Report of the Social and Applied Health Sciences Planning Team
University of Illinois at Urbana-Champaign

Submitted to Paula Kaufman, University Librarian and Dean of Libraries

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I. Introduction

The Social and Applied Health Sciences Planning Team was charged to identify and recommend an effective, sustainable, and cost-efficient model for providing consolidated library services and resources across the social and applied health sciences in the east wing of the first floor of the Main Library, incorporating other New Service Model (NSM) activities wherever possible. The idea proposed by the Library was to consolidate the current Education and Social Science Library (ESSL), the Business and Economics Library (BEL), and the Applied Health Sciences Library (AHS) into the spaces currently occupied by the ESSL and BEL libraries in the east wing of the first floor of the Main Library. The academic disciplines represented in the service and collection development programs of the three “libraries” involved—Education and Social Science, Business and Economics, and Applied Health Sciences libraries-- are numerous, including the following disciplines: sociology, social work, anthropology, political science, economics, business, education, psychology, gender and women’s studies, Asian American studies, applied health sciences (including gerontology, aging, disability, kinesiology, community/public health, speech and hearing science, recreation, sport, and tourism), and geography (the full charge appears in Appendix 1 to this report).

Members of the planning team were drawn from several of the disciplines to be represented in the consolidated model (members of the planning team are included on the cover sheet). In order to keep a balance between disciplinary representations, without becoming an unwieldy group size, not every discipline was represented at the planning table. However, members of the team met with faculty from each discipline to: provide an update on the planning process; have a conversation about what they viewed as the important research and curriculum support needs in the subject areas represented in their department; and discuss any interdisciplinary or emerging needs that they identified that factor significantly into their departmental future planning.

Vision for the Newly Integrated Library of Applied Health Sciences, Business and Economics, and Education and Social Science

The team recommends a newly-formed library that will offer a physical and virtual environment that supports research, teaching and learning in all disciplines in education, business, social sciences, geography, and applied health sciences. We seek to make this space the “third” space, for students, after their residences and classrooms, where they feel comfortable, secure, and welcomed, 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 and behavioral sciences, applied health sciences, and business, 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 or at the Main Library Information Desk.

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 for longer hours in all of the represented disciplines than the individual units can now 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 also 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.

**Guiding Principles**

As noted in more detail later in this report (pp. 8-9), the team developed a set of overarching principles to guide its investigation and discussions. Of paramount concern in this planning are students, and the capability of a consolidated social sciences program to address library-related student needs in disciplines across the social, behavioral, and applied health sciences and business. The group also sought to identify a compelling intellectual fit between and across the disciplines involved. Accessibility for individuals with physical, learning, and cognitive needs is critical. Further, the shift away from primarily print- and place-based user interactions sparked agreement that librarians, staff, and the services will play a critical role in articulating the “brand” of the consolidated library focusing on business, applied health sciences and the social sciences.

As a result of the planning process, the team makes the following recommendations:

**II. Recommendations**

**Recommendation 1: Consolidate the Education and Social Science, Applied Health Sciences, and Business and Economics Libraries.**

The consolidation of the three existing libraries and the development of a new library service point that focuses on social, behavioral, and applied health sciences and business emerged as the team’s overall recommended scenario. Although the group devoted significant effort during the course of its work to the exploration of a scenario that would have recommended that BEL consolidate with the Funk Family ACES Library, that scenario was ultimately found not to be viable. Other less compelling scenarios also proved not to be supported. At the conclusion of the December 15 meeting, eleven of the fourteen members of the planning team expressed support for the development of a new library presence through the consolidation of the three existing libraries and the formation of a newly-scoped library presence.

In this model the librarians and staff of the Applied Health Sciences, Education and Social Science, and the Business and Economics libraries work together to develop an integrated library service program, user and staff spaces, and collections in the east wing of the first floor of the Main Library (the space currently occupied by ESSL and BEL). Services, collections, and attractive user spaces, librarian offices, and staff and GA workspaces would be integrated across the two physical locations, as detailed in the Operational and Space planning section of this report (pp 12-13). Librarians from the Business and Economics Library would maintain a “base” of services and programs in the combined library, and would continue to provide embedded services to the students and faculty in the College of Business, in both the Business Instruction Facility, and through an office in Wohlers Hall. One of the librarians would also continue to provide some embedded library services to the School of Labor and Employment Relations.
Overall Benefits:

- The consolidated library would be open longer hours than AHS, or BEL libraries are now, operating separately. This is a critical need often cited by students in surveys, and in the University Library student advisory committee and Library / IT Fee committee of the Provost’s office. (Note: the trend is for hours to decrease everywhere except at consolidated “hub” libraries). ESSL is already able to maintain longer hours due to staffing. It has been a “hub” library for many years and the Library allocates additional funds for the ESSL library to remain open longer hours than either AHS or BEL;
- Professional librarian and staff expertise would be available from a cross-trained group that would be more accessible than individuals in separate library locations;
- Librarians have expanded opportunities to collaborate on shared collection development, instruction, web development, and services, which can augment what may not be possible to do in separate units;
- Merging creates a working environment where librarians and staff feel more of an ownership and investment in digging out an answer, rather than just telling the patron they have to come back when their home unit is open;
- The management and supervision of operations and staff in three units becomes one responsibility set, thereby enabling current unit heads to devote more time to new service program development, student and faculty liaison efforts, and research support activities;
- Provides the ability to consolidate staff functions, rather than three staff members working on the same function, again providing opportunities for staff to work on other areas that will benefit the library;
- Allows the new unit additional possibilities for GA pre-professional work to assist with librarian duties and to delve into untapped and needed areas;
- Reference request triage and virtual reference works much better with more trained people working with common service goals;
- Offers the opportunity for the Library to design better user-centered collaboration and study spaces;
- Provides better discovery and access to services and resources in a single place;
- Provides centralized and highly accessible print reserves.

College of Business: Additional Specific Benefits

- There would be Library support for Business students on evenings/weekends: Students of Business and related areas seeking help after 8 p.m. in the Main Library cannot now get assistance from BEL librarians, and there is evidence of unmet College of Business student library needs at these times. Despite the fact that BEL has reduced its hours because its experience suggested that students did not visit BEL after 8:00 p.m., 1) use patterns can shift substantially in short time frames; and 2) students present needs in a variety of places—a robust combined service point stands a strong chance of being flexible to meet these changing use patterns;
- Expanded opportunities for librarians to be embedded in the College: The consolidated scenario will enable the BEL librarians to provide richer targeted services to their primary constituency through their existing, and new embedded arrangements in both Wohlers Hall and the Business Instructional Facility (BIF) for a designated amount of
hours each week. Dean Larry DeBrock in the College of Business has indicated that he is willing to make an office in Wohlers Hall available for BEL Head Librarian Becky Smith to enhance the one-on-one research consultation opportunities with College of Business faculty and graduate students that she currently provides, by adding the benefit of a consistent location within the College;

- **Cross-training in business among the librarians and staff will enable staff and librarians to have familiarity with business and economics resources and methods;** Similarly, business information experts will be exposed to other social science disciplines’ basic knowledge as well, thereby enabling librarians and staff to develop a strong coverage network;

- **Students and faculty from Business and Economics will benefit from the new unit being in the same location as the existing unit,** although they will notice additional features due to the ability to expand the unit. They will notice additional configurations for study and collaboration, possibilities for small group instruction, a technology resource center, a new books section, a current periodicals section, extended hours, additional support, and as ever, the ability to consult with subject experts.

### College of Education and Social Sciences Departments—Additional Benefits:

- Enhancement of ties across the social science domains;
- Opportunities for cross-training;
- Greater synergies in the development of service programs across the social, applied health sciences, and business;
- Greater integration of related collections and ability to collaborate on collection development in these integrated areas;
- Additional space for student study and collaboration;
- Creation of a technology training room and a consultation space.

Please refer to Appendix 7 for further discussion of the Benefits and Concerns that the planning team identified and discussed around this scenario. No solution can be perfect from all perspectives, but the team sought a solution that was both realistic and had the strongest potential to correspond with as many of the team’s guiding principles as possible, in order to insure excellent services to students, faculty, and members of the broader social and applied health sciences community.

**Important Background from the Team Conversations**

Although the support for this scenario was clearly strong across the group, there was not unanimous support. Although all disciplines represented by the team’s membership are rooted in social science theories and methods, not all members of the team embraced the group’s charge to consolidate the libraries, or the idea that the integration of library services, collections and programs across the social and applied health sciences was a move in a positive direction from an intellectual fit standpoint. Some members of the team felt that Business, in particular, does not share a compelling fit in terms of disciplinary affinities with the social sciences.
Throughout the course of the group’s conversations, a few members of the group provided information and a perspective that suggested a more compelling fit between Business and Agriculture or Business and other areas, like Engineering. Further, some of the members of the planning team did not perceive a compelling fit between Business and Economics and the social science disciplines involved in the conversation, citing the differences between the research areas and methods, the curriculum (despite the fact that there are professional degree programs in these areas in all three colleges represented at the planning table). The team gave serious consideration to a scenario where the Business and Economics Library would merge with the Funk Family ACES Library. Two members of the team held the perspective that the Business and Economics Library should not be a part of the above scenario.

As the team’s conversations focused on the root issues and concerns around a consolidated scenario, the tide turned. Ultimately, a significant number of the planning team lent their support for the consolidated scenario. The support for this scenario gained momentum in particular after thoughtful conversations among the group about the strong overlap between social sciences and business and economics from the library service standpoint. While BEL user statistics provided by the Head of that library suggest that the majority of users of that facility are students in the College of Business, Library staff and faculty from other units provided compelling practice-based evidence that there is a critical need for Business and Economics library expertise in the Main Library—in particular a need that overlaps significantly with other social science disciplines. Further perspective in support of this scenario was gained from conversations with faculty in departments not represented at the planning table. These faculty indicated that they and their students utilized business and economics resources in their research and teaching. They indicated a desire to see business and economics included in the proposed consolidated social sciences library. From this standpoint, the planning team attempted, to the best of its ability, to identify a model that is effective, efficient, and desirable across the social science disciplines. In its final conversation, the team came to the conclusion that there were currently no other feasible scenarios that would offer effective or efficient service by which the campus community and the College of Business could continue to obtain access to the Business and Economics services, collections, and staff expertise that are supported within the University Library.

Finally, some members of the planning team felt that the Applied Health Sciences Library has a stronger affinity with the UIC Library of the Health Sciences than it does with the proposed Social and Applied Health Sciences arrangement. The UIUC and the UIC libraries have collaborated informally for years on programs and services focused on the medical and clinical aspects of health, psychology, psychiatry, social work, and mental health. Recently the two libraries have strengthened this into a formal collaboration to identify ways that they can work productively to provide more cohesive and complementary services to students and faculty on both campuses. Although both libraries are intent to act upon this strong potential for further collaboration, there is no idea at this time, on the part of either UIC or UIUC libraries, to consider a formal merger in this area. Some members felt that a stronger focus in the planning effort should be placed on health information and services, to reflect health as a campus priority and the need for a more visible presence for health information. The earlier HISP team report stated the need for more robust health information services, including an additional professional librarian devoted to this area.
Some felt that cross-training in all the disciplines served by this new unit might be unwieldy, especially considering the specialized nature of information of all of the various disciplines. Questions were also raised about the library’s ability to fund recommendations for the space. However, the library has been successful in obtaining funds from the Library/IT Fee for other new service model renovations for the International and Area Studies and the Language and Literatures NSM and other spaces, so we are moving forward on the assumption that funding will be available to reconfigure the space to effectively house the reconfigured library.

**Services, Collections, and Staff/Faculty Integration Plan to Accompany the Scenario**

The librarians and library staff members proposed that one of the existing library spaces (Side A) would house the combined service desk, the combined reference collection, combined reserves other than general reserves, a technology lab/workroom, and those collections that require assistance (such as tests, curriculum collection, certain non-print items), and possibly the children’s collection. It would also have many flexible arrangements for student study and consultations throughout the side and possibly the librarian office space (in the back). Side B could house the general circulating collection (in the back), and in the front a circulation service point, the browsing periodical collection and new books collection. It would also have multiple flexible student study and research areas. The staff and GA work area would need to be located in the back area of one of these two sides. Another scenario based on this one was to split the general circulating collections in two between the two sides (again using the back space). The team recommends that the Library invest significant resources in developing these spaces to their fullest potential, so that they are comparable to user/staff spaces in Grainger or ACES. In both cases good directional information would need to be posted in the Marshall Gallery. Details are further defined on pages 15-16 under Operational and Space Planning and also in Appendix 3.

**Recommendation 2: Fill Vacant Positions**

Of overarching importance is the desire on the part of the faculty in the colleges, and the librarians, that the Library ensure that subject expertise is maintained, supported, and enhanced in the resulting consolidation of libraries, services, collections, and resources. In particular, this includes having the librarians who are subject experts available for consultations, research assistance (both in person and virtually), collection development, instruction, online development, and liaison work with their constituencies. Currently there are two vacant positions for subject librarians supporting anthropology, psychology, social work, and sociology. The team recommends filling these core positions in order to provide the expertise users expect and need in this combined library.

**Recommendation 3: Leadership Roles and Staffing in the New Library**

- Each of the librarians who currently head the three libraries—ESSL, AHS, and BEL—was selected for her leadership, management, and subject expertise, and therefore each brings significant skill to this new library environment. Each of the three libraries is administered in a style that is focused on the specific clientele of each library. It is important that the Library Administration support each of the librarians to define
professional responsibilities through the transition from three separately-administered libraries to one consolidated library.

- In an ideal situation with no financial constraints, the team would recommend that the Library identify a new position, and carry out a national search to hire a librarian to administer and coordinate the services of the new library. However, at its December 15 meeting the team weighed this initial recommendation against the knowledge that an internal search would result in a number of highly-qualified librarians within these three libraries and elsewhere in the Library, any of whom might potentially provide excellent leadership in the newly-developed library.

- One further point that ought to be given consideration is that the Library complete a search for the Head of the new unit prior to establishing an implementation team. Sorting out the leadership question can help to focus the work of librarians and professional staff of the current units to analyze current roles, and make recommendations for changes in these roles and responsibilities, while retaining the librarian subject expertise needed for each discipline.

**Recommendation 4: Name**

The team discussed several options for naming the consolidated Library. The suggestions that most members of the group were willing to consider include some variation of the following:

- Business, Education, Health, and Social Science
- Social Science, Education, Business, Health
- Education, Health, Business, and Social Science
- Health, Business, Social Science and Education

**Recommendation 5: Backfiles**

The team also provided suggestions for one-time purchases of backfiles to online collections to support the social, behavioral and applied health sciences. Through one time funds available for new service model purchases, several backfiles were recommended and ordered (see Appendix 6)

**Recommendation 6: Instruction Lab**

The team recommends the development of a Library Instruction Lab space in the Main Library to accommodate the increasing needs of librarians to conduct instruction sessions in the Main Library. In order to provide hands-on instruction for the typical undergraduate classes (of 30+ students) librarians only have Rooms 291 in the Undergraduate Library and the lab in ACES. Room 291 is often unavailable due to the large numbers of classes being offered. ACES is not a viable option for librarians who want to provide part of their session in their library and then move to a lab for the remainder of the online session. Ideally the lab would have 40 workstations similar to what is in room 291 of the undergraduate library and also be available to students when not in use (perhaps with a scheduled SA on duty). One suggestion for establishing the lab was the space currently occupied by ILL. Another suggestion was to integrate the classroom into the new unit so it could be used for multiple purposes and be easily supervised.
**Recommendation 7: Marshall Gallery**

In order to provide ways to connect both spaces (current ESSL and current BEL) as one library, it is recommended that the Library explore ways to use the Marshall Gallery space to establish strong visual integration between the two separate physical spaces that will be occupied by the integrated library. Specific recommendations from the group included creating a more welcoming environment by installing seating, directional kiosks, and the installation of a café. The team believes it would be to the benefit of the Library overall to invest resources into assisting students, faculty and staff to easily identify what is housed in the integrated library, as well as establishing a “library presence” at the main entry to the building, through more effective use of the Marshall Gallery space.

**Recommendation 8: Assessment**

The implementation team should develop a periodic assessment plan to review the effectiveness of the integrated services and resources of the merged library, and make recommendations for improvements. Students ought to have significant input into the assessment process.

**III. Process**

The full team met biweekly from August 25th through December 15 2010. Additional subgroups met throughout that time period to work on specific tasks, such as a guiding principles document, gaps and redundancies in services, space planning, a survey of patrons regarding a name for the new library, and to meet with other departmental faculty who were not around the planning table. The team made extensive use of e-mail and the Library’s NSM Web space in order to view numerous reports and statistical documents. The group based their initial work on the Health Information Services Planning work that had concluded prior to the beginning of this team’s work ([http://www.library.illinois.edu/nsm/health/index.html](http://www.library.illinois.edu/nsm/health/index.html)), detailed survey and data-gathering that has been done across the libraries involved in the social sciences, as well as library-wide for the past decade, and strategic indicators from all of the colleges and units involved in this team's work ([http://www.library.illinois.edu/nsm/social/index.html](http://www.library.illinois.edu/nsm/social/index.html)).

As the charge notes, the work of the SAHS team was initially projected to be a step-wise planning process. It became clear early on in the “life” of the group that there were dynamics in play that required deeper conversation—the first being the establishment of a common ground across the disciplines represented around (and beyond) the planning table; and the second, which revolved around the synergies of the disciplines represented in the proposed consolidation. This conversation took several directions, including the identification of disciplinary and interdisciplinary affinities (which are discussed in the next section), the proposed scenarios for combining libraries (discussed in Recommendation 1 and Appendix 8), and the naming of the library, which is discussed below.

This section describes the several activities in which the planning team engaged in its effort to identify and recommend one or more sustainable models of consolidated library services across
the related disciplines that represented a cohesive “fit” in terms of subject matter, services, collections and resources, and operations. This section describes two different, yet essential, planning tracks in which the team engaged to address 1) the “intellectual fit” of the disciplines involved in the conversation; and 2) how the current library services and resources could work together operationally in the space on the first floor, east wing of the Main Library. The planning team as a whole engaged in the scenario planning for the “intellectual fit” conversation. The Library faculty and staff engaged in the operational and space planning in sessions that were scheduled outside the planning team meetings, and they shared the results of this planning effort with the group as a whole.

Guiding Principles

The planning team developed a set of overarching principles as it engaged in conversations about services, resources, and relationships between and among the disciplines that are proposed to be included in the social and applied health sciences library consolidation. The principles represent high-level points that the group used to frame its work. (See Appendix 2 – “Guiding Principles”). The principles include the following key points:

- **Library as “third place” for students**: Creating a “third place” requires a focus on student services and a personal approach to facilitating student and faculty learning and access, seeking to make the space the “third place” where students in the social, behavioral, and applied health sciences feel comfortable, secure, and welcomed (after their residences and their classrooms); as well as a place where students come for resources and services in their subject areas.
- **Fit**: There was a need to identify a *compelling fit* across and between disciplines at the planning table, a fit that is tied to overlaps in curricula, research, and other types of scholarship. Library services in the SAHS planning focus on the most effective ways to support curriculum and research needs across and within these disciplines.
- **Accessibility** for people with physical, learning, or cognitive disabilities is an integral component of the planning effort--of library resources, services, and facilities in the SAHS library.
- **21st century research library**: with the shift from primarily print collections and place-based interactions, the focus of the 21st century research library is evolving toward user services and professional interactions *shaped around* information resources that support learning and scholarship.

Data Collection and Analysis

The planning team addressed this charge through the operational space planning work, by consulting library statistics pertaining to services, and by identifying disciplinary and interdisciplinary affinities, including consulting a campus report pertaining to the Social Science Initiative Committee. Recommendations pertaining to the operational and space planning work are included in Appendix 3 and in the next section. The other areas are further explained below.

- Library Statistics pertaining to services: Librarians and library staff shared annual reports and compiled statistical information regarding their library’s staffing, circulation,
reference interactions, collections, web activity, instructional activities, shelf space, equipment, furniture, office space, staff and librarian functions. Other statistics pertaining to faculty instructional and academic unit data from the Department of Management Information were gathered as well. By identifying similarities in services, gaps, and redundancies, the team was able to develop areas where services and staff functions could be combined in order to provide efficiencies in tasks (such as binding, serials maintenance, acquisitions, catalog maintenance, facilities maintenance, marketing, publicity, web development, training), as well as to provide a more robust, service rich model of librarians working together to develop a collection that meets the needs of their constituencies, to work as a team in providing research services (both in person, through chat and through online tools), instructional services, and in creating an online presence that integrates all of the substantial resources into a portal. The statistics also revealed that it would be possible to reassign some of the functions and tasks so that rather than three people doing the same task, one person could be in charge of it. That would allow the other two people to work on other areas that previously had been put aside due to limited time/resources. This applied to both staff and librarians.

Through the conversations it became evident that many of the collections and areas of research and study intersected in multiple ways. One of the main benefits the team voiced of interfiling the collections and locating the library expertise into a combined area was that this integration would augment student and faculty’s ability to find the resources and help they needed in one area. The statistical information helped the team to determine which services needed to be front and center for the students (circulation, research help, reserves, study and group collaboration spaces) and which could be located/performed in the back area (staff tasks, offices, circulating collections).

The next bullet discusses how the affinities between these areas contributed to the discussions related to providing services.

- Disciplinary and Interdisciplinary Affinities. In order to find ways to support the information needs of students and scholars who work both within and across the social, behavioral, and applied health sciences disciplines, the SAHS team did the following:
  - Team members provided lists of their college’s core research and teaching areas. Some of this information came individually from faculty members in the colleges; some came from consulting the websites of the colleges to find this information; and some came from librarians who documented their core areas of teaching and collection building (see Appendix 5). Members discussed the overlap in areas between the disciplines, especially with the Health Sciences at UIC. Overlap with Business and Economics resources, research, and instruction was also evident in many of the other social science lists. This exercise affirmed that there were many interdisciplinary affinities between these disciplines and that merging the services and collections could provide enhanced access and delivery of services.
  - A letter was sent to the deans of the colleges of the disciplines to be represented in this new area that provided an update to our work, as well as an invitation to discuss our work in person. Subsequent meetings occurred with faculty from Anthropology, Political Science and Social Work. Each of those conversations not
only offered support for this work, but also confirmed the affinities between their areas and the Applied Health Sciences and Business and Economics.

Scenario Planning and Discussions

As the team discussed affinities between the various disciplines, a recommendation emerged that BEL might be better aligned with the ACES library. Please see Appendix 8 for the process used to explore this scenario. After it was determined that it was not feasible to merge the BEL collections and services with the ACES library, the team then revisited the initial recommendation for merging the three libraries and discussed benefits and concerns (see Appendix 7).

In summary, there were essentially two different scenarios for intellectual fit—a scenario in which the libraries in the original SAHS planning team consolidate in the Main Library, and a scenario in which the Business and Economics Library (BEL) has either a reduced service footprint in the Main Library, or the BEL merges with the Funk Family ACES Library. This was further explained in Recommendations 2 and 3 above.

Naming the Library

The question of identity in a consolidated library environment remained consistently near the top of the planning team’s agenda throughout the course of the semester. The team agreed that the process of identifying a suitable name for the SAHS library was contingent on two important factors: 1) some colleges/departments/schools had a strong desire to retain college identity within the Library environment—this desire was not consistent across all the disciplines; and 2) agreeing on a name that conveyed to students the availability of a range of content and services across the social science, education, business, and applied health sciences disciplines.

The approach that the team took to inform its work regarding the identity of the SAHS library involved internal conversations, conversations with the various departmental and college constituencies, and an informal survey. Some members of the team informally polled students, faculty and staff who used the ESSL, BEL, AHS, and the Undergraduate library during the week of November 15 to gain perspectives on what different names conveyed. The salient points from the team’s conversations, as well as the summarized survey results, are presented here.

Through our conversations with departments not represented at the planning table, we learned that the name of the library is not a point of focus for units for social and behavioral science programs for which services have been included in the current “Education and Social Science” Library and that have not had a “named” presence in the current configuration.

The group’s guiding principles focus first on supporting students of the disciplines across social, behavioral, and applied health sciences. Students’ perspectives on the name are important. A brief, informal survey carried out during the week of November 15 in the ESSL, AHS, BEL, and UGL libraries tested several names, and elicited a number of responses to variations on library names that experimented with the order (Business, Education, Health, Social Sciences) and the
terms (e.g., “Health,” “Applied Health Sciences”). For more detail on this survey, see Appendix 4 -- Name survey results.

- The group used the survey as a springboard, rather than a determinant, to guide its thinking, about what is important in the components of a name. The results of the survey helped us identify several points that we feel are important to consider in the naming process:
  - Students did not always understand that the phrase “social science” is utilized as a broader term for the disciplines of anthropology, sociology, social work, political science, psychology, education, business, and applied health sciences;
  - Some who participated in the survey commented that too many words in the library name phrase were simply confusing, not enlightening;
- There is some sensitivity to the order of the words in the name, thus recommendation 4 above provides a few suggestions that will need to be further discussed during the implementation phase;
- The name of the library is of critical importance to the College of Applied Health Sciences for several reasons that the college faculty and administration articulate:
  - To help AHS students and faculty find their college’s common space, since the college itself is spread out in four buildings on campus.
  - As a tool for AHS College recruitment and retention (for students and faculty) to have identifiable space in the Main Library that conveys a focus on health and related fields of study, as well as health-related community engagement.
  - The College of AHS would like "applied health sciences" or "health sciences" directly in the name. From the AHS College perspective, it would be a more complete rendering of the AHS viewpoint.
- The College of Education has referred to the Education and Social Science Library as the "education library" for over several decades—the faculty, staff and students of the college will most likely continue to call the new space the "education library" no matter what the future name. This signals that there is some importance to the College of Education to have “education” articulated in the name.
- Communication and marketing across the campus will be required to change long-standing behaviors with a name switch from either of the two existing libraries in the identified space. (e.g. Education and Social Science Library and Business and Economics Library) to something new.

The operational and space planning group came to the conclusion that the services, collections, and resources of the libraries involved could be combined into a cohesive set of library services across the social, behavioral, and applied health sciences disciplines. The group articulated a flexible model for combining service points, staff work areas, and integrating collections across the two existing library spaces.

**Operational and Space Planning**

The librarians and library staff members met three times (once with Jeff Schrader, Assistant Dean of Libraries for Facilities, to discuss operational and space planning in order to determine which services, collections and staff functions could be consolidated, which could be in a public
area, which needed to be in a staff area, which needed direct staff/librarian mediation, and which could be held off site (the spreadsheet of this is attached in Appendix 3). In doing so, they identified the following ways that services could be consolidated and supported:

- Reference services can be combined with circulation services into a Main Service Desk at one service intensive location (side A). The Reference NSM report (available at: [http://www.library.illinois.edu/nsm/reference/](http://www.library.illinois.edu/nsm/reference/)) has recommended that there be one main reference service point in the main library and that individual libraries could refer substantive questions to that service point or to an individual subject specialist librarian. Therefore, the new library here would not need to maintain a separate reference desk. Another circulation outpost was suggested for the other area (side B).
- All short term loans, items with restricted circulation periods: multi-part objects; faculty copies of books or other materials, etc. can be consolidated into a Reserves area in proximity of the Main service desk (side A). It was suggested that other general reserve items could be consolidated and moved to Main circulation.
- All reference materials can be consolidated and housed in an area in close proximity to the Main Service Desk (side A)
- All special collections (those that require assistance from library staff) will be housed in the service intensive side of the library (side A).
- The general circulating collections can be interfiled and located in one contiguous space (side B). There was some discussion also of splitting the Dewey call number range and putting half the circulating collection in side A and the other half in side B.
- All current periodicals (browsing) and new book displays can be consolidated and housed in the part of the library that does not have the Main Service Desk (side B).
- Certain nonprint materials and exhibits can be housed in the nonintensive service area (side B). However, those nonprint materials that cannot use security strips need to be located in a secure area (perhaps behind the service desk.
- Student space was agreed to be a major factor in thinking about the design of the space. Quiet study/group study/ collaborative spaces with appropriate technology and adequate electricals; ubiquitous wireless (to support public computing); varied furnishings that support work/study/comfortable reading environments were listed as priorities for all areas of the library.
- A technology lab was suggested to provide workstations that include standard productivity plus specialized software and databases to support research and discovery within and across social, behavioral, applied health sciences and business.
- Most staff functions and staff spaces can be consolidated and located in the back part of side B in order to allow more collaborative group and individual study space in the front part of side B. (further defined in Appendix 3)

There are a number of considerations to work through with respect to operational and space planning. These include identifying physical collection space, determining how to work with special collections, identifying a reference service program that dovetails with the Library’s new Reference NSM recommendations, and ensuring the availability of quality student work spaces of various types, as well as quality staff and librarian work spaces. Despite these considerations, the Library group developed a first draft of a plan for consolidating services and resources (Appendix 3).
**Additional Considerations Requested By the Library Post-Charge:**

As the planning team began its work, the Library asked the group to add two elements to its charge—to consider incorporating Geography materials from the Map & Geography library into the collections, and to consider the potential of the Communications Library establishing a temporary presence in the Main Library during an upcoming renovation of its space in Gregory Hall.

**Incorporating Geography Materials into the Planned Integrated Library**

Jenny Johnson, Head of the Map & Geography Library, joined the team formally and participated in the overall team conversations, as well as the operational and space planning meetings. Jenny’s presentation about geography materials that she proposes to move into this newly-configured library and ensuing discussion identified the potential of strong synergies around geography materials by those using the proposed social and applied health sciences library. She anticipates that the following collections and services would be included in this arrangement:

- Geography-related monographs and serials would be inter-shelved with other materials in appropriate and correct call number order
- Maps, atlases, and aerial photography as well as monographs and journals about these aforementioned items plus those on cartographic techniques, history of cartography, remote sensing, geographic information systems would remain in a separate unit (name to be determined)
- The Head of the Map and Geography Library would continue to be active in geography collection development;
- Map and Geography Library staff would not accompany the geography materials to the merged unit but would remain with the “cartographic materials”-focused unit;
- The Head of the Map and Geography Library would be available for referrals and consultations but not for staffing in the merged unit because of staffing, reference, and cataloging/processing needs in the cartographic materials unit;

**Potential for Temporary Communications Library Location**

Lisa Romero, Head of the Communications Library, joined the group as well, and participated fully in the team conversations as well as the operational and space planning sessions. It became clear midway through the work of the planning team that the Communications Library would not be required to establish a temporary location during the renovation of Gregory Hall. Even so, the group established that there are numerous affinities between the social and applied health sciences and communication, and it was agreed that Lisa’s participation in the team could help to identify future collaboration opportunities.
Sources Consulted
The following documents were consulted as we deliberated (all available at http://www.library.illinois.edu/nsm/social/index.html under Related Documents)

- The Health Information Services Planning Team Report of March 10, 2010
- The Reference New Service Model Planning Team Report of November 15, 2010
- Academic Unit Data from the Department of Management Information (DMI)
- Library Use Data (circulation, reference, instructional units, academic unit data)
- Social Science Initiative Committee Report (2009-2010—Office of the Provost)
- Illinois Inter-Disciplinary Health Science Initiative Wiki
- Summaries of conversations with units not represented on the planning team

Appendices
Appendix 1 Charge and members of the team
Appendix 2 Guiding principles
Appendix 3 Operational and space planning spreadsheet
Appendix 4 Results of Name Survey
Appendix 5 Affinities lists
Appendix 6 One time collections purchases to enhance health information
Appendix 7 Benefits and concerns of merging the three libraries into one unified library
Appendix 8 Scenario planning and discussions