%
30 Minutes – 1 Hour	112	23%
1 – 3 Hours	22	7%
More than 3 Hours	3	0%

Course Related and Other Instruction: Visiting students and scholars from China and Kazakhstan were given online library orientation through affiliated programs. Formal library presentations were made to 197 groups, with a total of 4,943 participants. This is a decrease of 1,600 participants from the prior year, which may be attributed to the pandemic and those classes which prefer on-site visits to the Library. Of the participants, 77% were graduate students, 19% were undergraduate students, and 4% were others. 249 individual research consultations were held with students and other researchers. This is a slight decrease in research consultations from the prior year.

Website Activity: According to SSHEL's Google Analytics account, there were over 77,000 page views of the SSHEL website and over 59,000 unique page views. The home page received over 21,000 hits.

After the SSHEL homepage, the most popular pages were, What is Folklore?, Education, Education Standards, Sociology, Labor Unions, Political Science, Psychology, and Social Work, and Geography.

The School Collection: Children's Literature at the Social Sciences, Health, and Education Library site saw nearly 11,000 page views. Some of the most popular pages include Challenged Books, Dr. Seuss, and a guide on researching children's books.

The S-Collection Blog had over 17,000 page views with nearly 16,000 unique visits. The most popular new blog post in the last year was published in August 2020 and discussed activism in children's literature.

The most popular SSHEL LibGuide was the Blind/Visual Impairment guide, with over 24,000 views. Total views for SSHEL LibGuides increased by 18% from 127,000 in FY20 to over 154,000 in FY21. SSHEL created 8 new guides, including guides on Sociology Research, Cerebral Palsy, and Game Design.

We continue to grow engagement on SSHEL's Facebook (FB) page. In FY21 our FB page participated in National Library Week and Picture Book Month.

Circulation: SSHEL ranks fourth in circulation among the UIUC libraries for FY21 (after Main Stacks, the Undergraduate Library, and Oak Street) based on charges and renewals. The multidisciplinary nature of the collections is popular with library users, accounting for the high use.

Collections

SSHEL acquires print material extensively due to the social sciences publishing patterns, but during the Library closures 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 collections ranging from 25-300 volumes donated by retired faculty, alumni, and other campus programs. These included vintage children's books; special education and other education books; schoolbooks; and ongoing donation of sports and fitness books from Human Kinetics publishers.

Support/Ancillary Activities

Cataloging: A total of 1,108 items were cataloged, through a combination of original and copy cataloging. Three hundred fifty-eight items were reclassified due to record errors,

and six added volumes were processed for existing records. These figures are lower than the prior year due to the closure of the building, a reduced on-site workforce, and the pandemic transition to ebooks when available. Gennye Varvel catalogs recently acquired material from the Center for Children's Books (CCB) typically around 2,000 titles, Andrea Black provided additional cataloging support for cataloged books transferred from CCB and other material as needed.

Fourteen new tests were added to the test collection, six tests were revised, and 520 additional components processed for existing tests. Library Specialist Andrea Black processed gift tests which reduced the backlog.

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

While some initiatives were implemented in FY20 to address pandemic closures and remote work, in FY21 the focus was on maintaining services, and planning for the reopening of libraries.

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 361 reference queries. Education (49%) and library and information science (34%) 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. Due to library closures, exhibits and events were not provided during FY21.

Additional Topics

- In FY21 SSHEL librarians provided several online Savvy Researcher workshops on topics of interest to the social sciences and about research methodology.
- Librarian Yali Feng met with three groups to discuss using library resources to learn about Chinese culture and language, and provided one session on remaining calm during the pandemic and its anti-Asian violence.

Major Challenges

During FY21 the major challenges were the library closure due to the pandemic, loss of staff positions, and maintaining services while 75% of SSHEL personnel worked remotely. 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. With the proposed move of SSHEL from a space of over 19,800 square feet to a space of less than half that size, the need to relocate workspaces and transfer large segments of the collections is causing some stress and anxiety.

The resignation of Library Specialist Andrea Black in August 2021 is causing a major shift of a full-time position's workload to others in SSHEL. Notably, Gennye Varvel is now managing library catalog record corrections and processing incoming material. This entails processing about 7,000-8,000 new print books in SSHEL each year. Librarians are handling all orders, which takes away from direct patron services. Orders for unique material, which characterize a research collection, are being given lower priority due to the additional effort to place specialized orders. The Library Administration's decision to not fill this position in SSHEL is adding to workload and stress, and undermining other library services.

A large donation of testing material from the School of Music is anticipated in fall 2021 for the SSHEL test collection. This material would have been processed by Andrea Black, however, with that position unfilled, these specialized, unique items will have to remain in a backlog until staffing becomes available.

Goals and planning
Last Year's (FY21) 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
- Implemented website analytics for the S-Collection webpages

II. Next Year's (FY22) Plans and Goals

Plans and goals for next year include the following:
- Continue high quality services despite staff reductions
- Advocate for filling vacant library specialist position
- Continue to adjust services to reflect needs shown in hourly statistics
- Expand outreach through instruction, programs, and marketing efforts
- Assess the balance of librarian assignments due to changes in personnel

- Plan for the reduction in SSHEL's space by more than half, and relocation of personnel, collections and services due to the Library building renovations and relocations

III. Graduate Assistants
Number and funding source of Graduate Assistants
There were four graduate assistant positions in SSHEL during FY21. 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 FY21
- Provided reference assistance 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
- Searched titles against the catalog and recommended purchases from reviews in a variety of journals and publisher catalogs
- Assisted with maintenance of the SSHEL website
- Searched titles against the catalog, and the CCB Gift Books list and made collection addition recommendations
- Selected new books from lists prepared by the Center for Children's Books (CCB) for SSHEL (928 books); 692 were added to the Library collection
- Evaluated and selected titles in *Choice* to be referred to subject librarians

- Updated SSHEL map in Publisher software
- Wrote Curriculum and S-Collection annual reports for prior fiscal year
- Recommended purchase of new textbooks for the curriculum collection
- Managed reference statistics: used Desk Tracker and Microsoft Excel to create reports for annual report
- Created supplemental teaching material for qualitative data analysis software workshops (QDA software matrix and sample projects)
- Taught two workshops about Taguette, a free QDA software. Attended Atlas.ti, NVivo, and Starting with QDA workshops with Jess Hagman (helped with answering questions)
- Created a series of instructional videos for Taguette, including videos on starting with Taguette, importing documents, exporting, collaborating, coding, and qualitative data analysis in Google Sheets
- Provided bi-annual maintenance of subject guides, including writing new reference annotations, checking for correct links, and suggesting new and relevant material
- Reviewed publisher's catalogs and journals, including the *Bulletin for the Center for Children's Books*, for collection development
- Created transitional training documents for new graduate assistants
- Wrote monthly blog posts for the children's literature blog, as well as social media posts to advertise each blog entry
- Compared donation and class lists to materials in the collection for collection development purposes
- Reviewed textbooks currently used by schools in Illinois and recommended some for purchase to enhance the collection
- Provided extensive research assistance to a professor emeritus over the phone
- Researched and compiled statistical data on SSHEL acquisitions from the CCB from the last 30 years
- Compiled metadata to form a master list of books pertaining to qualitative methods in SSHEL's collection

GA Perception Quotes:
GA1: "My graduate assistantship with SSHEL has been invaluable, and I consider it an integral part of my MLIS degree. At SSHEL, I was fortunate to be able to be involved in a range of experiences. I learned fundamental reference skills. Helping people in-person in SSHEL North helped me practice the reference interview and was one of my favorite parts about working in SSHEL. I loved being able to speak with students and help them with their projects. I also received ample experience providing reference through chat. This was a skill that didn't come naturally to me, and I was grateful for the training, feedback and support provided both by SSHEL supervisors and the general GA trainings. I also participated regularly in website maintenance and creating library guides. I'm

grateful that I was able to learn how to use Springshare to create guides, and several librarians gave me tips on how to make better guides. Overall, I was grateful that I could see how an academic library works, as I'm hoping to work in a similar capacity in the future. GA meetings were also beneficial, and they felt like learning experiences, especially with the invited alumni who spoke with us about their own experiences.

Beyond the more daily librarian tasks, I was also very grateful to do a few extra projects. I enjoyed working with Cindy Ingold on the multicultural exhibits and bulletin boards. I think bringing issues of diversity and equity to library spaces is so important, and I enjoyed designing displays around these issues. Additionally, working with Jess Hagman on the qualitative data analysis software workshops was an irreplaceable experience. Before, I felt unconfident in teaching workshops, and I also did not know much about qualitative analysis. Jess was with me every step of the way, and she provided useful feedback, opportunities to practice, and demonstrations on how to teach an effective workshop. Moving forward, I feel more confident in teaching workshops, and I'm so grateful for that opportunity. Similarly, I enjoyed learning different qualitative data analysis software, and it was a good chance for me to quickly learn a software, and then be able to explain it to others.

In many ways, I felt like my time at SSHEL was even more valuable than my classes. Nothing can replace real-world experience, and I am appreciative I could work with ambitious and capable librarians. Moreover, the librarians were always willing to discuss their jobs and give tips and feedback. Everything I did felt like a learning opportunity. I was particularly grateful to work at SSHEL, which has a strong culture of helping patrons in a personal, friendly, and attentive way. I hope to carry that "good customer service" approach with me into my future profession. I would definitely recommend the graduate assistantship to any incoming prospective student and am so appreciative for my own assistantship!"

GA2: "As both the S-Collection Graduate Assistant and the Curriculum Collection Graduate Assistant moving through the pandemic-induced transition from on-site to remote work, I have had been in a unique position to participate in many different facets of librarianship. I cannot speak highly enough of the quality of experiences being a graduate assistant in the Social Sciences, Health, and Education Library (SSHEL) provides.
When on site, I had the opportunity to apply lessons learned in my courses on reference and reader's advisory to real reference interactions in person, on the phone, and via email, as well as over chat. These skills continued to be enforced even after the move to remote work, when chat interactions became the primary form of communication with patrons. Through writing monthly posts for t-201he children's literature blog, I provided a form of remote reader's advisory. These experiences will prove valuable in my future endeavors as a librarian, providing a strong foundation on which to grow.
Another fundamental aspect of librarianship that I was able to practice was collection development. By reading publisher's journals and reviews, I selected recommended children's books to add to the School Collection. I also researched textbooks currently in use in Illinois schools in order to enhance the Curriculum Collection. Over the summer, I

evaluated the appropriateness, timeliness, and usefulness of reference materials as part of the annual weeding process in SSHEL. As these were my first experiences with collection development in a professional setting, I learned a lot about good practices in maintaining a relevant collection.

Additionally, I have worked on many projects pertaining to the general functionality of the library, including print and online guide revisions, website maintenance, contributing to the annual report, searching call-slip requests, and various other collaborative and individual projects. Each of these has contributed to my knowledge of library and information science.

I am incredibly grateful for the time I spent working in SSHEL. It added a depth and richness to my overall graduate school experience that I do not think I would have found elsewhere. I received unending support and made many professional connections. I feel very fortunate to have had this opportunity."

ANNUAL REPORT STATISTICS: FY21

Unit: Social Sciences, Health, & Education Library (SSHEL)

COLLECTIONS	Held Last Year	Gross Added	Transfer Out	Withdrawn	Net Added	Held This Year
Cataloged Volumes	82,647	2,694	714	6	1,974	84,621
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	9,170	14	0	0	14	9,184
Serials-Total	994	31	12	0	19	1,013
a. Journals	601	25	12	0	13	614
b. Continuations	393	6	0	0	6	399

ANNUAL REPORT STATISTICS: FY21

Unit: SSHEL Curriculum Collection

COLLECTIONS	Held Last Year	Gross Added	Transfer Out	Withdrawn	Net Added	Held This Year
Cataloged Volumes	55,871	43	0	0	43	55,914
Uncataloged Pamphlets, Etc.	0	0	0	0	0	0
Uncataloged Materials (see notes*)	764	0	0	0	0	764
Microfilm Reels	0	0	0	0	0	0
Microfiche, Print, Cards	0	0	0	0	0	0
Computer Files	132	0	0	0	0	132
Graphic Materials	763	0	0	0	0	763
Audio Materials	72	0	0	0	0	72
Film and Video Materials	83	0	0	0	0	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: FY21						
UNIT: SSHEL School Collection						
COLLECTIONS	**Held Last Year**	**Gross Added**	**Transfer Out**	**Withdrawn**	**Net Added**	**Held This Year**
Cataloged Volumes (see notes#)	182,239	1,793	0	0	1,793	184,032
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	1	0	0	0	0	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: FY21

Unit: Social Sciences, Health, & Education Library (SSHEL)

Notes

 *No items were withdrawn this year due to remote work during the pandemic.

#Includes 245 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: FY21		
Unit: Social Sciences, Health, & Education Library (SSHEL)		
Direct Services		
Number of formal library presentations to groups (generated from internal records) §		197
Number of participants in group presentations (generated from internal records)		4,943
Number of individual instruction appointments		249
Number of practicum students/independent studies		0
Total circulation (initial 2,585 and renewal 986)		3,571
Total manual circulation		1
Reference and directional transactions (Actual total)		478
Reference questions	(Actual annual)	469
Digital reference questions	(Actual annual)	478
Directional questions	(Actual annual)	9
Head count	(Actual Annual Gate Count)	0
A. Fall	(Gate Count from sweeps week data)	0
B. Spring	(Gate Count from sweeps week data)	0
Number of hours open weekly		
A. Summer II 2020		0
B. Fall 2020		0
C. Spring 2021		0
D. Summer I 2021		15

§ *Instruction from SSHEL and LIS is included in this total.*

Note: Due to Covid-19 closures, head counts ceased as of March 21, 2020-June 13, 2021.

ANNUAL REPORT STATISTICS: FY21

Unit: Social Sciences, Health, & Education Library (SSHEL)

Personnel (As of Aug. 16)	
Professional Staff, FTE	6.51
Graduate Assistants, FTE	1.34
Staff, FTE	4
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 2018-May 2019; 100% visiting faculty May 16, 2019-)	Aug-18	
Yali Feng (100% visiting faculty, August 2019-May 2020; tenure track faculty, August 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	
Yoo-Seong Song (75% Aug-Dec 2018; 51% Jan 2019-)	Aug-12	
GRADUATE ASSISTANTS		
Gabby Borders (33%)	Aug-19	Aug-21
Dani Carmack (33%)	Aug-19	Dec-20
Amalia Dolan (33%)	Jan-21	
Charlotte Dorsey (33%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection	Aug-19	Aug-21
Zoe Nepolello (35%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection	Aug-20	Dec-21
CIVIL SERVICE EMPLOYEES		
Andrea Black (100%)	Jan-18	Aug-21
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	
SPECIAL PROJECT EMPLOYEES		
Anna Wiegand (graduate hourly; 2-4 hours per month)	Jan-21	