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 excellent 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.

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, and 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 in 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.

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.

- Investigate and implement self-check out stations on each side of the SSHEL facility.

- Implement a services desk on the north side of SSHEL that will incorporate reference assistance and circulation services in this highly visible first floor location.

- Implement a circulation desk on the south side of SSHEL with space for staff, and include 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 study space with technology in selected areas of the SSHEL.

- 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 St. 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 ten 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 2005 or later, (b) evidence of circulation from 2005 or later. A continual process of transfer of older and lesser used material will be implemented for this print-rich collection. Should these criteria be insufficient due to space constraints, SSHEl librarians will identify additional material for transfer to Main Stacks or Oak Street. One team member alternatively proposed retaining only materials with a publication date of 2005 or later in the new unit if space is insufficient.

The last ten years of published material will be maintained in the Curriculum Collection due to the nature of its content and use. Circulation dates will not be used for the moving wall for transfers since it is more important to have recent classroom material available for students in teacher education programs.

The last fifteen years of published or circulated material will be maintained for the School (S) Collection 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.

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 establishes 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](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. Appendix 3 provides campus data for the primary users of SSHEL: 9,033 students and 416.39 faculty.

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](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](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, Sue Searing, will have a primary office in SSHEL, and will continue to
maintain selected office hours in the LIS Building. The LIS Library Operations Associate, Sandy Wolf, will continue to provide support to LIS Virtual Library activities. Because some of those responsibilities related to collections maintenance may be reassigned to personnel in SSHEL, Sandy may have part of her time assigned to support reference or operational activities in other units within the larger library system or in SSHEL. That has yet to be determined in consultation with Library HR, the Executive Committee and current LIS Library personnel.

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.

All reference personnel in SSHEL will provide designated hours per week to the Main Library virtual reference service, Main Library on-site reference desk, the SSHEL reference desk, and/or to on-site reference assistance in the SSHEL facility. Services will include tiered reference, referrals, office hours, research consultations, and so on. Depending on the subject area and other arrangements, some segment of reference 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.

- 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 permanent reserves, multi-part objects, faculty copies of books or other materials, etc., can be consolidated into a Reserves area in proximity to the south 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. 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.

- 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 of comfortable lounge seating will be located throughout the spaces. Tables, comfortable lounge seating, and possibly carrels will be placed in Rooms 123 and 112 to be designated as quiet study space as well as collections space.

- 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.

• 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.

• Two options are provided for location of the School and Curriculum Collections.
  o One option is to locate these collections in one contiguous space in Room 112 on the north side due to the frequency of assistance required with these collections. Journals will also be placed in Room 112.
  o The second option is to locate the School and Curriculum collections on the south side with the other circulating collection. While this will not reduce the number of staff needed overall, it will integrate all circulating collections in SSHEL South, and much of the user space in the SSHEL North side. It will also require both Rooms 123 and 101 to consist mainly of stacks space, thereby decreasing sight lines in Room 101.

• 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 space for two virtual reference desk personnel on the south side, if space permits.

- 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.

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 five FTE other classified staff report, 1.75 FTE graduate assistants, and approximately 30 undergraduate student assistants. The office manager supervises staff, handles and reports facilities and operations for SSHEL, and reports to the head of SSHEL. Circulation supervisors (one of whom may be the office manager) are designated for each side and manage student workers. One faculty position will be designated as Reference Services Coordinator and will supervise graduate assistants, and manage reference 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 the 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 two circulation and service positions, one acquisitions and processing position (over 10,000 new print and non-print items are handled by merging libraries currently), one serials position (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.

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 8, the Table of Recommendations, that 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. Temporary shelving must be installed and utilized to house reference and reserve materials as well as current periodicals.
  - Upon completion, materials can be moved from AHS and ESSL and personnel can move into the offices and the unit can open for service.
  - The partially vacated AHS should be closed as a public space 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.
  - 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.

- The second phase of the construction will take place in North SSHEL.
  - ESSL must be vacated of collections. Items identified to be moved from ESSL to the Stacks and/or Oak St must be processed.
  - Furniture and shelving must be removed.
Demolition and renovation will take place.
Room 112 of North SSHEL should be equipped with shelving and prepared to receive periodicals, the S-collection, and curriculum collection. Office-scaping should be installed, the front service desk installed, and technology and furnishings installed in order to open.
Periodicals, reference and reserve materials should be moved from across the hall into this portion of the unit.
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.
  During this time, the SSHEL Head can temporarily occupy the GA/hourly work space located in the first phase of SSHEL.
  Once the remaining spaces in the former ESSL library are vacated, demolition and renovation can begin on the new instructional space.

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 grant proposal is under development for submission to the Strategic Communications and Marketing Committee to widely promote the on-site and virtual services of SSHEL 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 being addressed through an evaluation plan and process that is outlined in Appendix 4. We anticipate that an initial survey will be conducted in summer 2012 to use as a benchmark, with a subsequent survey 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. 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 Library
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/circulation supervisor for SSHEL South
1 FTE circulation supervisor for SSHEL North
1 FTE serials specialist
1 FTE acquisitions/processing/collections specialist
1 FTE collections specialist (gift collections, collections maintenance, transfers)
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 reference 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

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<th>Unit</th>
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<td>Curriculum &amp; Instruction</td>
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</tr>
<tr>
<td>School of Social Work</td>
<td>402</td>
<td>14.7</td>
</tr>
<tr>
<td>School of Labor &amp; Empl Relations</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 reference 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, 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.

**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
type 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 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>Inches at 1.0&quot;</th>
<th>Linear feet</th>
<th>Inches at 1.25&quot;</th>
<th>Linear feet</th>
<th>Inches at 1.5&quot;</th>
<th>Linear feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS &amp; ESSL monographs to SSHEL (all items post-2005 AND circulation since 2005 for older items) = 13,514 + 59,356 = 80,870 items</td>
<td>72,870</td>
<td>72,870</td>
<td>6,073</td>
<td>91,088</td>
<td>7,591</td>
<td>109,305</td>
<td>9,109</td>
</tr>
<tr>
<td>AHS &amp; ESSL serials to SSHEL (last five years) = 843 + 1,523 = 2,366 items</td>
<td>2,366</td>
<td>2,366</td>
<td>197</td>
<td>2,958</td>
<td>246</td>
<td>3,549</td>
<td>296</td>
</tr>
<tr>
<td>AHS &amp; ESSL Reference Collections = 1,248 + 2,610 = 3,858 items</td>
<td>3,858</td>
<td>3,858</td>
<td>322</td>
<td>4,823</td>
<td>402</td>
<td>5,787</td>
<td>482</td>
</tr>
<tr>
<td>AHS &amp; ESSL Reserves = 2,137 + 2,181 = 4,318 items</td>
<td>4,318</td>
<td>4,318</td>
<td>360</td>
<td>5,398</td>
<td>450</td>
<td>6,477</td>
<td>540</td>
</tr>
<tr>
<td>S-Collection &amp; Ed. Storage to SSHEL and 131</td>
<td>38,058</td>
<td>38,058</td>
<td>3,172</td>
<td>47,573</td>
<td>3,964</td>
<td>57,087</td>
<td>4,757</td>
</tr>
<tr>
<td>Totals for SSHEL South (Gen. Coll.)</td>
<td>72,870</td>
<td>72,870</td>
<td>6,073</td>
<td>91,088</td>
<td>7,591</td>
<td>109,305</td>
<td>9,109</td>
</tr>
<tr>
<td>Totals for SSHEL North (Serials, Res., Ref., and S/Curriculum Coll)</td>
<td>48,600</td>
<td>48,600</td>
<td>4,050</td>
<td>60,752</td>
<td>5,063</td>
<td>72,900</td>
<td>6,075</td>
</tr>
</tbody>
</table>
## 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></td>
<td><strong>Shelving, shifting, collection maintenance</strong></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></td>
<td><strong>Circulation supervision and training</strong></td>
<td>full-time staff</td>
</tr>
<tr>
<td><strong>Web Services</strong></td>
<td><strong>Unified, accessible website for SSHEL with easy access into subjects and frequently used online resources</strong></td>
<td>Web coordinator (librarian) who designs initial content, supervises maintenance, and researches web technologies and developments; GA for maintenance</td>
</tr>
<tr>
<td></td>
<td><strong>Subject web pages/guides to research, including “Fast Answers” service.</strong></td>
<td>Subject librarians to create, GA to upload onto web</td>
</tr>
<tr>
<td></td>
<td><strong>Pages for specific topics or classes</strong></td>
<td>Librarian for development, GA to upload</td>
</tr>
<tr>
<td></td>
<td><strong>Development of Social Media, including Facebook page</strong></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></td>
<td>Librarian</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>--------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Formal classroom Instruction</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>

<table>
<thead>
<tr>
<th>Reference Assistance</th>
<th>Librarian, GA, staff, student workers (dependent on usage statistics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two service desk(s) staffed with a variety of staff (GA, librarians, students) to provide a tiered service model. Stations with appropriate signage to indicate service level (“research assistance”; “circulation and information”). Recommending that each full-time librarian contribute designated hours per week to reference service, to be divided between VR and in-person desks or designated office hours</td>
<td>Number of staff required: Service desk on north side: 1 GA or Librarian, 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) when staff member not present. Note: 83.5 open hours/week with reference service provided 81 hours (Monday-Thursday: 9am - 11pm; Friday: 9-6; Saturday: 11-5; Sunday 1-11pm).</td>
</tr>
<tr>
<td>IM Reference: Increase involvement from SSHEL staff on Virtual Reference Desk. Recommend SSHEL</td>
<td>Librarian, GA, or staff with IM training</td>
</tr>
<tr>
<td>Task</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<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>Reference coordination and GA supervision</td>
<td>Librarian (assigned to existing position as a 0.3FTE assignment)</td>
</tr>
</tbody>
</table>

**Other**

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training of personnel for reference, 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, etc.)</td>
<td>Staff</td>
</tr>
<tr>
<td>Reserves (processing special reserve requests, working with instructors, access)</td>
<td>Staff</td>
</tr>
<tr>
<td>Special collections cataloging (test collections cataloging, curriculum cataloging) and maintenance</td>
<td>Staff, graduate assistant, student assistants for maintenance assistance</td>
</tr>
<tr>
<td>Acquisition and processing of new material (estimated 10,000 items per year)</td>
<td>Staff</td>
</tr>
<tr>
<td>Serials maintenance (binding, transfer of older volumes, maintenance of online records, verifying access, etc.)</td>
<td>Staff</td>
</tr>
</tbody>
</table>