Background
The Library’s Executive Committee charged the Social Sciences, Health, and Education Library (SSHEL) Implementation Team in September 2011 to develop a services, staffing, collections, operations and facilities profile for a unit intended to provide support for research, teaching and learning in the applied health and social sciences, education, and geography. The Social Sciences, Health, and Education Library will take a trans-disciplinary approach to library services by integrating collections that support research and teaching across these subject areas and developing services that support problem-based inquiry into the cross cutting issues that bridge these disciplines. Located on the first floor of the Main Library, the Social Sciences, Health, and Education Library will include technology rich user spaces supporting collaborative work in the spaces currently occupied by the Business and Economics Library (SSHEL South) and the Education and Social Science Library (SSHEL North). The Social Sciences, Health, and Education Library will be further supported by positions based in the unit that focus on behavioral sciences, health sciences and informatics, and other social sciences, including education.

The work of this Team builds upon the work of two prior planning teams: the Social and Applied Health Sciences Planning Team and the Health Information Services Planning Team. Links to the reports from those teams may be found on the New Service Model Programs website (http://www.library.illinois.edu/nsm/). The final recommendations appearing in this report reflect the Library’s user-centered mission to provide services and access to a broad array of resources. Librarians serving Business, Economics and the School of Labor and Employment Relations engaged in a parallel process to implement a new model of service to those disciplines defined by participation in Library-wide reference and instructional programs, embedded services, and collaboration with Funk-ACES, Grainger and other library programs to support business-related research across campus. Some of those recommendations and decisions affect the recommendations included in this report.

A final report was submitted on March 1, 2012. Subsequent feedback from the Library Executive Committee on April 13, 2012 asked the Team to address the following topics which are now incorporated into this report.

- Reference Services – The demand for in person reference services in both ESSL and AHS has declined steadily in recent years. This decline has been offset by an increase in Library-wide chat reference activity. This is a key opportunity to plan how we will most effectively deliver subject specialist reference services as an essential element of the Hub Model developed in the Reference NSM, rather than by duplicating elements of it. With this in mind, please revise the service
profile to address how SSHEL will further develop tiered reference and referral services offered within the context of the hub.

• Space - Feedback from constituents gathered by earlier planning teams suggested that spaces for collaborative work were a high priority. The current space plan, which intermingles study spaces and collections, does not clearly address this need. The opportunity to reconsider space occurs infrequently, and the University Library should make its investments in space renovations effective over the medium-term. Please consider how the growing need for spaces that support collaborative work, reference consultation, and other emerging or experimental needs might be addressed. Rather than mirroring the same set of services (and staff) on both sides, consider opportunities to create zones that could be open for extended hours (for instance, during finals) while others were closed. Conversely, there may be slower times of the year (e.g., Winter Break) when some portions of the space can be open to the public without a full complement of staff. Concerns about having a visible area be dark could be ameliorated by lights on timers.

• Collections – With the Main Stacks nearby, users increasingly choosing to request materials from the catalog, and more and more materials becoming available online, other departmental libraries in the Main Library such as IAS have opted not to have any circulating collections or have radically downsized their circulating collections (HPNL and Literatures and Languages). Please readjust your selection criteria to reduce overall collections in SSHEL by 25% from (121,470 vols. to 91,100 vols.) with a goal of continuing to reduce physical holdings over the next 5 years. Recent data showing the percent of items in circulation (14% of the general collection, 1% of the s-collection, and 5% of the s-collection storage in Fall 2010) suggest that serious consideration should be given to bringing the criteria for S-Collection materials into closer alignment with the more heavily used materials in the rest of the collection. Also, in figuring the shelf space needed for S-Collection materials, the volume size should be figured at 0.5 to 0.75 inches to account for the smaller size of volumes on average.

• Staff - Overall, the proposed staffing complement seems excessive, especially since the size of the physical collection will continue to shrink. In particular, we are concerned about the request to have two circulation supervisors, as well as the positions whose functions duplicate (or double-check) work done centrally. The Library can’t sustain this duplicative effort, so we recommend reducing the number of classified staff to four, readjusting the staff assignments, and considering opportunities to look at higher impact roles for staff as the need for collection maintenance activities diminish. In, the meantime, ESSL may want to submit a request to the Budget Group to fill one of the upcoming vacancies due to retirement on a short term basis to help bridge the transition when there will be a heavy load of processing work and to ensure adequate coverage during the brief period before AHS closes. Please consult with technical services unit
heads to determine workflows for reporting inaccuracies and phasing out duplicative functions and include the recommendations in the revised final report.

- Special Collections – Please consult with the University Archives regarding a plan for the disposition of the Avery Brundage materials and include the recommendations in the revised final report

- AHS closing - A closing date for the AHS Library needs to be established for purposes of external communication and internal planning. It would be preferable to set a closing date that coincides with the end of a term. EC therefore suggests that the AHS Library close to the public on August 3, at the end of Summer Term II.

- Overall, we would like to ensure that you take full advantage of this opportunity to reimagine Library services and spaces in the new SSHEL Library by giving full consideration to new and emerging needs as evidenced through conversations with constituents, changing trends in usage data and the good ideas shared by colleagues and campus faculty during the SAHS and SSHEL planning process.

- Please submit a revised version of the SSHEL Final Report to the University Librarian by May 15. In the meantime, please continue to proceed with transfers and space renovations as outlined in the report (or in accordance with revised criteria and targets, as those are set).

**Vision for the Newly Integrated Social Sciences, Health, and Education Library**

The foundation on which the Implementation Team based its work started from the Planning Team’s recommendation that SSHEL offer a physical and virtual environment that supports research, teaching and learning in all disciplines in applied health sciences, education, the social sciences (including geography), and library and information science. This space should become the “third” space, for students and faculty, after their residences and classrooms, where they feel comfortable, secure, and welcome, as well as a place where students come for resources and services in their subject areas. Students will fill this dynamic library and engage with print and online sources in the social, behavioral, and applied health sciences, consulting with librarians, using technology, and studying in spaces designed for individuals and groups. Those who enter the library (either physically or virtually) will be confident that questions of all categories and types will be answered, whether they are advanced questions that require a consultation with a subject specialist, or less complex questions that can be answered either at the newly formed library’s service desks or at the Main Library Information Desk. The aesthetic appeal of the main reading rooms on each side of the Marshall Gallery will be maintained by keeping sight lines open, emphasizing the grand size of these rooms, and installing furnishings in keeping with the time-period while still offering the latest in technology.

Librarians, staff and graduate assistants will collaborate to share expertise in all disciplines covered in the new library, so that users will have improved service in all of
the represented disciplines, for longer hours than the individual units could previously provide. In this new unit, librarians will work together to provide new services, instruction, and broad collections to meet the interdisciplinary needs of our users. Librarians will retain their subject expertise and maintain close liaison relationships with teaching departments in developing responsive collections, supporting research and teaching, and promoting the library’s collections and services.

In reaching the recommendations to implement this vision, the Team created two smaller groups to focus on services and staffing, and on collections and space. The two groups identified information needed, collected data, and developed recommendations to be discussed by the entire Team. Throughout discussions, services and resources needed by the users of this newly configured library were the primary rationale for making recommendations. To address the April 13 directives from the Executive Committee, the Team met as a whole between mid-April through mid-May. It was decided that a survey to constituent user groups would be distributed during this period to gather feedback about service, collection, and space needs. Additional reports were gathered regarding collection size to inform recommendations, and a plan for tiered reference services was developed. Adjustments to staffing recommendations appear in the body of the report. An attachment related to the Avery Brundage collection describes the disposition plan developed in consultation with the University Archivist. This final report reflects survey feedback, thoughtful discussions, and an overarching commitment to the provision of high quality services, collections, and space for library users.

Membership:

- Team Leader: Nancy O’Brien, Head, Social Sciences, Health, and Education Library (when formed)
- Administrative Liaison: Tom Teper, Associate University Librarian for Collections
- Mary Beth Allen, Applied Health Sciences Librarian
- Kathleen Kern, Reference Research and Scholarly Services Librarian
- Lillian Morales, Applied Health Science Library, Library Specialist
- Lisa Romero, Communications Librarian
- Lynne Rudasill, Global Studies and Political Science Librarian
- Sue Searing, Library and Information Science Librarian
- Beth Sheehan, Visiting Social Work/Anthropology/Sociology Librarian
Summary List of Recommendations

In order to meet the service, collections, and space needs for the new Social Sciences, Health, and Education Library, the implementation team makes the following recommendations:

- Develop a cohesive website for SSHEL that incorporates social media, and links to subject and interdisciplinary resources and services. This website will be phased in to coincide with the developments related to facilities renovations. Photos will be posted to the website to chronicle the transition. In keeping with the Library’s commitment to accessibility, our intent is to make this site as accessible as possible. NSM funding was provided to initiate website design based on user input via an online survey and focus groups (May 16-June 30, 2012).

- Investigate and implement self-check out stations in SSHEL South.

- Implement a services desk on the north side of SSHEL that will incorporate tiered information services in this highly visible first floor location. A detailed description of tiered services appears in Appendix 9.

- Implement a circulation desk on the south side of SSHEL with space for staff, self-check services, and facilities to support central library virtual reference services if space permits. The establishment of a virtual reference desk in the Main Library is in keeping with the recommendation of the NSM Reference Services team. Its location in SSHEL will provide opportunities for staff from the Undergraduate and Main libraries to develop expanded services to users who interact virtually.

- Provide group collaboration space with technology in selected areas of the SSHEL.

- Provide a broad spectrum of analytical software at designated workstations in SSHEL North.

- In coordination with Central Access Services and CAM, determine a specific date for new material being added to the general SSHEL collections to be cataloged in Library of Congress classification. The Curriculum and School collections will continue to be cataloged in Dewey due to the need to mirror collections in school and public libraries for the users of these collections. Classification in Dewey is common practice in academic institutions for curriculum and juvenile collections. Anticipate that the change to LC classification will occur on a date within 2 to 4 weeks of the opening of the new SSHEL facility in order to identify a section of its stacks space for material in the new classification. Reclassification of the SSHEL reference section will occur at the same time. The Team proposes that materials currently in source library collections remain classified in Dewey. While this means that the unit will support dual-classification systems for a time, we
anticipate that, over time, sufficient materials will be moved to the Stacks or Oak Street to reduce the burden of reclassifying the entire collection. Older items transferred to Main Stacks or Oak Street will be accessible via Dewey or LC classification.

- Establish criteria for collections to be included in the new library. General practice is to have the last five years of circulating or published material retained in the general SSHEL collection. The initial criteria for items from general collections to be included in SSHEL will be (a) publication date of 2007 or later, (b) evidence of circulation from 2007 or later. A continual process of transfer of older and lesser used material will be implemented for this print-rich collection, with ongoing evaluation of collection use.

- The last ten years of published textbook material will be maintained in the Curriculum Collection due to the nature of its content and use. It is more important to have recent classroom material available for students in teacher education programs. Circulation and publication dates for the past ten years of curriculum guides will be used for the moving wall for transfers, however to address teacher education needs. This collection supports teacher education accreditation.

- The last ten years of published or circulated material will be maintained for the School (S) Collection. This recommendation is based on consultation with the faculty in the College of Education and Graduate School of Library and Information Science. The longer time period for this collection reflects the heavy use of the collection, the need to reduce retrievals from storage facilities by consolidating material in the collection in a place where users can browse and retrieve items, and the recognition that this collection requires browsability due to its visual and thematic nature. This collection supports GSLIS and College of Education accreditation.

- Note: As reports were developed for these recommendations, it quickly became apparent that some titles in this Collection circulated over 30 times within a ten year period, and 20 titles have circulated over 170 times in ten years. This is a high use collection that supports a very active user group of teacher education and library and information science students. Snapshot data for circulation included in the April 13 directive from the Executive committee does not reflect the reality of 80.9 percent of the S-Collection circulating in the last 10 years.

- Integrate personnel from the Applied Health Sciences, Business and Economics, and Education and Social Science libraries to provide the best services to the affiliates of the new space. Staff and faculty spaces will be provided on both sides of the new library in order to maintain oversight of services and operations.
• Discuss reassignment of responsibility for collection development and fund management for geography from the Map Librarian to a designated librarian in SSHEL with a decision reached by FY14.

• Provide a robust training program for all categories of personnel that emphasizes the strengths of the many disciplines represented in SSHEL and establish a consistent system for referrals.

• Renegotiate gift and donor agreements where necessary. ESSL has several endowments, some of which may require changes in language to address organizational changes.

• Acquire major new e-resources as one-time purchases to support research in education, the social and health sciences.

• Engage in outreach and promotion throughout the transition period and beyond.

• Conduct formative and summative assessments based on quantitative and qualitative evidence from user surveys and existing data sources.

• In consultation with the Director of Library Facilities, Jeff Schrader, it was determined that the implementation process will incorporate two to three phases over a span of twelve to eighteen months. Summer 2012 will see the renovation of the space currently occupied by the Business and Economics Library. That space will be able to open during fall 2012. Fall and spring 2012/2013 will be used to renovate space currently occupied by the Education and Social Science Library, with final renovations occurring during summer 2013.

Specific recommendations are attached in the Table of Recommendations (Appendix 8)

Recommendations based on the Team Charge (See Appendix 1)

1. Develop a fully-integrated service profile for the new unit that: Draws on work of the planning team, as well as conversations with relevant campus communities, to further define existing and emerging needs of students and scholars in the social, behavioral and applied health sciences.

In response to Charge 1, the Team considered the work of the Planning Team (http://www.library.illinois.edu/nsm/social/sahs_planning/planning.html) and input from non-library members of the Team in particular who represented the concerns of their constituent programs. Current and emerging needs of students and scholars in all of the affiliated programs and disciplines were considered as the recommendations were developed. Assessment of services will further engage library constituents through surveys, focus groups, and similar mechanisms. An initial web survey distributed the week prior to spring finals provided a snapshot of user interests. The results of that
survey appear in Appendix 10. The survey results indicate that users prefer a variety of seating and study options, with more preferring individual study space than group study options. Based on that feedback, the team recommends a few areas and tables supporting group study space with many more options for individual study. A variety of seating options at tables, comfortable lounge seating, and individual study spaces will meet user needs. Additionally, the survey results emphasized the need for electrical outlets throughout the space, and that many users take advantage of space in the library to study. In fact, a significant number of individuals prefer to get research help in person (survey question 5).

Appendix 3 provides campus data for the primary users of SSHEL: 9,033 students and 416.39 faculty members. This provides the primary base for use of the SSHEL, but survey results also included responses from other departments and programs such as chemistry, theatre, French, nuclear physics, architecture, and advertising. First floor services appear to draw users from a wide range of disciplines.

Integration of librarians and staff serving the three programs specifically mentioned in the charge will occur as outlined. Geography collections were integrated into the Education and Social Science Library during summer 2011. As ESSL and AHS collections are merged, geography resources will automatically become part of the new library. Services and outreach to the Department of Geography were instituted within ESSL in fall 2011 with contact to the department head, through a newsletter tailored to the department’s needs (http://www.library.illinois.edu/edx/geography/geognewsarchive/Geography_Newsletter_Fall_2011.pdf), and through the development of a subject specific page (http://www.library.illinois.edu/edx/geography/index.html). Discussion of reassignment of responsibility for collection development and fund management for geography from the Map Librarian to a designated librarian in SSHEL should occur and be concluded by FY14.

Library and Information Science personnel will be integrated into SSHEL as follows. The LIS librarian and the LIS LOA will be located in SSHEL, but they will continue to maintain selected office hours in the LIS Building. It is anticipated that LIS personnel will contribute to projects and ongoing initiatives within SSHEL and/or participate in SSHEL’s commitment to the Main Library/UGL reference hub. Conversely, LIS services will benefit from collaboration with colleagues and graduate assistants within SSHEL. The parameters of this sharing, including the relationship of the LIS Virtual Library to the SSHEL website, will become more precisely defined as SSHEL services evolve.

The Communications Library will participate in the new model in two ways. The librarian and graduate assistant will provide virtual reference service to the Main Library Reference hub. The librarian will also provide training and orientation to communication and media resources to reference personnel participating in the Main Library reference services.
With the reassignment of responsibilities for the Department of Economics to SSHEL, the librarian who handles economics and Labor and Employee Relations (LER) liaison activities will become a member of the new unit. The synergies between the several disciplines in SSHEL make this a welcome addition since there are ties to nearly every program and economics, and there are strong ties with LER and organizational psychology, sociology, and human resource education.

SSHEL personnel will provide designated hours per week to the Main Library virtual reference service, Main Library on-site reference desk, and/or the SSHEL tiered information services in the SSHEL facility. Appendix 9 provides more detail about tiered services. Services will include tiered information assistance, referrals, office hours, research consultations, and so on. Depending on the subject area and other arrangements, some segment of information services may be provided as embedded hours on-site within the building where the liaison program is located. Evaluation of the effectiveness of these models and services will be undertaken on a regular basis. Routinely collected data related to reference interactions will be supplemented by periodic in-depth surveys to determine if user needs are being met.

Interactions and collaboration with other service units such as the Scholarly Commons, the UIC Library of the Health Sciences and the Funk ACES Library will occur through enhanced outreach and cooperative programs developed by new positions such as the Behavioral and Biomedical Sciences librarians as well as strengthened connections with existing positions and arrangements.

2. Work with the Assistant Dean for Library Facilities to develop a space program that fully integrates collections, services, user spaces and staff work spaces in the east wing of the first floor of the Main Library (i.e., the spaces currently occupied by the Business and Economics and the Education and Social Science Library).

Item 2 of the charge relates to the physical space to be occupied by SSHEL. Spanning two separate locations on each side of the Marshall Gallery, the new space offers both opportunities and challenges. In order to afford maximum opportunity for the facility’s success, the implementation team has avoided developing an overly proscriptive plan. This section describes what we believe should be in place in the new unit without attempting to specify an actual floor plan. We anticipate that the librarians and personnel in SSHEL will work with the Assistant Dean for Facilities upon acceptance of this report to develop floor plans. This should not hamper initial steps toward renovating the first phase of the SSHEL library as there will be little permanent construction on the south side beyond the circulation desk. Although highlights are below, a Space Program is included in Appendix 11 of this report.

- In keeping with the recommendations of the Planning Team, many services will be consolidated on the north side to provide assistance and in-depth services. Both sides will have to be monitored, however, so a less heavily staffed circulation desk will be available on the south side. Items with restricted
circulation periods, such as short term loan items (reference material that circulates for brief periods), multi-part objects, faculty copies of books, research methods books, statistical analysis guides, or other materials, can be consolidated into a Short Term Loan area in proximity to the north desk. Standard course reserves will be referred to the central reserves operations maintained by the Central Circulation or Undergraduate libraries. The reference collection will also be consolidated and located in close proximity to the north SSHEL service desk, preferably on low cases that will retain sight lines and the spacious feel of the main room.

- Room 106 (current location of the School Collection) will be converted to a library managed technologically-equipped instructional facility for general library use. An exterior door to the north/south/east corridor intersection will be provided with key access. A reservations system managed by the Main Library office will be supported with keys available for circulation in SSHEL for convenience, especially during night and weekend hours.

- Space for users will include small group study areas, at least two of which will be enclosed in spaces with clear panels to promote privacy while addressing security issues similar to the Collaboration Rooms currently found in the Undergraduate Library. Technology such as flat screen monitors will be available in the enclosed study spaces to allow for preparation for presentations and other collaborative work. Small group study spaces will be placed away from designated quiet study locations in SSHEL. Individual study spaces will be located throughout all main rooms of SSHEL in order to address user needs identified in the spring 2012 survey.

- Tables of varying sizes and heights will be placed in Rooms 100 and 101 for use by patrons. Preference will be given to placement of tables near exterior windows to enhance the aesthetic experience in SSHEL. Small groupings and individual comfortable lounge seating will be located throughout the spaces. Tables, comfortable lounge seating, and individual study tables will be placed in Room 112 to be designated as quiet study space. Room 112 will also hold the journal collection, which will add additional sound buffers to that large space. Similar seating and tables will be located in Rooms 100, 101, and 123 as space permits.

- Public computer workstations (28) will be installed in SSHEL, with 14 workstations per side. Sufficient outlets to support laptops or other devices will also be in place to support extensive use of electronic systems and services on-site.

- Space for adaptive technology or an accessible workstation area that includes adjustable tables, Clearview Magnifier, 24” or larger monitors, sheet feed scanner, head phones, and so on, to serve the needs of library users with disabilities will be identified and equipped.
• Current periodicals and five years of bound journals (when appropriate) will be retained and located in the north side of SSHEL.

• Exhibit cases will be located on both sides of SSHEL in order to facilitate marketing and promotion of the rich resources in the disciplines served by SSHEL.

• Room 100B will be designated as a space for microform material in 30 cabinets and restricted collections in 20 locked file cabinets. Microform scanning equipment will be purchased and located in this space. A large central table will be available for study use or occasional staff meetings.

• The Avery Brundage collection will be relocated to the University Archives. Because the Brundage collection has some non-circulating cataloged monographs, it is important that the Archives have procedures in place to address collections with both cataloged and archival-accessioned material. (See Appendix 8 for plan)

• The test collections will be located on the north side of the library in order to facilitate assistance from library staff.

• The general circulating collections will be interfiled in Dewey and located in SSHEL South with a circulation desk based on collection principles described above.

• In order to meet the directive from the Executive Committee to reduce the size of the circulating collections to 91,100 volumes, a decision was made to change the dates for the merged AHS and ESS collections to the last five years of published or circulated material. This yields a figure of 62,252 volumes. The guideline for the Curriculum and S-Collection is to retain in SSHEL volumes published or circulated in the last ten years, which yields 49,565. Since the combined total for circulating volumes is 111,817, an additional 21,000 S-Collection volumes which have circulated in the past ten years will need to be transferred to Education Oak Street. Those 21,000 S-Collection volumes will be drawn from titles published prior to 2001. Because of the high use of some of these titles (over 20 pre-2001 titles have circulated over 170 times in 10 years) it will be necessary to selectively move items to Oak Street. Many of the pre-2001 publications have circulated at least 30 times in the past ten years. The effect of transferring high use titles to Oak Street is two-fold. It will decrease immediate access for our users who browse this collection for relevant material on topics such as diversity and multicultural issues, who rely on the highly visual nature of this collection when browsing, and it will significantly increase the workload of Oak Street personnel who will be retrieving and reboxing yet more material on a daily basis. The Team recommends that the Executive Committee reconsider its recommendation to reduce the circulating collection to 91,100 volumes. Instead
a circulating collection of 112,000 volumes would provide accessibility to current and high use titles in all of the SSHEL collections. See Appendix 6 for collection data.

- Additional information about the S-Collection that merits its reconsideration for placement in Room 112 of SSHEL North rather than being co-located in Rooms 101 and 123 with the other circulating SSHEL collections includes its high current use, its appeal to donors (it currently has one named endowment; a named charitable remainder unitrust; a partially funded named endowment; and paperwork at the Foundation for another named fund agreement); its use by visiting researchers; and the possibilities for naming the collection through a gift or endowment, and for a named professorship to work with the collection. Although parts of this collection contain rare and unique material, it is also an actively developing collection used by teacher education and library and information science students. It is poised to join other major named research collections of children’s literature such as the Cotsen at Princeton, the de Grummond at Southern Mississippi, the Kerlan at Minnesota, the Baldwin at Florida, and the Osborne at Toronto. The S-Collection differs in that it is an actively used collection, larger than any of the others, and not restricted to rare book material.

- A longer range ideal situation would be a separate location and service point for the S-Collection with its high use material that requires extensive on-site holdings in order to meet the needs of current students and scholars, as well as visiting researchers. A May 2012 discussion with personnel from the Center for Children’s Books, affiliated with GSLIS, revisited the issue of consolidating the S-Collection and the Center for Children’s Books (CCB) collection. This discussion has occurred periodically since the early 1990s. In the most recent discussion it was affirmed that the current separate locations are desirable due to differences in mission and philosophy. At some future point when this issue is revisited, it may be of interest to CCB to consider merging the CCB collection with the Library collection in a University Library space. It is most likely that CCB would continue to operate as a separate research center in GSLIS, however, even if the collections are merged.

- Service desks will be located in the southeast corner of Room 100 and mirrored in the northeast corner of Room 101. Each service point will include circulation/consultation workstations and at least one station of an accessible height. Staff space will be located behind service desks on both sides with work space for three staff on each side, one graduate assistant on the north side, and, if space permits, space for two virtual reference desk personnel on the south side for the NSM Reference Main Hub.

- Faculty offices will be placed on each side. Four offices on the interior wall next to the light court will be placed on one side; five offices on the interior wall next to the light court will be placed on the other side to accommodate the faculty and
one office for shared graduate assistant/practicum student/volunteer space. Faculty offices will consist of partitions with clear panels and blinds in order to retain the spacious feel of the main rooms on each side.

- The team examined a variety of arrangements in response to the Executive Committee suggestion that parts of SSHEL could be closed at selected times. Consideration was given to collection locations, survey results, and the expressed need for individual, group, and quiet study spaces. We were unable to identify a way to close off segments of SSHEL that would not interfere with services to patrons and access to collections and produce negative responses from the affiliated programs particularly after marketing SSHEL so extensively.

3. Develop a model for the staffing and organizational structure of the new unit

In response to charge 3 to develop a model for the staffing and organizational structure of the new unit, two new positions are in the process of being filled. The Behavioral Sciences Librarian position will incorporate traditional roles of a subject librarian for instruction, reference, collection development, faculty liaison and so on for behavioral sciences, but will expand to outreach to areas previously underserved and to developing new services related to new technologies and data needs. The Biomedical Sciences Librarian position will develop collaborations between university campus units related to biomedical issues, local health organizations, and other groups that will benefit from a focus on collaboration and cooperation to improve health resources. The inclusion of the liaison for economics and labor and employee relations will enhance the array of services and expertise offered in SSHEL.

The organizational structure includes a faculty head, eight other faculty positions (three of which are part-time with assignments elsewhere – economics/labor and employee relations, library and information science, and political science), an office manager position (Library Operations Associate) to which four FTE other classified staff report, 1.75 FTE graduate assistants, and approximately 25 undergraduate student assistants. The office manager supervises staff, monitors wage budgets, handles and reports facilities and operations for SSHEL, and reports to the head of SSHEL. One faculty position will be designated as Information Services Coordinator and will supervise graduate assistants, and manage information services and statistics. One existing faculty position will be designated as Web coordinator, will work with a designated technology graduate assistant, and will maintain a cohesive website presence in collaboration with SSHEL faculty. One existing position will be designated as social media coordinator while another existing position will be designated as training coordinator. Regular meetings among the various categories of personnel will be held. All position descriptions for classified staff will be rewritten. In addition to the office manager, there will be one circulation and service position designated for SSHEL South to monitor and supervise student workers and circulation operations, including call slips which typically average 100 slips a day for these collections; one support services position for librarian collection development activities and processing (over 10,000 new print and non-print items are handled annually by merging libraries currently); one
support services position to manage trouble-shooting and problem solving for electronic and print serial items (over 1,500 print serial titles are handled by merging libraries currently with extensive work related to maintenance and updating of electronic records); and one collections maintenance and cataloging position which will manage test and other special collections. In practice, daily duties among the classified staff will overlap based on user and service needs. Appendix 2 provides a list of positions.

In order to address Executive Committee concerns about duplicative functions, SSHEL will investigate the practices of other libraries regarding matters such as serials check-in that eliminate redundant practices but still allow for stewardship of the collection in terms of monitoring receipt of purchased material. Recommendations for improvement in reporting inaccuracies will be developed in consultation with technical services personnel. Implementation of Voyager-generated new books lists will replace current staff-intensive development of these lists. It was noted that accreditation boards often consider new book lists as part of the review process.

As part of the unit’s overall desire to enhance services to users, the implementation team proposes that library faculty have assigned, rotating hours during nights and weekends. Much emphasis was placed on enhanced services in the earlier planning process, and it is the belief of several of the implementation team members that this is a desirable level of service. Additionally, it may address liability concerns with regard to availability of permanent personnel during these hours. After one year, the value of this service will be evaluated and a decision will be made about the suitability of this level of service. Should there be a lower threshold of professional need, vacancies and transfers from among the unit’s classified staff will be explored to consider assigning permanent personnel to weekend and evening hours.

4. Work with the Assistant Dean for Library Facilities and the NSM Coordinator to develop timelines and schedules for implementation.

Charge 4 to develop timelines and schedules for implementation is addressed specifically in Appendix 12, the Table of Recommendations, which includes detailed recommendations and timelines. However, it is our belief that the entire project will require two to three construction phases.

• First, the space currently housing the BEL must be vacated in preparation for the creation of South SSHEL. Once vacated, the rooms can be renovated. Room 123 should be equipped with shelving and be prepared to receive circulating collections from AHS and ESSL. Office-scaping should be installed, the front service desk should be installed, and technology and furnishings should be put in place. One small group collaboration room should be installed. In addition to using the shelving identified for eventual use of newly classified LC materials, temporary shelving must be installed and utilized to house reference and reserve materials as well as current periodicals.
  o Upon completion, materials can be moved from AHS and ESSL and personnel can move into the offices and the unit can open for service.
o The partially vacated AHS should be closed as a public space as of August 5, 2012, and used to house additional SSHEL librarians and staff as needed while construction commences across the hall in the current ESSL. The collections identified for Stacks or Oak St. can be left in place and serviced remotely by SSHEL personnel until such time that they can be removed by IPM and CAS.

o During this time period, personnel from IPM and CAS can remove identified materials from the ESSL (first) and AHS (second) call number ranges in the Stacks.

o Timeline: April – August 10, 2012. The AHS Library will close at the end of Summer Term 2, August 5, 2012.

• The second phase of the construction will take place in North SSHEL.
  o ESSL must be vacated of collections. Items identified to be moved from ESSL to the Stacks and/or Oak St must be processed.
  o Furniture and shelving must be removed.
  o Demolition and renovation will take place.
  o Room 112 of North SSHEL should be equipped with furnishings that promote a quiet study space. High on the list of requested spaces from the spring 2012 survey were quiet spots to study with individual tables that allow students and others to work independently. Office-scaping should be installed, the front service desk installed, and technology and furnishings installed in order to open. Room 100 should also include spaces for group study at open tables, with one small group collaboration room also made available.
  o Periodicals, reference and short-term loan materials should be moved from across the hall into this portion of the unit.
  o Personnel can be moved from AHS into the unit.

• The final phase of the construction requires the vacating of the SSHEL Head’s office and rooms 100B and 106. 100B will house the microfiche and test collection cabinets, as well as a long table suitable for group study or meetings. Microfiche scanning equipment should be located in this space.
  o During this time, the SSHEL Head can temporarily occupy the GA/hourly work space located in SSHEL.
  o Once the remaining spaces in the former ESSL library are vacated, demolition and renovation can begin on the new instructional space in 106 Library.

Construction will consist of upgrades in keeping with established NSM program norms.

A marketing plan is being developed and will continue throughout the summer 2013 to promote the new library. A successful grant proposal funded by the Strategic Communications and Marketing Committee to widely promote the on-site and virtual services of SSHEL will be implemented during fall 2012. A second marketing project will be held during fall 2013 when the library is fully renovated and open.
Nearly $150,000.00 in resources have been identified for one-time purchase to support the programs and services used by SSHEL affiliated students and faculty. Depending on availability of funding for NSM collections support, most of these products – including streaming video and online resources – will be acquired.

5. Recommend a plan for assessing the effectiveness of the new configuration of collections and services.

Charge 5 to assess the effectiveness of the new configuration of collections and services is addressed through an evaluation plan and process that is outlined in Appendix 4. An initial survey was conducted in May 2012 to use as a benchmark, with a subsequent survey to be implemented 18 months after the opening of SSHEL as a follow-up study. Additional targeted surveys, focus groups, and data collection will occur at periodic times to adjust services, collections and programs as needed.

6. Provide a report of the Team’s discussions and planning recommendations to the University Librarian and Dean of Libraries by February 15, 2012.

In order to meet Charge 6 to submit a timely and full report of recommendations, it was necessary to ask for an extension of two weeks until March 1, 2012. A deadline of May 15 was given after the Executive Committee requested revisions to the submitted report. We believe this report with its extensive appendixes provides a set of recommendations that will serve as a chart for implementing the Social Sciences, Health, and Education Library, with underlying guidelines for services and collections that will support a large segment of the university.
Appendix 1

Charge

1. Develop a fully-integrated service profile for the new unit that: Draws on work of the planning team, as well as conversations with relevant campus communities, to further define existing and emerging needs of students and scholars in the social, behavioral and applied health sciences. Considers the role of librarians and staff serving Communications, Geography and Library and Information Sciences in the new model, specifically addressing how these related areas can contribute to the service program of the larger hub, as well as draw on the consolidated resources (including staff, GAs, and teaching spaces) in the new unit; Situates the proposed services for the social, behavioral and applied health sciences as a core component in a broader array of Library service programs supporting scholarly work in these areas (e.g., in the Scholarly Commons, Funk-ACES, and the UIC Library of the Health Sciences-Urbana). The proposed service profile should be in accord with the recommendations from the Reference Services Implementation Team.

2. Work with the Assistant Dean for Library Facilities to develop a space program that fully integrates collections, services, user spaces and staff work spaces in the east wing of the first floor of the Main Library (i.e., the spaces currently occupied by the Business and Economics and the Education and Social Science Library). This process should focus on the creation of student-focused collaborative user space and other programmatic needs identified in the “Operational and Space Planning” section of the SAHS Planning Team Report (p. 12-13) and the [HISP Report, p. 27-28].

3. Develop a model for the staffing and organizational structure of the new unit

4. Work with the Assistant Dean for Library Facilities and the NSM Coordinator to develop timelines and schedules for implementation, including:
   - a breakdown of the steps needed to complete the integration of services and staff, including a table of staffing and resource needs for each phase in the transition
   - a timeline for transferring collections to the new unit and to other locations, and integrating collections within the new unit
   - the development of specific criteria to determine the location of materials. Following the process described in the Special Collections Guidelines for Library Moves or Closures, the Team should work with the Special Collections Division to determine the disposition of any administrative records, rare books, and maps
   - a plan for communicating the transition to the new services profile to campus and library constituents, including the creation of a unified web presence.

5. Recommend a plan for assessing the effectiveness of the new configuration of collections and services.

6. Provide a report of the Team’s discussions and planning recommendations to the University Librarian and Dean of Libraries by February 15, 2012.
Appendix 2

Staffing in SSHEL

Faculty positions:
Anthropology/Sociology Librarian
Applied Health Sciences Librarian
Behavioral Sciences Librarian
Biomedical Sciences Librarian
Economics/Labor & Employee Relations Librarian
Education Librarian (also SSHEL Head)
Geography Services (25%) (to be assigned – possibly sociology?)
Library and Information Science Librarian
Multicultural Services Librarian
Political Science Librarian (25%)

Classified staff positions:
1 FTE office manager/staff supervisor
1 FTE circulation supervisor for SSHEL South
1 FTE support specialist for trouble shooting and maintenance of serials
1 FTE support specialist for collection development
1 FTE special collections specialist (includes cataloging test collection) (funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection)

Graduate assistant positions:
0.25 FTE technology position
0.25 FTE children’s literature position (funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection)
0.25 FTE curriculum position (funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection)
1.0 FTE positions assigned to information services and other pre-professional duties

Student hourly positions/wages: 10,836 hours of student workers (8,928 hours during 32 weeks of spring and fall semesters; 1,908 hours during 12 weeks of summer terms).
## Appendix 3

Campus Profile for 2011-2012

http://www.dmi.illinois.edu/cp/strategic.aspx

2011-2012 Data, Strategic Profile

<table>
<thead>
<tr>
<th>Unit</th>
<th>Total Enrollment</th>
<th>Tenure Sys Faculty FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College of Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum &amp; Instruction</td>
<td>499</td>
<td>23</td>
</tr>
<tr>
<td>Educ Policy, Org &amp; Leadership</td>
<td>602</td>
<td>30</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>102</td>
<td>14.54</td>
</tr>
<tr>
<td>Special Education</td>
<td>144</td>
<td>9</td>
</tr>
<tr>
<td>Education, Dean's Office</td>
<td>279</td>
<td>0</td>
</tr>
<tr>
<td>Library &amp; Information Science</td>
<td>699</td>
<td>22.5</td>
</tr>
<tr>
<td>*University Library</td>
<td>0</td>
<td>75</td>
</tr>
<tr>
<td><strong>College of Applied Health Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Health Sci Admin</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Applied Health Sci Courses</td>
<td>139</td>
<td>0</td>
</tr>
<tr>
<td>Kinesiology &amp; Community Health</td>
<td>1310</td>
<td>24.5</td>
</tr>
<tr>
<td>Recreation, Sport &amp; Tourism</td>
<td>462</td>
<td>9.5</td>
</tr>
<tr>
<td>Speech &amp; Hearing Science</td>
<td>380</td>
<td>17</td>
</tr>
<tr>
<td><strong>College of Liberal Arts &amp; Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>205</td>
<td>26.5</td>
</tr>
<tr>
<td>Asian American Studies</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Economics</td>
<td>928</td>
<td>20.28</td>
</tr>
<tr>
<td>Gender &amp; Women's Studies</td>
<td>16</td>
<td>7.49</td>
</tr>
<tr>
<td>Geography</td>
<td>63</td>
<td>11.5</td>
</tr>
<tr>
<td>Political Science</td>
<td>826</td>
<td>24</td>
</tr>
<tr>
<td>Psychology</td>
<td>1446</td>
<td>52.86</td>
</tr>
<tr>
<td>Sociology</td>
<td>328</td>
<td>14.75</td>
</tr>
<tr>
<td><strong>School of Social Work</strong></td>
<td>402</td>
<td>14.7</td>
</tr>
<tr>
<td><strong>School of Labor &amp; Empl Relations</strong></td>
<td>191</td>
<td>14.27</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>9033</td>
<td>416.39</td>
</tr>
</tbody>
</table>

* University Library Faculty are generally served by the Library and Information Science Virtual Library and personnel
Appendix 4

Assessment and Evaluation

A. Assessment plan rationale

The Social Sciences, Health, and Education Library Implementation Team was charged to “recommend a plan for assessing the effectiveness of the new configuration of collections and services.” Our team believes that the mandated assessment should not attempt to determine whether the new model is better or worse than the old one, since reversion to the old model is highly unlikely. Rather, the rationale for assessing the new model is to identify and continue successful practices and to flag areas for further improvement.

B. Purpose Statement

The team’s charge mandates a summative assessment. Summative assessment occurs at the conclusion of a program or activity in order to judge its success in meeting its goals. Two other types of assessment may also be worthwhile during the implementation stage. “Needs assessment” is typically conducted before plans are finalized, so that the program can respond to real-world needs. Although the overall need for SSHEL has already been articulated, small-scale needs assessments may be helpful in the coming weeks to guide components of the implementation—for example, to pinpoint what sort of group study environments are needed. “Formative assessment” is typically conducted during the active implementation of a project in order to fine-tune it. Targeted formative assessments may be desirable once the creation of SSHEL gets underway or in the initial months of operation.

The summative assessment of SSHEL should be structured around the internal and external outcomes that the new service model is intended to achieve. Internally, the new service model aims for efficiencies in staffing and processes. Internal re-organization is expected to improve communication among staff at all levels and across subjects, resulting in “a deeply collaborative approach” to service. Externally, the new model is designed to enhance access to collections and services by reducing the number of service points, lessening the fragmentation of resources (both physically and virtually), improving service quality through subject cross-training, and providing more inviting user spaces.

C. Audience(s)

The Library administration and the Library’s Executive Committee are the primary audiences for written assessment reports. The results of SSHEL’s assessment may be shared with other stakeholders as well, including the faculty and students of affected academic departments and the faculty and staff of the University Library.
D. Key Questions

D.1. How well are the new physical spaces and reconfigurations of print collections meeting users needs?

D.1.a. Has use of the S Collection increased now that it is more accessible for browsing and self-retrieval? Evidence: Circulation figures.
D.1.b. Has the demand for Education Oak Street materials decreased with browsable on-site collections? Evidence: Call slip counts.
D.1.c. Are users satisfied with the scope and depths of the circulating collections in SSHEL? Evidence: user surveys/interviews/focus groups.
D.1.d. Has on-site usage risen, dropped, or stayed the same, when compared to ESSL and AHS? Evidence: Head counts; gate counts; DeskTracker data.

D.2. Do users find the SSHEL website a good guide into resources? Evidence: Google Analytics, StatCounter, or other website use statistics; usability tests; user surveys/interviews/focus groups.

D.2.a. [Specific questions will be developed depending on the evolving nature of the website, to get user feedback on new content, functionality, or aesthetic features.]

D.3. Are users able to connect with appropriate expertise at point of need?

D.3.a. What is the frequency and nature of user interactions with subject librarians? Evidence: DeskTracker statistics, including READ scores and notes fields; instruction statistics; subject librarian self-reporting; user surveys/interviews/focus groups.
D.3.b. What is the frequency and nature of user interactions at the information and circulation desks? Evidence: DeskTracker statistics, including READ scores and notes fields; librarian/GA/staff self-reporting; user surveys/interviews/focus groups.
D.3.c. How successfully have SSHEL faculty and/or staff been incorporated into the broader provision of reference services within Main Library and virtually? Evidence: hours of staffing by SSHEL-based personnel at the Info Desk and on virtual reference; interviews with RRSS head and chair of RSC.

D.4. Are we using staffing resources more efficiently and effectively?

D.4.a. Are SSHEL members working more closely across subject and/or functional areas? Evidence: DeskTracker data, including notes fields; self-reporting by SSHEL members.
D.4.b. How do SSHEL members feel about the changes (morale)? Evidence: Self-reporting by SSHEL members.
D.4.c. Do the numbers of staff, their responsibilities, and/or their schedules need to be adjusted in light of actual usage? Evidence: head counts; gate counts; DeskTracker statistics, including day/hour data.

D.5: Are SSHEL’s hours optimized for access and service? Evidence: Head counts; gate counts; DeskTracker data.

E. Assessment Design (mode of inquiry, specific designs, data collection methods, etc.)
Multiple methods will be used, including:
- Analysis and comparison of existing quantitative data (e.g., gate counts, head counts, DeskTracker (both unit specific and from RRSS interactions), instructional statistics, circulation), including before and after data where available. Care must be taken with comparisons, however, since ESSL possesses detailed daily headcounts, while AHS possesses only sweeps week counts.
- Analysis of new quantitative and qualitative data, which will be obtained from surveys, interviews, and/or focus groups with users, potential users, and library faculty and staff.

F. Data Analysis
The means of analysis will depend upon the methods chosen and may entail assistance from experts in the Scholarly Commons.

G. Assessment Management Plan (tasks, responsible parties, and timelines, etc.)

March-April 2012
A user survey and/or focus groups should be conducted before the end of the current semester to provide baseline data on user satisfaction as well as information about user needs and preferences for the new library. Outcome: This assessment will help to refine the design of user spaces and to fine tune plans for service provision. Note that this assessment was completed in early May 2012.

August 2012
The unit annual report will double as a progress report on SSHEL implementation, with reference to this report’s recommendations. Outcome: The standard data about collection use and use of services may suggest revisions to the implementation plan, priorities for website development, etc.

Fall 2012
Collections and staff occupy former SSHEL South (former BEL) space

September 2012-May 2013
Small-scale formative assessments will be conducted as necessary – for example, usability testing in conjunction with the website redesign. Outcome: Specific, small-
scale assessments and experiments will provide actionable data for service refinements.

**June 2013**  
Staffing patterns will be assessed at end of the academic year, with particular attention to patterns of evening/weekend use as indicated by both quantitative data (e.g., head counts, DeskTracker statistics) and qualitative data (e.g., DeskTracker description fields, observations by SSHEL personnel). Outcome: This assessment may lead to changes in personnel schedules and assignments to take effect in academic year 2013-14.

**August 2013**  
The unit annual report will double as a progress report on SSHEL implementation, with reference to this report’s recommendations. Outcome: The standard data about collection use and use of services may suggest revisions to the implementation plan, priorities for website development, etc.

**September 2013**  
Official SSHEL opening following completion of all remodeling

**September 2014-February 2015**  
The first large-scale summative evaluation, again based on a user survey and/or focus groups, will be conducted 12-18 months after SSHEL opens. Outcome: This assessment will measure SSHEL’s success overall in meeting its goals and improving services to users. It will mark the end of the active implementation period, although ongoing small-scale assessment activities and pilot projects may be conducted in the future as need arises.

Leadership for the assessment is the responsibility of the Head of SSHEL. The University Library’s Assessment Coordinator, once hired, and the Library Assessment Working Group (LAWG) will be major sources of support and advice, especially in the selection of methodologies and data analysis tools. The Assessment Coordinator and/or the LAWG graduate assistant may also play a direct role—for example, by conducting focus groups or interviews.

H. Assessment Constraints  
- Once SSHEL is open and operating at full capacity, finding the time and motivation for assessment may be a challenge.  
- There may be costs associated with certain methods (e.g., incentives for survey or focus group participants).  
- If assessment results will be published, IRB approval of the research must be obtained in advance.

I. Reporting the Results  
The head of SSHEL will submit a report to the University Librarian and Library Executive Committee in September 2014, one year after SSHEL opens. The report
will outline progress toward the goals of the new service model and will include a
detailed plan for the summative assessment. The results of the formal summative
assessment will be reported to the University Librarian, the Library Executive
Committee, and other stakeholders 18 months after SSHEL opens.

J. Assessment Budget
Unknown, but unlikely to be large.
## Appendix 5

**Collections Acquired to Support the SSHEL Implementation**

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Title</th>
<th>Series (if applicable)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander Street</td>
<td>Rehabilitation Therapy in Video</td>
<td>…in Video Series of Products</td>
<td>E-Resource</td>
</tr>
<tr>
<td></td>
<td>Encyclopedia of Environmental Health</td>
<td>SciVerse E-Reference</td>
<td>E-book</td>
</tr>
<tr>
<td>Oxford</td>
<td>Sociology</td>
<td>Oxford Bibliographies Online</td>
<td>E-book</td>
</tr>
<tr>
<td></td>
<td>Social Work</td>
<td>Oxford Bibliographies Online</td>
<td>E-book</td>
</tr>
<tr>
<td></td>
<td>Public Health</td>
<td>Oxford Bibliographies Online</td>
<td>E-book</td>
</tr>
<tr>
<td>Palgrave</td>
<td>The New Palgrave Dictionary of Economics/edited by Steven N. Durlauf and Lawrence E. Blume</td>
<td></td>
<td>E-Book</td>
</tr>
<tr>
<td>Sage</td>
<td>2012 Deep Backfile - including Business, Communication and Media Studies, Clinical Medicine, Criminology, Education and Special Education, Engineering, Health Sciences and Nursing, Pharmacology and Toxicology, Political Science, Psychology, and Sociology</td>
<td>79 Journal backfiles</td>
<td>Backfile</td>
</tr>
</tbody>
</table>
Appendix 6

Measurements of Collections Materials Identified to be Located in SSHEL

The following table provides an estimate of the number of volumes and linear feet of shelving required to house the books collections in the larger of the scoped collections. It does not include non-print resources, other media, etc.

<table>
<thead>
<tr>
<th>SSHEL (Bound Volume Collections)</th>
<th>Volumes</th>
<th>at 0.625&quot;</th>
<th>Linear Feet</th>
<th>at 1.0&quot;</th>
<th>Linear feet</th>
<th>at 1.25&quot;</th>
<th>Linear feet</th>
<th>at 1.5&quot;</th>
<th>Linear feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS &amp; ESSL monographs to SSHEL (all items post-2007 AND circulation since 2007 for older items) = 11,717 + 50,535 = 62,252 items</td>
<td>62,252 0 0 62,252</td>
<td>5,188</td>
<td>77,815</td>
<td>6,485</td>
<td>93,378</td>
<td>7,782</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHS &amp; ESSL serials to SSHEL (last five years) = 843 + 1,523 = 2,366 items</td>
<td>2,366 0 0 2,366</td>
<td>197</td>
<td>2,958</td>
<td>246</td>
<td>3,549</td>
<td>296</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHS &amp; ESSL Reference Collections = 1,248 + 2,610 = 3,858 items</td>
<td>3,858 0 0 3,858</td>
<td>322</td>
<td>4,823</td>
<td>402</td>
<td>5,787</td>
<td>482</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHS &amp; ESSL Reserves = 2,137 + 2,181 = 4,318 items</td>
<td>4,318 0 0 4,318</td>
<td>360</td>
<td>5,398</td>
<td>450</td>
<td>6,477</td>
<td>540</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S-Collection, Curriculum Collection &amp; Ed. Storage to SSHEL (all items from 2001 - Present)</td>
<td>28,128 17,580 1,465 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SubTotal for SSHEL South (Gen. Coll.) 62,252 0 0 62,252 5,188 77,815 6,485 93,378 7,782

SubTotal for SSHEL South (S-Collection & Curriculum Collection) 28,128 17,580 1,465 0 0 0 0 0 0

Totals for SSHEL North (Serials, Res., and Ref.) 10,542 0 0 10,542 879 16,472 1,373 23,720 1,977

Totals Circulating for SSHEL 90,380 17,580 1,465 62,252 5,188 77,815 6,485 93,378 7,782

Totals Non-circulating for SSHEL 10,542 0 0 10,542 879 16,472 1,373 23,720 1,977
## Appendix 7

### SSHEL Services with Staffing Designation

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
<th>Staffing Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Circulation Service</strong></td>
<td>Circulation service during all hours of operation and from any location that houses a collection (charging, discharging of materials; call slips). Will include managing key circulation for the instructional space in 106 Main Library.</td>
<td>Student workers and full-time staff available during normal times of the semester; during intersession: full-time staff as available</td>
</tr>
<tr>
<td>Shelving, shifting, collection maintenance</td>
<td></td>
<td>Student workers [10,836 hours of student workers (8,928 hours during 32 weeks of spring and fall semesters; 1,908 hours during 12 weeks of summer terms)]</td>
</tr>
<tr>
<td>Circulation supervision and training</td>
<td></td>
<td>full-time staff</td>
</tr>
<tr>
<td><strong>Web Services</strong></td>
<td>Unified, accessible website for SSHEL with easy access into subjects and frequently used online resources</td>
<td>Web coordinator (librarian) who designs initial content, supervises maintenance, and researches web technologies and developments; GA for maintenance</td>
</tr>
<tr>
<td>Subject web pages/guides to research, including “Fast Answers” service.</td>
<td></td>
<td>Subject librarians to create, GA to upload onto web</td>
</tr>
<tr>
<td>Pages for specific topics or classes</td>
<td></td>
<td>Librarian for development, GA to upload</td>
</tr>
<tr>
<td>Development of Social Media, including Facebook page</td>
<td></td>
<td>Social media coordinator (assigned to existing librarian position as a 0.15FTE assignment) who designs initial content in consultation with other SSHEL personnel and supervises maintenance. GA for maintenance</td>
</tr>
<tr>
<td>Library Instruction</td>
<td>Formal classroom Instruction</td>
<td>Librarian</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Library Tours</td>
<td>Librarian for in-depth sessions; GA or staff for general tours</td>
<td></td>
</tr>
<tr>
<td>Research Consultations with a librarian: One-on-one with a subject specialist</td>
<td>Librarian</td>
<td></td>
</tr>
<tr>
<td>Instruction Support: Creating handouts, course guides, LibGuides, tutorials, etc.</td>
<td>GA</td>
<td></td>
</tr>
</tbody>
</table>

| Information and/or Reference Assistance | Two service desk(s) staffed with a variety of staff (GA, staff, students) to provide a tiered service model. Stations with appropriate signage to indicate service level ("information services"; “circulation”). Recommend that each full-time librarian contribute designated hours per week to Main Library reference service, to be divided between VR and in-person desks or designated office hours | Librarian, GA, staff, student workers (dependent on usage statistics)  
Number of staff required:  
Service desk on north side: 1 GA or staff, 1 student worker per hour of operation;  
Service desk on south side: 1 staff member (M-F 8:30-5), 1 student worker per hour of operation + 2nd student worker (typically shelving and special duties). Note:  
83.5 open hours/week with information service provided 81 hours (Monday-Thursday: 9am - 11pm; Friday: 9-6; Saturday: 11-5; Sunday 1-11pm). |
<p>| IM Reference: Increase involvement from SSHEL staff on Virtual Reference Desk. Recommend SSHEL | Librarian, GA, or staff with IM training |           |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back-up support or on-call model for librarian reference assistance</td>
<td>Librarian or GA depending on demand, time of day/day of week. Note that ESSL and AHS have historically been the busiest on Monday-Thursday 2-6pm. Recommend that GA project hours be scheduled during this time or have a librarian on call.</td>
</tr>
<tr>
<td>Information services coordination and GA supervision</td>
<td>Librarian (assigned to existing position as a 0.3FTE assignment)</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td>Training of personnel for information services, circulation, specific duties</td>
<td>Training Coordinator (assigned to existing position as a 0.15FTE assignment); librarians and staff</td>
</tr>
<tr>
<td>Office management (staff supervision, SSHEL facilities oversight, wage budget, etc.)</td>
<td>Staff</td>
</tr>
<tr>
<td>Special collections maintenance and cataloging (test collections cataloging, curriculum cataloging)</td>
<td>Staff, graduate assistant, student assistants for maintenance assistance</td>
</tr>
<tr>
<td>Collection development support and processing of new material (estimated 10,000 items per year)</td>
<td>Staff</td>
</tr>
<tr>
<td>Support for trouble-shooting and maintenance of serials (binding, transfer of older volumes, maintenance of online records, verifying access, etc.)</td>
<td>Staff</td>
</tr>
</tbody>
</table>
Appendix 8

Disposition of the Avery Brundage Collection

The Avery Brundage Collection in the Applied Health Sciences Library is a special collection of great value for research on the history of international athletic competition, the Olympic Movement and the Olympic Games. The 1,663 volume “Brundage Olympics and Sports Library” was inventoried in the University Archives upon receipt in 1974. It was then transferred to its present location in a designated room of the Applied Health Sciences Library. Mary Beth Allen directed further analysis of the collection, including the development of an Access database of the holdings, including descriptive information. The current plan for disposition is to

- export the Access database as a feed into the Archon system
- develop a finding guide
- and then box the material, for relocation to the Oak Street Library Facility

Users will be able to discover the material via the Archives finding guide, and it can then be requested from Oak Street by box number. Arrangement of the material in boxes will require time and intellectual effort. An “inventory level” of control will be maintained, similar to the manner in which the Labor & Employment Relations vertical file material was controlled. Modest NSM funding will be requested by University Archives to process the material.
Appendix 9

Reference Services and Training for SSHEL

All members of the SSHEL should be able to answer questions at Levels One and Two of the READ Scale. This requires that everyone, including student assistants, are trained in locations of service points within and outside of the Main Library, hours of libraries and subject specialists, general library policies, circulation protocols, locations of both materials and other libraries, using microfiche readers and scanners, using general scanners, adding paper to printers and information on how and where to print, how to email saved searches from the desktop, launching programs (including any specialized software), how to bring attention to any problems with hardware, software or access. Training for all personnel will include assistance with scanners, including how to save to disk or drive and how to email an item.

Graduate Assistants and Librarians should be able to complete reference events at READ Levels Three and Four. This includes factual reference questions, using the catalog, finding databases and other research tools, how to check My Account and renew items, how to place an interlibrary loan request, how to do basic research on a specific topic (less than fifteen minutes), and assisting users in basic searching. Graduate Assistants should be trained in how and when to refer questions to librarians. This will require a robust referral tool that can lead the user to the appropriate person or persons.

Librarians should be able to perform in-depth consultations for upper division and graduate students in their related areas of specialization as well as create bibliographies to support classroom and research questions, engage in collaborative activities, work closely with faculty in areas of responsibility, and provide special services related to their areas of expertise.

Staffing model for services:

Daytime Hours:

- One student assistant at each service desk
- One staff member at service desk in SSHEL South
- One graduate assistant at service desk in SSHEL North
- Librarians present during specified office hours or days
- One student assistant available to work on shelving, call slip retrieval, and miscellaneous projects throughout the day

Evening and Weekend Hours

- Two student assistants at service desk in SSHEL South – one student will be assigned to shelving, room count and other projects
• One graduate assistant and one student assistant at service desk in SSHEL North
• Librarians “on call” but not necessarily in the unit at specified times during the hours the library is open

**Virtual Reference Service**

Graduate students and/or librarians may provide VR hours in lieu of evening or weekend hours
Appendix 10

Summary of April 30-May 6, 2012 Online Survey

Survey on the Social Sciences, Health, and Education Library

Total Submissions: 279         Status: running

1. Are you: Percent Count

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate student</td>
<td>31%</td>
<td>86</td>
</tr>
<tr>
<td>Undergraduate student</td>
<td>43%</td>
<td>120</td>
</tr>
<tr>
<td>Faculty/Academic professional</td>
<td>24%</td>
<td>67</td>
</tr>
<tr>
<td>Staff</td>
<td>3%</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Your department or major is:

This data is still being analyzed and coded. An initial scan indicates responses from a range of departments/colleges served by SSHEL and a smaller number of other departments such as theatre, architecture, and history.

3. Please tell us your top 2 reasons to come in person to the ESSL and/or AHSL. (Enter 1 for your first choice, 2 for your second choice.)

<table>
<thead>
<tr>
<th>Question</th>
<th>1st choice</th>
<th>2nd choice</th>
<th>Top 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3: Study by myself</td>
<td>88</td>
<td>40</td>
<td>128</td>
</tr>
<tr>
<td>Q3: Study or work on a project with others.</td>
<td>22</td>
<td>45</td>
<td>67</td>
</tr>
<tr>
<td>Q3: Get research help from a librarian.</td>
<td>38</td>
<td>28</td>
<td>66</td>
</tr>
<tr>
<td>Q3: Look on the shelves for a book, journal, or other item.</td>
<td>74</td>
<td>68</td>
<td>142</td>
</tr>
<tr>
<td>Q3: Pick up books on hold for me.</td>
<td>35</td>
<td>36</td>
<td>71</td>
</tr>
</tbody>
</table>
Q3: Consult a non-circulating reference work.  

<table>
<thead>
<tr>
<th></th>
<th>1st choice</th>
<th>2nd choice</th>
<th>Top 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3: Other.</td>
<td>7</td>
<td>14</td>
<td>21</td>
</tr>
</tbody>
</table>

4. If you chose "Other" above, please explain:

- Convenient in between classes
- When it is required for a class (CHLH 111)
- Needed to go to AHSL for a class
- I need a quiet place
- Books on hold for classes
- Print papers
- Study with others.
- I generally don't go to ESSL or AHL. Books can be sent to my library and I can use needed resources on the library website
- Study and do homework with classmates and friends
- I have ADHD and have issues studying with distractions. I like being in quiet areas and private rooms to get work done.
- Print
- Use computers
- I bring my classes in for an introduction the services offered, as well as the s-collection.
- See 1
- Internet use
- I am not sure what AHSL or ESSL stand for. I am sorry.
- I bring my classes to the library once a semester to look at the public school textbook series
- Worker
- Meet with Librarian
- Verify that something that I need for a research project is available
- I am an online student

5. Please choose your first and second favorite ways to get research help from the Library. (Enter 1 for your first choice, 2 for your second choice.)

<table>
<thead>
<tr>
<th></th>
<th>1st choice</th>
<th>2nd choice</th>
<th>Top 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5: Via email.</td>
<td>55</td>
<td>78</td>
<td>133</td>
</tr>
<tr>
<td>Q5: Via chat/IM.</td>
<td>60</td>
<td>45</td>
<td>105</td>
</tr>
<tr>
<td>Q5: Via telephone (voice).</td>
<td>11</td>
<td>14</td>
<td>25</td>
</tr>
</tbody>
</table>
### Q5: Via

<table>
<thead>
<tr>
<th>Method</th>
<th>1st choice</th>
<th>2nd choice</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone (texting)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Social media (Facebook, Twitter, etc.)</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>In person at a reference desk</td>
<td>122</td>
<td>76</td>
<td>198</td>
</tr>
<tr>
<td>In person in a librarian’s office.</td>
<td>14</td>
<td>37</td>
<td>51</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

From the library website

<table>
<thead>
<tr>
<th>Method</th>
<th>1st choice</th>
<th>2nd choice</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't normally need help.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I used the chat with a librarian function on the website</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None of the other options apply - I only get help for research in person, and the last two options I have never tried before.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>but I generally don't need reference help</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Via the website - various resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library website.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(I'd be fine with getting help from the reference desk, but I always seem to have &quot;difficult&quot; questions that require specialized knowledge)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I access the UIUC library online</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Q7: To

<table>
<thead>
<tr>
<th>Reason</th>
<th>1st choice</th>
<th>2nd choice</th>
<th>Top 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find general information (hours, contacts, location, etc.)</td>
<td>48</td>
<td>47</td>
<td>95</td>
</tr>
<tr>
<td>Access electronic journals or ebooks.</td>
<td>150</td>
<td>41</td>
<td>191</td>
</tr>
<tr>
<td>Access specific research tools (e.g., catalog, specialized databases, etc.)</td>
<td>40</td>
<td>92</td>
<td>132</td>
</tr>
<tr>
<td>Learn HOW to use specific research tools.</td>
<td>5</td>
<td>13</td>
<td>18</td>
</tr>
</tbody>
</table>

7. Please tell us your top 2 reasons to visit the AHSL and/or ESSL website. (Enter 1 for your first choice, 2 for your second choice.)
Q7: To learn WHAT resources are available on a particular topic.

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>40</td>
<td>52</td>
</tr>
</tbody>
</table>

Q7: To discover new books added to the library collection.

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>10</td>
<td>14</td>
</tr>
</tbody>
</table>

Q7: To interact with a librarian via virtual chat.

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
</tbody>
</table>

Q7: To explore class or subject guides.

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>17</td>
<td>24</td>
</tr>
</tbody>
</table>

Q7: Other.

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

8. If you chose "Other" above, please explain:

- to study
  - Check out Reserve library materials
  - I don't use it for any other reason.
  - You forced me to choose two - I don't have a second

- I don't visit the AHSL or ESSL websites. However, I do use the main library homepage frequently to access the catalog and electronic journals.

- General knowledge

9. Which type of study or reading space do you need most often?

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open group study space</td>
<td>11%</td>
<td>30</td>
</tr>
<tr>
<td>Enclosed group study space</td>
<td>11%</td>
<td>30</td>
</tr>
<tr>
<td>Open individual study space</td>
<td>53%</td>
<td>147</td>
</tr>
<tr>
<td>I do not study or read in the library</td>
<td>23%</td>
<td>65</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
<td>7</td>
</tr>
</tbody>
</table>

10. Which type of library table do you prefer?

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small tables (with 2-4 seats)</td>
<td>45%</td>
<td>125</td>
</tr>
<tr>
<td>Medium-sized tables (with 4-6 seats)</td>
<td>41%</td>
<td>114</td>
</tr>
<tr>
<td>Large tables (with 8-14 seats)</td>
<td>10%</td>
<td>29</td>
</tr>
</tbody>
</table>
11. Assistance using data sets

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important.</td>
<td>35%</td>
<td>98</td>
</tr>
<tr>
<td>Somewhat important.</td>
<td>42%</td>
<td>117</td>
</tr>
<tr>
<td>Not important.</td>
<td>21%</td>
<td>58</td>
</tr>
</tbody>
</table>

12. Small group consultation with a librarian.

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important.</td>
<td>18%</td>
<td>50</td>
</tr>
<tr>
<td>Somewhat important.</td>
<td>46%</td>
<td>128</td>
</tr>
<tr>
<td>Not important.</td>
<td>33%</td>
<td>93</td>
</tr>
</tbody>
</table>

13. Individual consultations with a subject specialist.

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important.</td>
<td>44%</td>
<td>124</td>
</tr>
<tr>
<td>Somewhat important.</td>
<td>40%</td>
<td>111</td>
</tr>
<tr>
<td>Not important.</td>
<td>15%</td>
<td>41</td>
</tr>
</tbody>
</table>

14. Computers with access to specialized software (e.g., SPSS).

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important.</td>
<td>56%</td>
<td>158</td>
</tr>
<tr>
<td>Somewhat important.</td>
<td>25%</td>
<td>69</td>
</tr>
<tr>
<td>Not important.</td>
<td>18%</td>
<td>49</td>
</tr>
</tbody>
</table>

15. Exhibits.

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important.</td>
<td>8%</td>
<td>23</td>
</tr>
<tr>
<td>Somewhat important.</td>
<td>47%</td>
<td>131</td>
</tr>
<tr>
<td>Not important.</td>
<td>43%</td>
<td>121</td>
</tr>
</tbody>
</table>

16. Study rooms equipped with flat screen monitors.
17. Space for tutoring.

<table>
<thead>
<tr>
<th>Importance</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important.</td>
<td>30%</td>
<td>84</td>
</tr>
<tr>
<td>Somewhat important.</td>
<td>33%</td>
<td>92</td>
</tr>
<tr>
<td>Not important.</td>
<td>35%</td>
<td>99</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Importance</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important.</td>
<td>29%</td>
<td>81</td>
</tr>
<tr>
<td>Somewhat important.</td>
<td>36%</td>
<td>100</td>
</tr>
<tr>
<td>Not important.</td>
<td>34%</td>
<td>94</td>
</tr>
</tbody>
</table>

19. Please share your suggestions for services, collections, furnishings, equipment, etc. to make the new merged library the best place to come for information and research assistance.

- Make sure there are lots of outlets around the space because people often have to use their computers at the library and can't find an outlet so their computer won't die.
- Comfy chairs with attached desks
- Emphasis on comfortable places to study or work on group projects with ample access to outlets.
- Just make sure it isn't crowded. With having so many different majors I am just worried it will be a loud, noisy group area instead of a quiet place to study.
- Have a lot of study tables
- Need more recent books from diverse organizations like UN World Tourism Organization.
- I would think some tables to study at but may be a place with a sofa or chairs - some students study better in that environment.
- Ergonomic furniture is important to help students study conveniently. So far, I find that the green-top desks at the ACES library is the most convenient ones among desks in other libraries.
I really think that we need a place that is conducive for meeting for group projects. There really isn't a convenient place in Huff and so quite often we end up at coffee shops rather than the library.

It is important to have librarians who can aid in research for both individuals and groups.

As a faculty member, it's likely that I'd schedule time for my students to meet in the library with a subject specialist, so it would be great to have meeting space for that purpose. It would also be nice to be able to put materials on reserve here, with late-night and weekend access, if possible.

have a variety of chair/seating/table arrangements to appeal to a broad range of people

Space to work in groups is most needed, with computers and printers. Computers having programs like SPSS and SAS are important. Also, having course textbooks in the library is needed.

Some room in the library for individuals that need it quiet to study, including lighted booths like at ACES. Group study/project rooms where it can be loud and they can communicate with larger tables.

I would strongly urge the maintenance of current electronic holdings. these have become and invaluable resource.

comfortable seats because sitting in wood chairs is uncomfortable and ends up distracting me.

lab space open for much longer hours than atlas lab space could be extremely useful w TWO monitors/computer and appropriate software enough comfy chairs in enough secluded corners...not too open lockable carrels for graduate students working on thesis

Large comfy chairs/sofas are perfect for writing essays/reading books!

I really like comfy chairs with ottomans and outlets! You never can have too many.

For me silence is the most important thing for studying and concentrating. Also, access to electric outlets.

My interests have been addressed in this survey.

Make sure there are access to outlets.

I really enjoy the furnishings in the ACES library. I like how they have large tables to work on projects with lights for those individually. I also like how they have couches and softer areas to work on the computer or while reading materials. I think that an open concept works best in our library and not have too much going on, as it can be distracting.

The library shouldn't be as stuffy and uninviting as it is now. If it were eye-friendly I would definitely consider utilizing the facility a lot more than I do now. Everything is out-of-date and old.

prefer that resources primarily go into collections and acquisitions
It would be great to have a collection of captioned DVD materials. I often show captioned movies in my classes related to deafness, and I do not like lending out my DVD materials to students if they are unable to attend class on those days.

often times people take up 1 table with 4 seats to themselves. provide smaller tables so this won't occur.

More bigger comfier sofas

Plenty of seating, computers, and printer access.

Plenty of tables are cubicles for study close to outlets.

Most important to me is access to the print materials.

Maintaining accessibility in person to the librarian in sociology/anthro is crucial for my history class. Please have their office(s) clearly marked and consultation hours for students right on the main floor of this spaces.

I really enjoy browsing the new book shelf. It would be most useful to me if the new books ordered for the "Social Science" collection were kept separate from the books ordered for applied health, etc.

I hope to have continued and expanded to the S-Collection and related children's literature/literacy resources to support my teaching and research.

I understand that the library will need to meet the needs of many students and many disciplines rely on electronic resources over traditional print-on-paper books. There are some curriculum areas that still rely heavily on books--future classroom teachers and librarians. I want to urge the library to include as much of the "S" collection as possible in the open shelving (and definitely more books than are currently in the "S" collection's room. I am concerned that the students who need to use the "S" collection will be losing access to books they need for their course work, lesson planning and student teaching. A diverse, accessible collection of children's books is ESSENTIAL for preparing future teachers and librarians for their work with youth and literacy. Reading scholars know that having a choice of reading materials is not a frill, but a key element in helping children become life-long readers. Please increase the open shelving devoted to the "S" collection!

It would be great to have some study rooms available for students to use. Also it would be great to have more scanners to use at the computers.

A computer lab would be wonderful especially if SPSS is available. A lab with extended hours (such as 24hr/5days or open to at least 3am) would be extremely beneficial to all who use the lab. Printing is also an essential service that would benefit everyone in AHS.

Please retain as much as possible of the S collection in the reading room for research and teaching purposes.

Comfortable chairs.

Desks that promote proper posture. For example, the UGL has lounge chairs with desks at knee level, which make them difficult to use.

Lamps at tables
The main thing, I think, is to have access to a diverse array of data sets (beyond those available to us through ICPSR, Roper, and other services). After that, it would be great to have access to a diverse array of reference works. Also, U of Chicago has a service where they will scan book chapters and send them by email to you. I know this may be a pricey service that only private schools can afford, but it would be a nice feature. The main thing, though, is access to data sets (and secondarily, to reference works).

Have plenty of tables for students that wish to group study as well as space for those that wish to study on their own.

Anything like the ACES library would be beautiful!

If it was similar to the Undergrad Library, where there were safe spaces to speak about projects without feeling as though we were breaking some type of unspoken rule about quite. This means comfy, but cleanable, surfaces for chairs and couches, with movable foot stools and tables to make places applicable for changing groups.

Can you get really awesome comfy arm chairs? I love reading in them!

The UGL always has displays of new books out; I always appreciate the filtered selections of a librarian, since it's often hard to filter through all the books myself. Having computers available to use is always helpful to me in a library. Most important for a library is that it is quiet; some subject specific libraries in the Main Library (Newspapers, for example) are set up such that every phone that rings or every person that talks (even to ask for help) disrupts the quiet of the entire room, making it impossible to study there. Also very important - the chair-to-table height ratio must be adequate. In many of the libraries here, especially on campus, the chairs are too low for the tables, and my shoulders often ache after hours of sitting at those tables. If it's at all possible to get adjustable chairs, that's the best scenario, but if not - please make sure they are close enough to the table to prevent the user from reaching too high.

Study carrels and tables for small groups. Comfy chairs! Kinesiology textbooks on reserve.

There needs to be a place for individual students to go and not be distracted by others being noisy. The biggest issue with campus libraries is that students with issues staying focused have no place to study in peace. I've been kicked out of private rooms because I was working with a friend in silence and not at a "group". A silent floor of rooms or something would be great.

Many comfy chairs and comfy places to sit/relax. Also, a coffee shop would be nice.

Don't see need for working with children in this library, and don't see need for very many children's books. This is a place for university students, faculty and staff. I would work with elderly more than children.

I hope that we will have access to medical journals in behavioral health.
I will be very curious to see how you manage to work around/through the lobby/gallery to bridge what would seem to be discretely separate spaces on the main level of the Main Library. Perhaps (as I'm sure you've considered) you could relegate certain functions to certain spaces. For example, folks consulting periodicals don't (necessarily) simultaneously need access to reference materials. Study/reading areas could be anywhere (perhaps sprinkled throughout). And so on.

| A small play area with glass walls for children of student parents! |
| --- | |
| more living-room space (overstuffed chairs and that sort of thing for curling up w/book or laptop) lots of outlets and Wi-fi hotspots |
| Access to electronic journals and resource materials is by far the most important thing to me. |
| Please subscribe to Political Analysis. |
| Cushioned chairs at the tables and Macs, please! |
| More extension cords. The system of cords now is great and I like it far better than the outlets in the undergrad because it is much more versatile and can accomodate more people. However, the main thing that people do when they are walking around is trying to find an outlet. 4 more cords in the main room of the ESSL and 2 more in each of the rooms to the left would add about 16 computer accessible spots. |
| A Librarian If a few sound proof rooms could be available for meetings and/or music/study. [I realize that this may only be able to happen in the Music Library. But as an educator who loves the arts, I thought I would ask. :) ] Some nice deep blue or burgundy or olive toned wing-backed library chairs; traditional and not contemporary in style...yet with all of today's modern conveniences [printers, computers, laptop loan system; etc.] |
| -Take out the radiators in the back of the Education Library. They are extremely loud and distracting. -Put many different sizes of tables. Education students have a lot of group work so group tables are necessary, but we also have a lot of individual work so individual tables are needed. |
| add some more comfortable seating! Also enclosed individual study space that has a lot of room to spread out books, etc. |
| One of the biggest reasons why I don't go to the Education library more is the lack of power plugs for computers. Floor drops or power strips in the tables would be awesome! |
| I enjoy the smaller tables (4-6 people) and couches/chairs with side tables at a library. I also think some individual study spaces like at the law library would be helpful too. |
| I really enjoy the children's section of the ESSL. It's very helpful in finding books that I might use in the future. |
| I like to study in a comfy space, whether it is a couch or a chair. |
| Get outlets for computer chargers! |
Have it look nice.

The current S collection is very cramped, and there are too many good books in education storage that should be readily available. Please consider expanding the S collection to include more books in a larger room!

I think the University of Illinois library system is fantastic-it's one of my favorite things about the University (and a bragging point). I use it often, particularly for the phenomenal electronic journal access and extensive collection (it's incredibly rare that I can't get access to a book I want either on campus or through CARLI). However, I'm not sure I see the need for a separate SSHE Library. I don't often use reference services (I'm fairly competent at finding the resources I need on my own), but perhaps a reading room with specialized reference staff could be helpful to some patrons.

Books - please keep the books! It is so important and helpful to me to go and look for a book on the shelf and then look at the surrounding books. I always find something I did not know about and would have missed in searching. I am concerned that this merger will mean more tables and less books and I think that would be substantial loss. Browsing the shelves is so vital for students that are writing a paper on a topic they are not familiar with but also for those of us intimately familiar with a topic to find books we overlooked before or had not even thought connected. I reiterate - please keep the books.

I like having lots of desk space to spread out when doing homework

The individual study cubicles/desk at the ACES library are more comfortable than the current ones in use here. Since most people may desire to use their laptop in a cubicle/desk, each desk needs a power outlet (some of the desks are not connected to power outlets).

Lots of bright lighting, access to outlets, and a variety of tables and couches.

furniture that can be moved without noise to accommodate study groups

going new books quicker.

Meeting space for small groups or conducting interviews is very important to my research -- and very hard to find on campus. I'd appreciate any meeting spaces that you could provide.

I enjoy Library's that have some type of "reading corner" that contains more comfortable chairs/couches/etc in a cozy atmosphere to read.

outlet. outlet. outlet.

Suggest more proactive communication on new tools and services available, especially to staff (and faculty) of AHS and Education who might not normally think of the resources and "cool" items offered at the Library.

It might be nice to have "minimal tech" spaces such as the current S-Collection Room, which has a single computer but no flat screens looming over the study space. In this proposed area, patrons could of course bring their laptops, but tech items wouldn't constantly be imposing.
In terms of furnishings, I think comfortable chairs are key for making the environment more welcoming and enjoyable. I think the services and collections are excellent right now, so this level should be maintained.

I don't stay in the library because there are often people talking and it echos. I need quiet space. I also wish the bookshelves were not so close together as it is hard to see what is on them when I can't step back to look. Finally, it is not a very warm or inviting environment in which to work.

Comfortable furniture and good lighting are essential in any new additions. Carpeting or some kind of floor covering to minimize any noise. Current furnishing and lighting are NOT good.

- keep an open/airy space with comfortable chairs and armchairs and tables
- sit/stand options for computing
- I really enjoy libraries that include lounge chairs as well as study tables/chairs.
- I'd like padded seats at the tables, rather than all wood.

A major concern I have with the Ed library, is that there are not enough outlets to accommodate all laptops that need chargers. Many times I end up leaving because outlets are only offered at one space. I also think the merged library should be updated in terms of furniture and decorations, etc. Much of the furniture is outdated and I think this would greatly improve the study environment. Also I think there should be group study rooms available, often times when I head to the library by myself or with another friend I can barely focus because another group is being loud. As an education major, I would appreciate our library reflecting more children oriented art projects, books, etc. Although I am aware we are sharing this library I just feel that the child aspect would liven it up.

It would be nice if the libraries had clearly defined and enforced spaces that were "quiet" and then spaces where noise would be allowed. At times, the libraries get very noisy, either due to patrons, or library employees.

I would suggest putting in comfortable chairs / couches. I study for long periods of time and find myself going to Grainger Library because they have comfortable couches. Also, it would be nice if books were divided up by subjects by field so that one could peruse the books on the shelves. Finally, it would be great to have better lighting in the library. Perhaps individual desks with comfortable chairs and some lamps.

- more outlets - so if we study by the bound journals all of the people studying do not have to cluster together. better scanner... the one at the ugl is really cool and easy to use. it would be great to have one like that here. the big chairs are nice... it would be great if there were some not grouped into 4, so single studiers could have space not by 3 other individual studiers.

The library is short of outlets. When I came here a little later, it was destined to be no outlet available. So I strongly suggest more outlets should be installed. Thank you.
Have lots of outlets, and good lighting! No more of those harsh florescent lights!
More outlets to plug in computer (especially in children's library), comfier seats to sit in
More computers
Chairs with better back support!
I like the atmosphere in the AHS Library.

as did AHSL, continued welcome spaces for student meetings and study; continued support to faculty who request library workshops for specific course topics at undergrad and grad levels; as did AHSL, continued exhibit of artifacts and other unique creations at library; as did AHSL librarian, continued participation of librarians with college and department meetings, committees, initiatives; and with university initiatives such as Ethnography of the University Initiative and new Graduate College Network for Neuro-Cultures.

20. Is there anything else you want to tell us?

Make big enough.

Just make sure and have materials for the advisors and faculty to hand out and have posters in their offices about the new library and it's services.

Thank you for all you do for the programs!

I think y'all are doing a wonderful job of trying to include students in the planning process. Thank you.

Get out of the Main Library and build something like the ACES library.

It will be very important for the library to have reference staff familiar with the journals and databases of particular use to undergraduates in SHS. I hope this is not lost in the transition to a centralized library system that cuts across colleges.

Would like access to the Blackwell Encyclopedia of Sociology online

I understand that books published before 1946 will be placed in the Rare Book collection, which is fine for the physical books themselves, but it seems to me that this will limit students' access to many titles that continue to be useful in work with children, as the RBML is open limited hours and its books are noncirculating. Future teachers and librarians may need both older and more recent books in their studies and in their work with children and teens. The scholarly study of children's literature (which often includes older books) is growing in popularity and the U of I library's had the 2nd largest collection of 20th century children's books in the U.S. (the largest is the Library of Congress). We would like scholars to come to Illinois to study children's books, but if they are unavailable on evenings and weekends, that is the same as not having them here at all.

You guys are doing an awesome job and such a great resource for us students! Thank you!

Extending the library hours would be awesome as I am constantly needing to go to the AHS library but always at times when they are closing.... I feel that they should remain open longer during the week.

Any additional information on recycling programs in hospitals, charity care spending in hospitals, revenue cycle, and any other general hospital management/finance materials would be appreciated.

good luck with the consolidation!

Would the library only be open to students in the College of AHS? Maybe it could be a perk

I am unfortunately graduating, but I would love to be a graduate assistant at some time. If there were spaces that I would be able to hold office hours, then I would be happy to hold office hours there.
Thank you for making a GWS library and for asking student input!

Love the libraries across campus!

I will miss the old AHS Library. I don’t know how I feel about two departments merging! I really hope that locating specific books will not be more difficult to do.

Thank you for your hard work!

Make the library 24 hours!! Give printing to AHS students (like business/engineer students get). Have librarians enforce quiet policies and remove individuals who are disruptive!

Looking forward to the remodelled space with a more modern/open environment and comfortable furniture similar to ACES and Grainger libraries. Accessibility for people with disabilities is important too.

thanks for asking.

It's a shame that the new name is rather cumbersome; but if people will call it "SSHEL" (pronounced like "shell," I presume), I suppose that identifier will work.

Please subscribe to Political Analysis.

My only request is that a fabulous in-person librarian is always present during the open hours. I am a fan of the librarian. Computers are nice, but almost every time I work with a librarian, my life is enriched by that experience.

computer lab!

good luck with the redesign/merge and all that!

This survey was frustrating. I was forced to select "1" and "2" for every category, even if I simply don't use any of the resources listed. And flat screen monitors? Why does a study room need flat screen monitors? Is this technology for technology's sake?

Please do not sacrifice the collection thinking that students want everything online and places to gather and study - we also want the books.

Please do not shorten the hours of operation!

I truly loved both the AHS and Ed library spaces and hope this change is for the better

fewer "professors", more librarians!

The current ESSL is a fantastic facility and resource. Can't wait to see the results of the merger!

I always get excellent help when I visit the library from the librarians and reference desk staff.

A separate reading lounge area would be inviting.

I like the set-up!

super idea to ask people bring in their opinions about this

great job so far

More nooks and crannies with individual desks would be nice, since I prefer to have my back to the wall.

I miss being physically IN libraries. It seems our electronic world confines us even though it is equally expansive in terms of access to information.

I am really excited for this new change!

It would also be nice if patrons would be allowed to eat in the libraries. It would invite a more comfortable environment. I want to spend the whole day in the library sometimes and not have to stop to eat (even if I pack my lunch). It would be nice if I could eat while I work at a desk.

you should have asked if respondents knew where the ESSL library was : -) most of the young grad students & faculty probably would not know! times are changing

I love the ESSL

I am so thankful for the kind disposition of all library staff and I love studying in the ESSL!
Thank you!
Appendix 11. Space Program for SSHEL

Specific services to occur in the new SSHEL require designated spaces for Service desks; reference collections; a journal display and space for more recent bound print copies; scanning and copying services; collaborative work spaces; carrels and other individual and group study space; public computers; and, consultation with researchers.

DESCRIPTION OF SPECIFIC REQUIREMENTS

The new unit will be used by librarians, staff, and users. It will house reference print collections, periodicals, circulating collections, and microform collections as well as current periodicals. It will be used as a study space, location for retrieving collections, and a location for securing services.

Area (NASF) 19,836 square ft. (combined spaces of current Education and Social Science and Business Libraries)

See below for the description of each room

Room 100: SSHEL designation: SSHEL North (Front Room)
Area (NASF): 5,396.46 sq. ft.

Occupancy:
- Minimum of 40 seats for patrons, including those at workstations

Furnishings:
- One service desk near the entrance, with two service stations for employees and desk/chair combinations behind suitable for three 100% FTE civil service personnel and one PT employee work station. Computer workstations and one shared printer. Should have accessible height component.
- Shelving to hold a reference collection of approximately 450 linear feet (based off of 1.25” thickness) Preference for half-height shelves to avoid breaking up sight lines.
- Shelving to hold bound journal collection of approximately 325 linear feet (based off of 1.5” thickness). Preference for half-height shelves to avoid breaking up sight lines.
- Shelving to hold reserve collections totaling approximately 400 linear feet (based off of 1.0” thickness). Preference for half-height shelves to avoid breaking up sight lines.
- Shelving to hold journal display (flat, close shelving configuration) of approximately 1,000 titles.
- Workstations and furnishings for fourteen public computers
  - One with accessibility hard/software configuration. This “Adaptive Technology Alcove” or accessible workstation would contain some of what we already have (adjustable tables, Clearview Magnifier), plus some new
items (24" or larger monitors, sheet feed scanner, head phones, maybe a trackball).
  o Two with Analytical software packages including: SPSS, SAS, _____
  o One with a public use scanner
• Four offices for faculty with desk, office chair, guest chair, file drawers, credenza storage, and workstation.
• One small meeting room with seating for 4-6 individuals with tables and chairs in configuration similar to office.
• Collaboration Room suitable for seating six individuals with a flat-screen monitor, table, and chairs.
• Three to four rectangular tables with space for four individuals, plus chairs
• Carrels for individual study similar to those found in the Chemistry Library.
• Comfortable seating and side tables scattered throughout.
• Public printer

Room 100a: SSHEL designation: Hallway
Area (NASF): 252.17 square ft.

Occupancy:
  • None

Furnishings:
  • Photocopier

Room 100b: SSHEL designation: Microform Room
Area (NASF): 699.17 square ft.

Occupancy:
  • Minimum of 15 seats for patrons, including those at workstations

Furnishings:
  • Conference or other long table and chairs
  • Microform station (ST-200 similar to HPNL) with table and chair
  • 30 Microform cabinets
  • 20 Test collection cabinets (legal size filing)

Room 101: SSHEL designation: SSHEL South (Front Room)
Area (NASF): 5,260.19 sq. ft.

Occupancy:
  • Minimum of 40 seats for patrons, including those at workstations

Furnishings:
  • One service desk near the entrance, with one service station for employees and desk/chair combinations behind suitable for three 100% FTE civil service
personnel and one PT employee work station. Computer workstations and one shared printer.
  o Self-checkout station should be installed in this service desk
• Shelving to hold a general collection of approximately 500 linear feet for new materials classified in the LC Classification System. Shelving should be set at seven shelves per unit. Preference for half-height shelves to avoid breaking up sight lines.
• Furnishing of built-in shelving along north wall suitable to serve as a new book shelf.
• Workstations and furnishings for fourteen public computers
  o One with a public use scanner
• Four offices for faculty with desk, office chair, guest chair, file drawers, credenza storage, and workstation.
• Collaboration Room suitable for seating six individuals with a flat screen monitor, table, and chairs.
• Four to ten rectangular tables with space for four individuals, plus chairs
• Carrels for individual study similar to those found in the Chemistry Library.
• Comfortable seating and side tables scattered throughout.
• Photocopier.
• Public printer

**Room 102: SSHEL designation: SSHEL Head Office**
Area (NASF): 159.12 square ft.

**Occupancy:**
  • One permanent and four guests

**Furnishings:**
  • Desk, chair and workstation for unit head
  • Meeting table with four side chairs
  • Bookshelves – two units
  • 4 file cabinets (standard file size)

**Room 112: SSHEL designation: SSHEL North (Back Room)**
Area (NASF): 4,044.84 square ft.

**Occupancy:**
  • Minimum of 30 seats for patrons

**Furnishings:**
  • Shelving suitable to hold approximately 1,800 linear feet (calculated at EC recommended thickness of 0.625”/book) of general collections shelving set at six shelves per unit. This should provide growth space for approximately two years at current acquisition rates.
  • Shelving suitable to hold approximately 250 linear feet of kits.
- Three rectangular tables with space for four – six individuals, plus chairs scattered throughout the space
- Carrels for individual study similar to those found in the Chemistry Library.

**Room 123: SSHEL designation: SSHEL South (Back Room)**

Area (NASF): 4,026.36 square ft.

**Occupancy:**
- Minimum of 18 seats for patrons

**Furnishings:**
- Shelving suitable to hold approximately (5,188) linear feet of general collections, primarily all of those classified in the Dewey Classification System. Shelving should be set at seven shelves per unit.
- Three rectangular tables with space for four – six individuals, plus chairs scattered throughout the space
- Carrels for individual study similar to those found in the Chemistry Library.
<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Specific Recommendations</th>
<th>Start Date</th>
<th>Completion Date</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire major new resources to support SSHEL</td>
<td>Use one time funding to purchase resources to support SSHEL disciplines</td>
<td>January 2012</td>
<td>July 2012</td>
<td>$</td>
</tr>
<tr>
<td>Develop SSHEL Library Web site to develop new identity; provide support to update Web pages</td>
<td>Develop a cohesive website for SSHEL that incorporates social media, and links to subject and interdisciplinary resources and services. This website will be phased in to coincide with the developments related to facilities renovations. Photos will be posted to the website to chronicle the transition.</td>
<td>April 2012</td>
<td>August 2013</td>
<td>$</td>
</tr>
<tr>
<td>Begin necessary processes for the development and filling of an office manager position</td>
<td>Create a position description in consultation with Library Human Resources and SSHEL librarians; advertise internally. Identify and designate one classified staff position as the office manager to supervise staff, monitor facilities and wage budgets, communicate with other units related to facilities issues, and other managerial activities.</td>
<td>April 2012</td>
<td>July 2012</td>
<td>No additional cost</td>
</tr>
<tr>
<td>Revise position descriptions for classified staff</td>
<td>Set up a process for meeting with each individual to be located in SSHEL to review current and proposed duties; involve SSHEL head and Library Human Resources in process. Positions include 1 office manager, 1 circulation supervisor, 1 support specialist for serials trouble-shooting and maintenance, 1 support specialist for collection development to place orders, manage gifts, and process incoming material, 1 special collections, services, and collections maintenance specialist</td>
<td>April 2012</td>
<td>August 2012</td>
<td>No cost</td>
</tr>
<tr>
<td>Develop system for assigning office and work space in SSHEL</td>
<td>Set up a process for meeting with each individual; involve SSHEL head and Library Human Resources in process</td>
<td>June 2012</td>
<td>August 2013</td>
<td>No cost</td>
</tr>
<tr>
<td>Create offices for 8 professional staff and SSHEL Head and 1 graduate assistant office (4 in Room 101; 5 in Room 100; Head office in Room 102);</td>
<td>Professional positions requiring office space: Head; Applied Health Sciences Librarian; Gender Studies &amp; Multicultural Librarian; Library &amp; Information Sciences Librarian; Behavioral Sciences Librarian; Anthropology/Geography/Sociology Librarian; Biomedical Sciences Librarian; Political Science (part-time); Economics/LER Librarian; 1 office for graduate assistants, practicum students and volunteers</td>
<td>July 2012</td>
<td>June 2013</td>
<td>$</td>
</tr>
<tr>
<td>Renovate service desk space in Room 100 to accommodate 3 staff, 2</td>
<td>Remove glass and wood partitions in current office area; replace with current (or equivalent matching) service desk currently used as ESSL circulation desk; service desk in Room 100 will be relocated to southeast</td>
<td>September 2012</td>
<td>August 2013</td>
<td>$</td>
</tr>
<tr>
<td>Task Description</td>
<td>Details</td>
<td>Start Date</td>
<td>End Date</td>
<td>Additional Information</td>
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<tr>
<td>Provide student wages sufficient to hire students for circulation, shelving, call slip retrieval, and other assigned duties</td>
<td>2 students (1 for each desk) will be required for the circulation desks (100/101 Library) the entire time the library is open (83.5 hours per side) A third student will be required for shelving, security and retrieving call slips the entire time the library is open.</td>
<td>August 2012</td>
<td>Ongoing</td>
<td>$92,106.00 (10,836 hours at $8.50 per hour) – a large figure, but significantly smaller than the combined ESSL and AHS and BEL wages</td>
</tr>
<tr>
<td>Identify all cataloging backlogs and relocate in centralized space outside of current units</td>
<td>Work with CAM to identify procedures for instituting original cataloging of backlogs in AHS and ESSL.</td>
<td>January 2012</td>
<td>August 2012</td>
<td>CAM staff costs + ESSL children’s books endowment contributed $4,500 for cataloging</td>
</tr>
<tr>
<td>Relocate BEL circulating collection (Room 123) to Room 101 to make space for renovation of SSHEL stacks</td>
<td>Relocate BEL circulating collection (Room 123) to Room 101</td>
<td>March 2012</td>
<td>May 2012</td>
<td>Library Facilities labor costs for relocation of material and equipment</td>
</tr>
<tr>
<td>Relocate Education Storage collection (Room 17D) to Room 131 Library to make space for Archives renovation; other space to be identified to hold collection for transitional</td>
<td>Transfer pre-1946 S-Collection Books to Rare Books Oak St.; transfer selected Curriculum Collection materials to Oak St.; relocate selected S-Collection and Curriculum Collection print and kit material to Room 131. Relocate oversize (kit) test instruments to Room 131.</td>
<td>January 2012</td>
<td>September 2012</td>
<td>ESSL and IPM staff costs for transfer of material to Oak St.; Library Facilities costs of</td>
</tr>
<tr>
<td>period</td>
<td>activities</td>
<td>relocation of material</td>
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<tr>
<td>Develop policies for limited loan periods for journals and other SSHEL material</td>
<td>Hold meeting with all SSHEL personnel to discuss policies and recommend best practice</td>
<td>June 2012, August 2012</td>
<td>No cost</td>
<td></td>
</tr>
<tr>
<td>Assign responsibilities to full-time librarians for Web Coordinator, Information Services/GA Coordinator, Training Coordinator, Social Media Coordinator</td>
<td>Evaluate workload, interests, and expertise of professional staff in designating duties as Web Coordinator, Information Services Coordinator/GA Supervisor, Training Coordinator, and Social Media Coordinator. Training coordinator duties may be assigned to classified staff or librarian position.</td>
<td>June 2012, August 2012</td>
<td>No Cost</td>
<td></td>
</tr>
<tr>
<td>Include equipment and networking for Self-checkout Station</td>
<td>Install equipment and networking to accommodate self-checkout station in south side of SSHEL. Place near service desks so that assistance can be provided as needed.</td>
<td>August 2012, August 2013</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Install shelving for monograph collections in Rooms 123 and 101</td>
<td>Renovate spaces in sequence as outlined by Library Facilities; re-use equipment where possible; clean entire space; reposition shelving in Rooms 123 and 101 for improved sight-line and security issues; improve electrical and network connections; include study tables interspersed between shelving as requested in spring 2012 user survey</td>
<td>April 2012, August 2013</td>
<td>$</td>
<td></td>
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<tr>
<td>Renegotiate donor agreements where necessary</td>
<td>ESSL has several endowments, some of which may require changes in language to address organizational changes.</td>
<td>Summer 2012, Fall 2014</td>
<td>Library Advancement will handle</td>
<td></td>
</tr>
<tr>
<td>Renovate Room 100B for special format and restricted items</td>
<td>Relocate microform, locked test cabinets, and viewing and scanning equipment to 100B Main Library (currently the Curriculum Collection); retain large table for group study and staff training.</td>
<td>Fall 2012, August 2013</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Place “New Books” shelves in prominent spot in Room 101</td>
<td>During renovation, use existing wooden shelves near entrances to display new books for collections located on each side of Marshall Gallery; install comfortable seating adjacent to new books shelving</td>
<td>August 2012, August 2013</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Renovate 106 Main Library for instructional space</td>
<td>Provide access to this space from first floor corridor through hallway door; monitoring of space and assignment will be handled by Main Library personnel, with key check-out at SSHEL service desk. Space should accommodate at least 30 workstations plus instruction workstation.</td>
<td>August 2012, August 2013</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Install public bulletin boards</td>
<td>Place one public bulletin board on each side to facilitate posting of campus and departmental bulletins, flyers, etc.</td>
<td>August 2012, August 2013</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Display of posters</td>
<td>Provide option for rotating display of posters in children’s collection</td>
<td>August 2012, August 2013</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Establish records management schedule</td>
<td>Establish records management schedule with Archives; transfer ESSL and AHS files according to guidelines; scan any photos and documents</td>
<td>July 2012, August 2013</td>
<td>No cost</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Description</td>
<td>Start Date</td>
<td>End Date</td>
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<tr>
<td>Provide group study space with technology in selected areas of the SSHEL</td>
<td>Provide small tables for group study as well as one enclosed group project area with technology on each side; include movable whiteboard</td>
<td>August 2012</td>
<td>August 2013</td>
<td>$</td>
</tr>
<tr>
<td>In coordination with Central Access Services and CAM, determine a specific date for new material being added to the general SSHEL collections to be cataloged in Library of Congress classification</td>
<td>Anticipate that the change to LC classification will occur on a date within 2 to 4 weeks of the opening of the new SSHEL facility in order to identify a section of its stacks space for material in the new classification.</td>
<td>September 2012</td>
<td>Ongoing</td>
<td>CAM personnel costs</td>
</tr>
<tr>
<td>Establish criteria for collections to be included in the new library</td>
<td>General practice is to have the last five years of circulating or published material retained in the general SSHEL collection. In order to allow for growth and evaluation of this practice, the initial criteria for items from general collections to be included in SSHEL will be (a) publication date of 2007 or later, (b) evidence of circulation from 2007 or later. S-Collection material will include the last ten years of circulating or published material. 80.9% of the S-Collection has circulated in the last ten years, indicative of its high use. Curriculum Collection material will include the last ten years of published textbook material and last ten years of circulating or published curriculum guides since it is critical to have current material on site for teacher education students.</td>
<td>June 2012</td>
<td>ongoing</td>
<td>No cost</td>
</tr>
<tr>
<td>Provide a robust training program for all categories of personnel</td>
<td>Emphasize the strengths of the many disciplines represented in SSHEL and establish a process of referrals</td>
<td>August 2012</td>
<td>ongoing</td>
<td>Personnel time</td>
</tr>
<tr>
<td>Provide equipment for users, including adaptive technology equipment</td>
<td>Scanner (or multi-purpose scanner/copier), 28 public workstations, public printer, photocopiers (at least 1 per side, one of which should produce color copies). Adaptive technology or an accessible workstation area that includes adjustable tables, Clearview Magnifier, 24&quot; or larger monitors, sheet feed scanner, head phones, and so on, to serve the needs of library users with disabilities</td>
<td>July 2012</td>
<td>August 2013</td>
<td>$</td>
</tr>
<tr>
<td>Purchase microform scanning equipment</td>
<td>Locate microform scanner in 100B with microform cabinets. Promote widely as an easily accessible location for microform scanning</td>
<td>August 2012</td>
<td>August 2013</td>
<td>$</td>
</tr>
<tr>
<td>Provide exhibit cases on</td>
<td>This will facilitate marketing and promotion of the rich resources in the</td>
<td>August 2012</td>
<td>August 2013</td>
<td>$</td>
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<tr>
<td>both sides of SSHEL disciplines served by SSHEL.</td>
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<tr>
<td>Relocate the Avery Brundage collection to the University Archives</td>
<td>Because the Brundage collection has some non-circulating cataloged monographs, it is important that the Archives have procedures in place to address collections with both cataloged and archival-accessioned material.</td>
<td>April 2012</td>
<td>December 2012</td>
<td>$</td>
</tr>
<tr>
<td>Engage in outreach and promotion throughout the transition period and beyond</td>
<td>Submit marketing grant proposals for support, and use social media, print, and other resources to promote the new library</td>
<td>Summer 2012</td>
<td>ongoing</td>
<td>$</td>
</tr>
<tr>
<td>Conduct formative and summative assessments</td>
<td>Use quantitative and qualitative evidence from user surveys and existing data sources</td>
<td>Spring 2012</td>
<td>ongoing (See Appendix 4, section G)</td>
<td>$</td>
</tr>
</tbody>
</table>