

**Reference, Research and Scholarly Services**  
**ANNUAL REPORT, July 1, 2012 – June 30, 2013**

*Prepared by:*  
*Reference, Research & Scholarly Services (RRSS) librarians and staff*

Reference, Research and Scholarly Services (RRSS) is the central gateway to the Library's research and information services. We support researchers holistically, providing interdisciplinary and cross-disciplinary research support services through administration of the central in-person reference point, a ubiquitous virtual reference service and the Scholarly Commons; management of core online and print reference collections; instruction and workshops focusing on the entire research lifecycle; professional development for reference staff; and development of online tools to support information discovery. While other libraries focus on the disciplinary position of researchers or the undergraduate student experience, RRSS supports all groups in their work as scholars. Fully acknowledging the salience of unique disciplinary approaches, we recognize there are nevertheless common needs shared among all scholars. RRSS is not just a safety net for catching users who might fall through the cracks but a unit dedicated to increasing the research skills of faculty, staff and students and educating the campus regarding the many ways in which the library supports research and teaching, while also assuring that scholars are connected to their subject liaisons and disciplinary libraries.

RRSS is most tangibly manifest in two physical locations—the Scholarly Commons and the Information Desk on the 2<sup>nd</sup> floor of the Main Library. These in turn support a host of related activities and service programs related to our distinct, but closely intertwined roles in supporting our shared mission. While these service programs face unique challenges in terms of staffing, funding and program coordination, many core activities are supported by staff across the unit, most notably our robust instruction program. In order to make clear both the distinctions and the commonalities, this report includes separate sections for the Scholarly Commons and central reference which follow the full annual report outline and thus can highlight the unique challenges and opportunities of each service program, as well as a bridge section highlighting our instructional programs.

## **I. REFERENCE & INFORMATION DESK**

### **A. Major Activities and Accomplishments**

During the past year the librarians and staff in RRSS have played key roles in the successful launch of the Main-UGL Reference Hub in Fall 2012 and supported a growing service program that includes the provision, coordination and assessment on-demand reference services (up by 10 % this year), as well as a growing range of scholarly support services including a robust program of instruction for general programs at the graduate and advanced undergraduate level. We continue to lead development and maintenance of core reference collections, and are uniquely positioned to provide a user focused perspective to support scholarly work through the development and configuration of discovery systems and online interfaces.

### **B. Challenges - discussed where relevant below**

### **C. Significant Changes to Unit Operations, Personnel, Service Profile, or Service Programs**

#### **Operations and Service Profile:**

RRSS continues to evolve as per the recommendations of the Reference NSM Team (<http://www.library.illinois.edu/nsm/reference/index.html>), which outlined an ambitious plan to redefine reference service at Illinois as a shared enterprise that operates seamlessly from the user's perspective. Building on long-term efforts to build forward-thinking reference services based on assessment and attention to emerging research needs, information seeking habits, and usage data, RRSS played key leadership roles for the successful launch of the Main/UGL Reference Hub in Fall 2012 and has taken a leadership role in working with the Main/UGL Hub Management to set policy, provide training and orientation, and coordinate Hub scheduling.

### **Personnel:**

- Reviewed and readjusted staff roles and responsibilities across the Info Desk and the Scholarly Commons.
- Wendy Gregory was hired as a Senior Library Specialist. She has an expanded set of responsibilities that include the responsibilities of the retired Library Specialist as well as scheduling for the Main/UGL Hub, training responsibilities and operations management for all of RRSS.
  - Hiring back Dorey Panno as a 49% academic hourly for one year provided crucial support during this transition.
- Funding for a half-time academic hourly support provided backfill for Mark Wardecker's 50% time reassignment to cover Classics.
- Kathleen Kern was on sabbatical October 1, 2012-June 30, 2013. During her sabbatical, Karen Hogenboom was responsible for GA supervision and training, Mark Wardecker & Karen Hogenboom hired new GAs and Cindy Ingold (SHEL) helped cover Kathleen's reference desk hours.
- JoAnn Jacoby will be on sabbatical August 16, 2012-May 15, 2014. During her sabbatical, Karen Hogenboom will be the primary contact, staff supervisor and Acting Unit Head for RRSS, Kathleen Kern will oversee RRSS budgets, facilities, collection management and coordinate hub scheduling, staffing and assessment, Beth Woodard will coordinate Hub training, Merinda Hensley & Kathleen Kern will cover qualitative data analysis in the Scholarly Commons, Susan Avery will be Central Public Services Division Coordinator, and Cindy Ingold and Jen Yu will help cover reference desk hours.

### Challenges:

- The reassignment of professional staff time assigned outside the unit and across multiple service points has been beneficial to the Library as a whole, allowing the organization to be more nimble, respond to new opportunities, and cover gaps that have arisen due to retirements and other departures. It has also been enriching to individuals who are able to explore areas of expertise and specialization. It is not, however, without challenges:
  - Dispersed offices and responsibilities make it harder to provide consistent mentoring of new GAs and new staff.
  - Although many RRSS librarians have responsibilities in other units and/or to other service programs (e.g. Business Information Services and Classics), head count remains high leading to a perception that RRSS librarian ranks are growing despite the fact that actual FTE have been shrinking and all levels of staff have been taking on additional responsibilities for both Library-wide services as well as specific subject areas.

### **Facilities & Space:**

- Added a second Book2Net scanner to the 200 Reference Reading Room, in response to numerous patron requests. These scanners are faster and easier to use and much more accessible for patrons with disabilities, older patrons, and less-tech savvy users.
- Gate count in the Reference Reading and the Info Desk area increased by 7%, with peak headcount in the Reading Room at 177 people during finals.  
Library-IT Fee funding was earmarked in FY12 for improved lighting in the 200 Reference Reading Room, including new table top lamps and overhead light fixtures more in keeping with the grandeur of the space. The selection and installation of light fixtures should be completed in Fall 2013.

### **C. Ways In Which The Unit And/Or Its Staff Contributed To Library-Wide Programs**

#### **Information Services:**

##### Reference services

RRSS is the central gateway to the Library's information and research services and has played a key leadership role in the development and success of the Main/UGL Reference Hub. The Information Desk is by far the busiest reference service point in the Library and the only reference service point open during the interim before fall classes and during the winter interim. The Info Desk fields all email questions that come in through the Ask-A Librarian Service as well as

the phone calls that come in through the primary library phone number. Both affiliated and unaffiliated researchers rely heavily on the in-depth reference services and referrals provided by RRSS to make effective use of their time. This year reference activity increased by 10%. This builds on the 6% overall increase we saw last year, and once again applies across modes of interaction (see Statistical Section below for details).

- Provided primary support for central reference services during the summer, a critical time for faculty, graduate students, and visiting scholars to focus on their research.
  - Building on a long tradition of working collaboratively to support core reference services at the point of greatest needs, starting in summer 2013, the Undergraduate Library provided 25 hours per week of GA staffing on the Information Desk.
  - Summer has seen the largest seasonal increase in reference activity, perhaps due to increasing uptake of virtual reference services by faculty and graduate students.
- Provided sole coverage of central reference services during breaks, intersessions and the reduced service days between Christmas and New Year's.

#### Main/UGL Reference Hub

- Played key leadership roles in the management of Main/UGL Hub reference services, including the development of policy, training programs, and assessment.
- Provided the sole staff support (through the outstanding work of Senior Library Specialist) for scheduling more than 60 people across the VR and Information Desks and as well as ensuring that planned and unplanned absences and trades are covered.
- Provided 319 hours per week (45% of the hours) for the Main/UGL Hub reference services during the Fall and Spring semesters. Overall, RRSS actually allocated more staff hours to reference services in Fall 2013 than we did in Fall 2012 in order to keep up with increased activity without overburdening other units.

#### Government Information Services

Although government information is led by a Coordinator for Government Information Services, Access and Collections who reports directly to the University Librarian, there is a close collaborative relationship. On-demand support for government information services are integrated into the Information Desk (with referrals made as necessary for questions demanding expert assistance) and the basic print reference tools, primary microfiche collection and CDs/DVDs/Video resources are located in a separate area in the Reference Reading Room in 200 Library. The Coordinator and her GA participate in reference services at the Information Desk, while RRSS librarians with expertise in state and national government resources help support research referrals and librarians and GAs with expertise in web content creation also work with the Government Information Services to develop and maintain web pages.

Shared goals for FY14: Cross-train other librarians and GAs in core areas of government information services like legislative history and finding statistics. This has been a goal for the last two years and progress thus far has included Hub training sessions led by the Coordinator and encouraging participation in the excellent webinars provided by the Government Resources Section of the North Carolina Library Association. Going forward, we would like to encourage individuals to develop deeper expertise in government-related specific areas.

#### RRSS contributions to the Scholarly Commons

RRSS staff at all levels contributed to service programs in the Scholarly Commons. Three RRSS librarians are based in the Scholarly Commons (Karen Hogenboom, Merinda Hensley and Carissa Phillips) and another (Sarah Shreeves) has a primary reporting line through the AUL for Research and Technology. These librarians provide services related to copyright, scholarly communication, numeric and spatial data, data mining, and business data. All other RRSS librarians create and teach Savvy Researcher workshops, as well as offer research consultations with scholars in specific areas such as copyright education, citation management tools and qualitative data analysis. RRSS GAs also provide support for the Savvy Researcher workshops and marketing efforts. The Senior Library Specialist coordinates supply, maintenance, and equipment orders for the Scholarly Commons.

## Discovery Systems

- Jenny Emanuel co-Chaired the Web-Scale Discovery Working Group, serving as public services lead.
- RRSS as a whole is providing extensive input into the implementation of the Primo search tool in the library. Many RRSS staff and graduate assistants have provided and/or attended training on the use of Primo. We have also been involved in both user testing and feedback about the tool during the implementation phase.
- Merinda Hensley, with support from RRSS GAs, coordinated online instruction for Primo.
- Mark Wardecker made improvements to the Online Reference Tools interface based on user feedback.

## User Experience

- Jenny Emanuel received \$140,000 grant to conduct UX (user experience) testing of Dow Chemical Corporation's library resources. Her experience with this project helped inform design of the Primo implementation and will inform future projects to improve the user experience for those using library online services and webpages.
- Conducted annually, Merinda Hensley and the instruction GA, performed usability studies of the library's main instruction portal <<http://www.library.illinois.edu/learn/>> in order to continue improving its organization and gathering ideas for new online instructional support.
- Jenny Emanuel and JoAnn Jacoby participated in an ad hoc group that made recommendations for a more systematic approach to User Experience in the Library.
- JoAnn Jacoby participated in an ad hoc group to update signage in the Main Library and analyzed directional inquiries to inform terms used in the signage. Installation of the revised signage is still pending; Examples were installed in one of the 2<sup>nd</sup> floor hallways and near the staff break room. Once the rest of the signage is in place, RRSS can do a before and after analysis of in-person directional questions to see if there was any impact and determine what further improvements could be made in wording and placement.
- Merinda Hensley worked with a CS428 course (9 students) in Spring 2013 to develop an website and mobile application to gather Library study spaces, similar to University of Washington's Space Scout: <http://spacescout.uw.edu/>. Merinda and two RRSS Gas (Claire Bolyard and Emma Clausen) gathered the data and photos necessary to populate the website on study spaces. Over the summer of 2013, Merinda collaborated with Library IT and CITES to get the website live with study spaces and CITES computer labs across campus. The website should go live early fall 2013.

## Collection Management:

- The reference collection has continued to transition from print to online as the preferred format of materials. Only 213 new items were added to the print collection in FY14, with all but 48 serial titles.
- Purchased the online backfiles of *British Authors and American Authors* (29 volumes each), improving access to these titles and freeing up considerable space in room 200.
- Worked with several other units to purchase access to *Encyclopedia Britannica Online* and the online *Foundation Directory*, two important resources that also replace print volumes and expands access to a broad set of campus users.
- Raised awareness of the need for full text online access for the *World Biographical Information System (WBIS)*, which the Office of Collections purchased for us with end of the year funds. Having access to *WBIS* online will allow us to send the large fiche collection to Oak Street and expand access for a truly interdisciplinary resource.
- Acquired nearly 50 reference works from the recently expanded *Oxford Digital Reference Shelf*, again allowing us to purchase fewer print volumes from Oxford.
- One ongoing project related to reference collection is a series of webpages devoted to the library's holdings of the various national bibliographies. We have an extensive print collection of national bibliographies, many of which are superseded by online versions. In summer of 2013, we began a list of online bibliographies to add to the library's online catalog and create a website showing all library national bibliographical holdings.
- Reviewed all titles in 200 as possible candidates for weeding. Recommendations made by the GAs are being reviewed and transfers and withdrawals will be made in FY14.

- Helped coordinate the retirement of the general catalog, coordinated the relocation of portions of the catalog that were retained (the thesis file, the serials file, the non-Roman serials files and the University of Illinois subject cards), and pulled specific cards to fulfill requests from campus.

### **Staff Training and Development**

- All new graduate students participated in an intensive training program; and ongoing training is provided to all new and continuing GAs throughout the year through regular meetings and special workshops.
- Librarians in RRSS have a key role in assisting with reference training for all graduate assistants and new staff at the library-wide GA orientation, Hub training sessions and other supplemental sessions.
- Trained staff and librarians participated in Information Desk services in the Fall and Spring, as well as 2<sup>nd</sup> year GAs from the Undergraduate Library (UGL) staffing the Info Desk in summer 2013. UGL GAs benefitted from the experience of serving a different clientele and gaining additional experience providing in person, email and telephone research assistance, while RRSS benefitted from the new perspectives, energy and enthusiasm the UGL GAs brought along with their strong base of reference experience.
- Updated and reorganized the InfoDesk Policies and Procedures Manual and made ongoing updates to the Reference Rolodex which is now used by staff throughout the Main/UGL Hub.
- The Savvy Researcher also serves as a staff training program and appropriate workshops invitations are sent out via LIBNEWS on a routine basis throughout the semester.

### **Diversity Efforts**

- Coordinated library involvement and taught a number of sessions on advanced research skills for the Summer Predoctoral Institute, a program that helps prepare incoming doctoral students from underrepresented populations for graduate-level research.

### **Public Engagement**

- Tours of the Main Library, Fall 2012 (19 tours attended by 224 individuals, an increase of over 400% attendance), developed and updated online tours and videos. Continuously update the library's online tours: <http://www.library.illinois.edu/learn/intro/index.html#tours>.
- New Faculty Orientation, Fall 2012 – JoAnn & Kathleen staffed the booth at this key event for incoming faculty which is a valuable opportunity to inform new faculty about library resources and services, answer questions, and engage in discussions that can inform the development of new services aligned with emerging needs of current faculty.
- Graduate Student Fair, Fall 2012 – Merinda attended and promoted resources and services for new graduate students.
- Serve as a resource for Library Advancement in the development of outreach materials and research on Library history and current services. Gave three brief presentations to student telemarketers.
- Serve as primary point of contact for alumni and community members who make use of the library's collections and services. Maintain <http://www.library.illinois.edu/learn/users/visitors.html>.
- Osher Lifelong Learning Institute (OLLI) – Merinda taught four OLLI Basics sessions at the Research Park reaching 34 OLLI members. She also collaborated with RBML to promote an 8 week series of lunch time sessions for OLLI members, which has been hugely successful two years in a row. She arranged for Travis McDade to give a lunchtime lecture on his newest book, attended by over 60 OLLI members and met with Jennifer Teper on the possibility of creating a new OLLI class on preserving family archival materials.

## **E. Goals**

### **Progress Toward 2013 Goals**

- Worked with the Reference Services Committee and the Main/UGL Hub Management Team to successfully integrate GAs and librarians into the Main/UGL Hub reference service points.
- Collaborated with the Main/UGL Hub Management Team and Staff Development and Training to develop a program of orientation, training and ongoing professional development program to prepare all levels of staff to provide frontline reference service and ensure a consistently high level of services.
- Reassigned scheduling for the reference desks from a librarian to a Senior Library Specialist in order to free up

additional librarian time to devote to the development of cutting edge services and to coordinate the transition to a new service model for reference.

- Worked with the Coordinator for Assessment and the Main/UGL Hub Management Team to evaluate trends in reference activity levels to determine optimal levels of staffing across the Main-UGL hub service points. Used reference data and staff feedback to adjust staffing levels and shift staff across the virtual and in person desks in Spring and Fall 2013.
- Contributed to the development of stronger referral networks – provided data for the referrals database and made suggestions for ways to make the database easier to update; worked assiduously to follow up with referrals made to other units and ensure that staff provide the information needed to facilitate effective response to patron inquiries, but more work remains to be done.
- Helped improve discovery systems and related information discovery technologies and support (allowing reference interactions to shift away from trouble-shooting and toward research support services) –provided leadership, training, and input for the Primo implementation; made improvements to the Online Reference Tools interface based on user feedback.

### **Goals for FY14 and beyond**

- Use and provide training on using the READ scale to assess the effort and level of staffing expertise needed to answer reference and directional questions. The data gathered through READ, although limited by the fact that not all reference service points use the scale, should help us understand the type of reference work happening across the Library and make informed decisions about the type and level of staffing needed at different places and times.
- Better integrate insights gleaned from our broad and deep level of interactions with our diverse users into IT systems and web development by becoming a trusted advocate for the needs of the scholarly community as a whole.
- Continue to build an environment in RRSS and across the Main/UGL Hub where all staff communicate and collaborate to achieve shared goals and provide a coherent set of services.
- Continue to focus on developing innovative approaches to research support services that benefit the entire community of scholars who rely on the Library's world class collections and services.
- Continue to evolve toward a model that shifts the emphasis from traditional reference services to research support, characterized by seamless online discovery and strong collaborations and in-depth consultations with faculty and graduate students.

## **II. INSTRUCTIONAL PROGRAMS**

RRSS provides support for two major graduate-level library instruction initiatives, the Savvy Researcher series and ESL 500-level classes for international graduate students. The Scholarly Commons has also increasingly added workshops to the series. Merinda Hensley continues to work with the newly formed Office of Undergraduate Research to support instruction for campus-level formal undergraduate research programs including the annual UR Symposium held in the spring. Merinda and Sarah Shreeves are working to implement a journal publishing platform for the campus, starting with undergraduate research.

In total, this year, RRSS staff gave 174 group presentations to a total of 1751 individuals. 19 of these were tours, the remainder were instructional sessions. Sessions included:

- Savvy Researcher: 121 sessions, 1123 students
  - The Savvy Researcher series is a library wide instructional program targeting graduate students. Twelve new sessions included NVivo, Introduction to R, XML and TEI, Introduction to Metadata, Intro to Data Management, Business Information for Non-business People, Mobile Media Production, Survey of Resources for Biomedical Sciences, Database Design for the Non-Technical Researcher, Introduction to CiteLighter, Personal Finance and Budgeting for College Students, Designing Infographics with Piktochart.

- Added new service – ability for campus groups or classes to request specific Savvy Researcher sessions. These can be taught in the library space or on campus. Approximately 1/3 of the instructors of the workshops agreed to this pilot in Spring 2013. A form was set up on the learn site and we saw almost 20 requests for instruction through this avenue, although exact numbers are not known because sometimes instructors were contacted directly (as has been happening for the past several years).
- ESL: 45 sessions for a total of 481 students (a 20% increase in the number of sessions taught since last year)
  - Cindy Ingold, the Multicultural Services Librarian, coordinates this instruction program for graduate students enrolled in the English as a Second language courses. RRSS, along with librarians and GAs from International and Area Studies Library, provides crucial support for teaching the classes.
  - Librarians and graduate assistants in RRSS taught the majority of the sessions and participated as lead or assistant instructor in all but 4 sessions.
- Undergraduate Research: 15 sessions reaching over 254 students
  - Building on previous work with the Undergraduate Research Symposium and the Ethnography of the University Program, Merinda has continued to expand our reach into teaching formal undergraduate research programs by teaching sessions on topics such as on how to develop a conference proposal and how to create a research poster. Departments and programs include Mechanical Engineering, Applied Health Sciences, the Rhetoric program, and the Undergraduate Research Symposium.
  - Merinda agreed to be one of four EUI Co-Directors starting Fall 2013. This position will help recruit faculty into the EUI program, provide feedback on student learning outcomes, and advise on current library/information tech scholarship. <http://www.eui.illinois.edu/>.
- Distributed flyers and emails promoting Savvy Research workshop series, including targeted posts in GradLinks, the weekly electronic bulletin from the Graduate College distributed to all registered graduate and professional students at the Urbana-Champaign campus, as well as messages that subject specialists are encouraged to forward to their department.

### Online instruction

- Learn site: Content was revisited during the summer 2013, updating all page content and links as well as to add new information about searching and researching in the library.
- LibGuides: 45 guides with 74,570 views maintained by Merinda with support from GA project hours in RRSS.
- Learn Twitter account: Developed a new Twitter feed that aims to highlight library resources and services through @learnlib. As of 8/13/2013: 462 Tweets, 358 Following, 127 Followers. Developed a Twitter policy and assessment metrics with help from RRSS GA, Jennie Archer.

## III. Scholarly Commons

### A. Major activities and accomplishments

The Scholarly Commons staff continues to provide consultation services on a range of topics including numeric and spatial data, copyright, research data management, publishing, and digital humanities projects; space for users to work with specialized software; instruction in the form of the Savvy Researcher series (described above); and access to the services of partners such as ATLAS and the Survey Research Laboratory. The number of reference transactions doubled (from 281 to 588) from last year. The Scholarly Commons moved into 306 in the Spring of 2012, but this space was not finished until just before Fall 2012 when the furniture arrived; a usability lab and meeting room were also completed. Carissa Phillips joined RRSS and the Scholarly Commons in the summer of 2012. The SC co-sponsored the first annual Digital Humanities Symposium in the fall of 2012. In addition, some of the technology issues that had plagued the Scholarly Commons over the first year and a half of its existence have been ameliorated with the hiring of a Technology Enhanced Spaces support specialist.

In January 2013, the Executive Committee accepted the recommendations of the eResearch Task Force. One of these identified the Scholarly Commons as the hub for eResearch and data management support services. While some of this work was ongoing, the eResearch Implementation Committee has focused on over the Spring and Summer 2013 on how this will be implemented.

## **Online instruction and social media**

- LibGuides: 22 guides, 5,304 views
- Update and maintain the SC website: <http://www.library.illinois.edu/sc/>
- SC Twitter account @ScholCommons: As of 8/13/13 - 1,341 Tweets, 943 Following, 527 Followers
- SC Blog Commons Knowledge: As of 8/13/13 – 28 new posts on a variety of topics including MapLab, Survey Research Lab consultation hours, PressForward, CAQDAS, Digital Humanities and much more.

## **B. Challenges**

- The location of the SC is not within the flow of our patrons, and the growth of services offered is hampered by lack of space for staff as we will add a 50% post doc in support of the Hathi Trust Research Center and have a GIS Specialist on the current hiring plan, as well as the planned Research Data Services unit to be co-located with the Scholarly Commons.
- Library IT not well equipped to provide the infrastructure to support exploration of different technologies and services. In particular, we are interested in providing more sandboxes for faculty and others to experiment with software and tools (for example, an Omeka installation so that a researcher could compare it with Omeka.net).
- The Scholarly Commons is growing both in terms of services and staff; this is challenging with only .5 FTE designated as coordinators.
- As with similar services, such as IDEALS, the Scholarly Commons is somewhat reliant on our colleagues throughout the Library to market our services to their departments and clientele.
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## **C. Significant Changes to Unit Operations, Personnel, Service Profile, or Service Programs**

### **Unit Operations**

- In the summer of 2012 the Scholarly Commons licensed Omeka.net for use by the University of Illinois community. Harriett Green, the English and Digital Humanities Librarian, serves as the service manager and provides training and support with the assistance of Scholarly Commons' GAs. Omeka.net is now used in undergraduate and graduate classes.
- As part of the collaboration with ATLAS to provide data services, the SC and ATLAS experimented with providing office hours via Lync. This did not prove successful in that there were no users of this service; Dawn Owens-Nicholson will be returning to in person office hours in the Fall 2013

### **Personnel**

- Carissa Phillips joined RRSS and the Scholarly Commons in the summer of 2012.

### **Facilities and space**

- Furniture and technology was in the space in time for the start of the Fall 2012 semester. New windows and shades were installed and walls/ceiling were patched and painted.
- The usability lab in 316 and the meeting room in 308, including an interactive screen, were also completed. Merinda Hensley and Jake Nash secured a Library Marketing Grant (\$388): to develop a brochure advertising the 316 usability lab and the library services to support the space and software.
- Room policies were developed for 308 (conference room) and 316 (usability lab).
- The Scholarly Commons increased the number of machines available for use from three to fifteen (including three Macs), and added a BookEye scanner.
- Posters and signage were added to the hallway outside of the Scholarly Commons with the goal of having the northeast wing of the 3<sup>rd</sup> floor be identified as the e Scholarly Commons.

## **D. Ways in Which The Unit and/or its Staff Contributed To Library-Wide Programs**

### **Information Services**

- The Scholarly Commons serves as a central point for queries related to technology and data intensive work; in particular, we are commonly referred questions related to access to datasets, digitization, and copyright. The SC will become the hub for eResearch queries in the Library.

### **Instructional Services**

- The Scholarly Commons organizes and hosts the Savvy Researcher series.

### **Scholarly Communications**

- The Scholarly Commons serves as the central service point for scholarly communications consultations (such as on negotiating copyright transfer agreements, open access, and data publishing), instruction through the Savvy Researcher series, and web-based information on scholarly communications. Because the bulk of Sarah Shreeves' position is focused on the institutional repository and scholarly communications services, the Scholarly Commons has become the de facto 'front door' to those services as well.

### **Assessment**

- The Scholarly Commons implemented a new qualitative assessment strategy put into place as a pilot in Summer 2013; this will continue into Fall 2013. We are gathering data from SC patrons as they use the space, as well as gather notes from GAs as they assist patrons. This should enable the SC to better tell a narrative about how the SC helps researchers with their work over time and in complex ways.

### **Collection Management**

- The SC librarians added a new reference collection to the space to support user needs in software support, digital humanities, publishing, and data visualization.

### **Digital Content Creation**

- The Scholarly Commons provides support for researchers who are interested in digitizing collections as well as working with digital collections through the software available in the space. For example, Carissa Phillips has been working with the Abbyy Finereader software in order to better enable researchers to use and manipulate the digitized text.
- The Scholarly Commons collaborates with the Digital Content Creation unit to offer a Savvy Researcher workshop on effective creation of digital images using minimal equipment (such as camera phones). In addition, we make referrals to the DCC as needed.

### **Diversity Efforts**

- Scholarly Commons staff taught workshops on data management for the McNair Scholars in the summer of 2013.

### **Public Engagement**

- Merinda Hensley and Sarah Shreeves collaborated with Sarah Christensen, College of Fine and Applied Arts, to administer a Library Innovation Award (\$14,000) for ExploreCU - a mobile application that curates the arts and history in Champaign-Urbana: <http://explorecu.org/>. Merinda and Sarah met with UIAA to build a collaborative relationship that brings together UIUC materials into ExploreCU. Merinda supervised a graduate student and presented locally and nationally on this project throughout the year. Sarah Shreeves support this work through application of some of her ICR funds.

## **E. Progress Toward 2013 Goals**

- *Promote the expansion of the Scholarly Commons services (online and scheduled consultations) to complement on-demand services and ensure that services are tailored to the needs of specific research*

*communities*. Although the SC saw a substantive increase in reference transactions, there is certainly more work to do in this area. There will be a major marketing initiative launching in the Fall 2013.

- *Further integrating subject specialists into the Scholarly Commons and other service programs so that liaison librarians have the tools and expertise to collaborate with faculty and graduate students on scholarly projects.* Harriett Green has become more closely integrated into the Scholarly Commons, and will be staffing the desk in the Scholarly Commons in 2013. Involvement from librarians such as Sarah Williams and Susan Braxton has increased due to the emphasis on research data. This will increase into 2013/14.
- *Assess the feasibility of increasing hours to expand access to the specialized software and equipment in the Scholarly Commons.* The Scholarly Commons increased its hours during the summer 2013 , and will double its open hours during the 2013/14 school year.
- *Plan for the relocation of the Scholarly Commons into public service space large enough to support the growing service program and located closer to active service points and spaces where faculty and graduate students engage in scholarly work.* The Scholarly Commons, with the support of HPNL and LLL, put in a proposal to the Executive Committee to move into room 220 when CAM vacated that space. However, that proposal was not accepted. The Scholarly Commons is currently looking at opportunities to utilize the two office spaces in the hallway to meet an increased staff footprint for 2013/14.

#### **F. Goals for FY14 and beyond**

- Promote the Scholarly Commons in a major marketing push that includes direct outreach to librarians, an open house planned for the Fall, and events with external speakers relevant to the Scholarly Commons. In Fall 2013, Victoria Stodden (Columbia University) will be speaking during Open Access Week on open data and code; in the Spring, Heather Piwowar will be speaking on altmetrics.
- Further develop services, web content, and workshops on eResearch and research data management as specified by the eResearch Task Force. Work with the to-be-formed Research Data Services unit on services.
- In collaboration with Harriett Green, perform an assessment of needs for the digital humanities in order to better understand staffing, service, and technology needs. Develop services in support of the nascent Hathi Trust Research Center.
- In collaboration with the Graduate College, plan and implement the Images of Research event that will highlight graduate student research (see <http://grad.uic.edu/cms/?pid=1000645>).
- Continue to integrate subject and functional specialists into the Scholarly Commons programs so that liaison librarians have the tools and expertise to collaborate with faculty and graduate students on scholarly projects.
- Work with Library IT to pilot sandbox services on virtual servers (such as Omeka or CommentPress).
- Continue to assess the services offered by the Scholarly Commons utilizing the metrics and tools developed by Merinda Hensley.
- Reorganize space within the Scholarly Commons in order to create space for the post doc for the Hathi Trust Research Center and the potential GIS Specialist.

## II. Statistical Profile

### 1. Facilities

#### User Seating

- 200 (Reference Reading Room) & 204 (Info Desk Area)
  - Total = 390
  - At tables = 336
    - At long tables: 38 tables (200) and 2 tables (204) x 8 seats each = 320
    - At round tables: 4 tables x 4 seats each = 16
  - At public workstations: 32
  - Informal/other
  - soft seating: 22
- Scholarly Commons (306):
  - Total: 33
    - 10 comfortable seating
    - 2 round table seated for 4/each,
    - 11 work stations (2 Mac, 2 ATLAS stations, 7 PC workstations)
    - 3 scanner stations (including 1 bookeye)
- Conference Room (308)
  - Total: 27 seats
    - 12 at table
    - 15 extra seats.
- Usability Room (316):
  - Total: 6
    - 2 workstations (One PC and one Mac
    - 1 table seating four.
- Instructional Lab (314):
  - Total: 17 Seats 15 at computer stations plus 12 more at center table plus instructor station.

### B. Personnel

**Faculty** – 6.75 FTE, 9 Headcount (responsibilities to service programs not administered by RRSS are noted)

- Jenny Emanuel (100%)
- Merinda Hensley (100%) – Seated in the Scholarly Commons
  - Including 25% Scholarly Commons Co-Coordinator, October 16, 2011-2014
- Karen Hogenboom (100%) – Seated in the Scholarly Commons
  - Also has responsibilities related to government information including taking referrals for in-depth consultations and managing the Illinois depository collection
- JoAnn Jacoby (100%)
- Kathleen Kern (100%)
  - On sabbatical October 1, 2012-June 30, 2013
- Carissa Phillips (100%) – Seated in the Scholarly Commons
  - Also has responsibilities related to Business Information Services, e.g., consultation hours in the Market Information Lab, providing embedded librarian services and instruction for the Illinois Business Consulting and the Global Consulting Program, reference referrals, and instruction.
- Sarah Shreeves (25%) – Seated in the Scholarly Commons
  - Sarah's primary responsibility is the Coordinator of IDEALS. She reports to the AUL for Research and Technology; she reports to the AUL for Research and Technology.
- Mark Wardecker (Visiting) (50%)
  - Re-assigned 50% as Classics Subject Specialist effective January 1, 2012; visiting appointment ends January 12, 2014

**Staff – 1 (FTE and Headcount)**

- Wendy Gregory (Senior Library Specialist) (100%)
  - Started July 1, 2012; 50% time in Applied Health Studies Library July 1-August 3, 2012
  - Also does scheduling for the Main/UGL Hub and provides training for end-users and desk managers in the Hub and other units on the use of the Schedule Source software.

**Academic Hourly – 1.0 (FTE) 2-3 (Headcount)**

- Susan Miller (25%) July 1, 2012-Dec 15, 2012; (12%) Dec 16, 2012-May 15, 2013
  - Appointment ended May 15, 2013
- Julia Pollack (30%) August 15, 2012; (55%) January 15, 2013-May 15, 2013
  - Included 25% time for projects for Coordinator of Information Literacy January-May, 2013
- Dorey Panno (Academic Hourly) (48%) - July 30, 2012-June 30, 2013
  - Appointment ended June 30, 2013

**Student Wage Budget – \$5,221**

**Graduate Assistants**

**Information Desk GAs – supervised by Kathleen Kern to September 30, 2012; supervised by Karen Hogenboom October 1, 2012 to end of fiscal year**

3.96 FTE state funded; five hours per week supported by the Donnelly endowment (200 hours); 234 hours supported by hourly funds through May 15, 2013.

Jennie Archer	.25 FTE (paired with UGL)	August 2012-May 2013 + summer hourly
Claire Bolyard	.35 FTE plus 4 hours per week as of 1/14/2013 paid from hourly funds	August 2012-May 2013 + summer hourly
Emma Clausen	.45 FTE (paired with InfoLit)	August 2012-May 2013 + summer hourly
Cate Kompare	.35 FTE	August 2012-May 2013 + summer hourly
Carl Lehnen	.25 FTE (paired with HPNL)	August 2012-May 2013 + summer hourly
Emilia Marcyk	.25 FTE plus five hours per week paid from RRSS endowment	August 2012-May 2013 + summer hourly
Stephanie Martin	.15 FTE (paired with GovInfo)	August 2012-May 2013 + summer hourly
Ximin Mi	.25 FTE (paired with IAS)	August 2012-May 2013 + summer hourly
Ben Murphy	.5 FTE (.25 as RRSS Instruction GA)	August 2012-May 2013 + summer hourly
Erik Radio	.45 FTE plus two hours per week from 12/9/2012-2/3/2013 paid from hourly funds	August 2012-May 2013 + summer hourly
Meredith Riddle	.25 FTE (paired with LLL)	August 2012-May 2013 + summer hourly
Angela Stangl	.35 FTE plus 6 hours per week from 12/3/2012-5/15/2013 paid from hourly funds	August 2012-May 2013 + summer hourly

These GAs and graduate hourlies provide reference services (including in person and chat), teach sessions for ESL classes and lead Savvy Researcher workshops, and work on a variety of other projects related to their primary job duties and the needs of the unit and the Library

**Information Desk GA Projects FY13**

Category	Examples of Specific Projects	Approximate Hours
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Instruction Projects	Updating workshop scripts; designing online instruction modules	70
Classroom Instruction	Teaching ESL instruction sessions; teaching Savvy Researcher workshops	155
Tours	Leading general tours of library; leading special tours on request	25
GA Manual	Updating manual for Fall 2013 GA training	13
Other Training Materials	Revising Information Desk Manual; updating scanner documentation	66
Collection development	Preparing for the dismantling of our card catalog; weeding collection in 200 Main Library	181
Web Work	Updating LEARN website; creating Twitter account for LEARN site; creating and updating LibGuides	125
Other Projects	Administering of weekly GA meetings; testing of chat software	448

### **Scholarly Commons GAs - supervised by Merinda Hensley**

2 GA's at .5 FTE each = 1 FTE, state-funded. Summer allocation was .25 FTE

Eric Johnson: August 16, 2010 – July 27, 2012

Seth Robbins: January 16, 2012 – June 15, 2013

Jacob Nash: August 16, 2012-May 15, 2013

#### General SC GA responsibilities:

- In collaboration with the Scholarly Commons librarians and partners, development of handouts, training materials, and other instructional material for technologies and tools in the Scholarly Commons;
- Provide consultation services for the Scholarly Commons at a baseline level (may provide deeper consultation services depending on background and expertise);
- Assist faculty, graduate students, and other researchers with assessment of whether published materials can go into IDEALS and with ingest into IDEALS;
- Work with Scholarly Commons librarians & partners to create online instructional resources;
- Update content for the Scholarly Commons website using CMS.

#### Special projects:

##### Eric Johnson

- Re-developed and taught GIS workshops: GIS 101: What GIS can do, GIS 102: Map making using Census Data, GIS 103: Advanced topics in GIS.
- Designed and taught a Savvy Researcher workshop on Designing Databases for Beginners.
- Created instructional pages on various data services:  
[http://www.library.illinois.edu/sc/services/data\\_services.html](http://www.library.illinois.edu/sc/services/data_services.html)
- Georeferenced a set of aerial photographs for Jenny Johnston and Betsy Kruger.

##### Seth Robbins

- Taught Mendeley session as part of Savvy Researcher as well as to groups. Aided patrons in creating new citation styles in Mendeley as requested.
- Developed new workshop in partnership with Kirk Hess (Library IT), An Introduction to R, and buildt corresponding LibGuide.
- Contributed to the Commons Knowledge blog and maintained Twitter account.
- Created SPSS LibGuide.

Jacob Nash

- Developed new workshop and LibGuide for NVivo.
- Provided consultation support on a variety of qualitative data tools.
- Created LibGuides: Photoshop CC6, ATLAS.ti, ABBYY FineReader, box.com.
- Revamped copyright webpages as part of the SC site.
- Assisted in developing a metadata protocol for a large data set and applied metadata.

Through Spring 2013, all GAs worked on IDEALS including answering queries via email, ingesting materials into IDEALS, and performing metadata remediation.

### 3. User Services

**Gate count for year (Actual): 142,910** (285,821÷2, to correct for entry/exit) – 7% increase

Peak room usage in 200 Reading Room: 177 people at 3:30 PM on 12/13/2012. Peak laptop: 148 on 12/10/2012 at 8:30 PM

#### Reference

##### Information Desk:

This is the second year we have experienced an increase in in-person and phone reference questions after more than a decade of decline in numbers of interactions, and a more significant increase in email than we have seen in recent years. Overall, the number of patron interactions at the InfoDesk increased by 10% in FY13, while we maintained the same number of open hours per week and the same levels of staffing.

##### Information Desk Reference Activity By Type of Interaction:

TYPE OF INTERACTION	Directional	Reference	Uncoded	Totals
FY 2013§	10775	11941	18	<b>22734</b>
FY 2012 (last year)	8304	12272		<b>20576</b>
% increase ‡	30%	-3%	n/a	<b>10%</b>

##### Information Desk Reference Activity By Mode of Interaction

MODE OF INTERACTION	Chat‡	Phone	In-person	Email	SMS	Totals
InfoDesk Fall and Spring semesters *+	12%	18%	64%	6%	<1%	<b>17184</b>
InfoDesk Summer and Interims	24%	11%	43%	10%	<1%	<b>5550</b>
<b>Total interactions</b>	<b>3403</b>	<b>4311</b>	<b>13387</b>	<b>1588</b>	<b>44</b>	<b>22734</b>
<b>FY12 InfoDesk only‡</b>	4017	4110	10918	1493	38	20576
<b>% increase from FY12 InfoDesk stats</b>	-15%	5%	23%	6%	16%	10%

§These figures are slightly different than those in G:\StatsForAnnualReport2013. We used a more expansive definition of directional questions which hews more closely to past practice and resulted in a higher proportion of directional questions, a much lower count of reference questions and slightly higher overall total (22,716 rather than 21,635). The figures we used seemed to provide a better basis for assessing trends over time, as well as more closely match our

direct observations of activity on the desk

‡ In the past two RRSS Annual Reports, half the Virtual Reference (VR) Desk activity was reported by RRSS, reflecting the fact that RRSS and the Undergraduate Library provided the sole staffing for that desk. The VR is now staffed cooperatively through the Main/UGL Hub, so the activity on that desk is reported in the Main/UGL Reference Hub Annual Report.

\*During the fall and spring semesters the InfoDesk was staffed approximately 75% by RRSS and 25% by other units as part of the Main/UGL Reference Hub. Daily management of the InfoDesk is provided by RRSS.

+ Includes fall and spring break statistics.

The decrease in chat activity reflects the shift to reporting the Virtual Reference (VR) Desk stats on the Main/UGL Hub Report, as well as the increase in VR Desk hours which reduced the number of hours during the Fall and Spring semesters when the Information Desk has primary responsibility for monitoring the chat queue. Even though the majority of chat interactions at the Main/UGL Hub are now handled (and reported) as the VR Desk on the Hub report, this decline in chat activity at the InfoDesk is less than one might expect. Overall chat volume across all service points increased. During the summer semester and interims the InfoDesk is the primary (and sometimes sole) provider of chat reference. The change in VR Desk reporting also helps explain the relative decline in reference (versus directional questions), but the printing problems related to the early fall rollout of the new printing system may have also contributed to an increase in directional assistance

### **Scholarly Commons:**

Total interactions: 588

Email: 199

Email >30 min: 10

Email 15-30min: 29

Email 5-15min: 98

Email <5min: 62

Instant message: 5-15 min: 1; >5: 1

In Person: 359

>30 min: 46

15-30min: 46

5-15 min: 113

<5min: 154

Phone: 28

>30min:1

15-30min: 0

5-15min: 11

<5min: 16

### **Number of hours open to the public per week:**

#### **InfoDesk & Reference Reading Room:**

- Summer II 2012: 55.5
- Summer Intersession: 42.5
- Fall 2012: 83.5
- Winter Break : 42.5
- Spring 2013: 83.5
- Summer I 2013: 55.5

#### **Scholarly Commons**

- Summer II 2012: 20

- Fall 2012: 20
- Spring 2013: 26 (increased hours to MWF 1-5pm; TTH 10am-5pm)
- Summer I 2013: 20

**Presentations**

- Number of presentations to groups: 175
- Number of participants in group presentations: 1751

Note: These numbers are slightly higher than those in G:\StatsForAnnualReport2013 because additional sessions were recorded after that data was run.

**Credit course rubric and name for any credit-bearing courses taught by unit faculty or staff, and the number of students enrolled:**

Merinda Hensley (LIS590AE: Advance Information Literacy and Instruction, Spring 2013) 8 weeks, 4 students.  
Susan Miller (LIS 504 – Reference and Information Services) (29 students) (Fall 2012 & 2013), 20-30 students