

**Reference, Research and Scholarly Services**  
**ANNUAL REPORT, July 1, 2013 – June 30, 2014**

*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. While other departmental 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.

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; the development of online tools to support information discovery; and logistical support and leadership for the shared staffing of references services in the Main/UGL Hub.

RRSS is most tangibly manifest in two physical locations—the Scholarly Commons and the Information Desk. These in turn support a host of related activities and service programs related to our distinct 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**

RRSS supports a growing service program that includes the provision, coordination and assessment on-demand reference services, as well as a growing range of scholarly support services including a robust program of instruction for scholars, as well as general programs at the graduate and advanced undergraduate level.

Librarians and staff in RRSS continue to play a key role in the leadership and administration of the Main-UGL Reference Hub, with Kathleen Kern working closely with the Hub Management Team to coordinate scheduling, policy, and training during JoAnn Jacoby's sabbatical. 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.

The Scholarly Commons has added the service area of publishing to its growing repertoire of services, mainly focusing on a pilot of undergraduate research journals using the Open Journals System (OJS). The Research Data Services also began this year with the arrival of the Director, Heidi Imker, which is partnering with the Scholarly Commons to develop outward facing services.

### **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 in working with the Main/UGL Reference Hub Management Team to set policy, provide training and orientation, and coordinate Hub scheduling.

In recent months, RRSS librarians have been formulating a plan to restructure RRSS and related services in the wake of the establishment of the Main/UGL Reference Hub, the growing success of the Scholarly Commons service programs, and upcoming librarians departures. The present document makes passing reference to these recommendations, which are currently being finalized in conversation with stakeholders throughout the Library.

#### **Personnel:**

- Hired James Whitacre as GIS Specialist on June 2, 2014. James joins us from the Carnegie Museum of Natural History in Pennsylvania, and has an MS in Geography from Indiana University of Pennsylvania. He has been consulting with GIS users from across campus, improving access to GIS data for our users, and connecting with other GIS-related groups and resources across campus. Starting in the Fall, he will also be teaching four newly designed workshops.
- JoAnn Jacoby was on sabbatical August 16, 2012-May 15, 2014. During her sabbatical, Karen Hogenboom was the Acting Unit Head for RRSS, serving as primary contact and staff supervisor, Kathleen Kern oversaw RRSS budgets, facilities, collection management and coordinated Hub scheduling, staffing and assessment, Beth Woodard coordinated Hub training, Merinda Hensley & Kathleen Kern provided support for qualitative data analysis in the Scholarly Commons, and Susan Avery served as Central Public Services Division Coordinator.
- Responsibility for copyright education moved from Mark Wardecker to Sarah Shreeves who will fold it into her broader portfolio related to scholarly communications and author rights.
- RRSS has been slimming down staff, letting positions lapse and shifting positions and responsibilities from reference to scholarly support services. This strategy has allowed us to support the Library by evolving to a model with greater emphasis on scholarly services and opening up staff lines for new positions outside the unit.

#### **Challenges:**

- Two full-time librarians will be departing in the next year, leaving only one librarian whose primary responsibilities are managing reference services and collections
  - Our strategy of shifting positions and responsibilities from reference to scholarly services has left little flexibility to absorb the upcoming departures we presently face.
- All levels of staff have been taking on additional responsibilities for both Library-wide services as well as specific subject areas. Many RRSS librarians have responsibilities in other units and/or to other service programs (e.g. Business Information Services, Classics, Visual Resource Curation),
  - Dispersed offices and responsibilities make it harder to provide consistent mentoring of new GAs and new staff.
  - Some casual observers may conclude that RRSS programs are more heavily staffed than they actually are if they aren't aware of these cross-cutting commitments to other service program.
  - These commitments limit our ability to cover both long-term and short-term gaps in coverage of core operations in our primary service areas.

#### **Facilities & Space:**

- The selection and installation of the overhead light fixtures in keeping with the grandeur of the space was completed in 2013 with funding from the Library-IT Fee. Table top lamps still need to be selected and purchased. Additional funding, if needed, can be pursued through a targeted giving program coordinated with Library Development.
- Relocation of VR Desk allowed for reduction of staffing on the Info Desk, one experienced person in the evening can monitor and be available for referrals after 7 pm.

## 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 between semesters. 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.

For the second year in a row, reference activity is higher than directional, suggesting this may be a persistent trend possibly due in part to changing use patterns with more research being conducted remotely and the growing numbers of faculty and graduate students making use of the chat service. If way-finding signage in the Main Library is improved, directional activity would likely decline further, allowing us to focus more time on substantial research inquiries.

The increase in the proportion reference questions was paired with an overall decline in in the number of question. That is, while the number of questions decreased, the proportion of more substantial (and more time-consuming) reference questions increased. This decline in numbers (if not complexity) can partly be attributed to the expansion of the VR Desk hours, which shifted the primary responsibility for monitoring the chat queue away from the InfoDesk to the VR Desk during the busiest times. Having noted the declining activity when setting staffing levels this year, and taking advantage of the relocation of the VR Desk to 204 Library, we will be reducing staffing on the Info Desk during the least busy shifts in Fall 2014.

- Provided primary support for on-demand 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, in summer 2014, the Undergraduate Library GAs helped staff the Information Desk in Summer II and Summer Intersession.
- Provided sole coverage of central reference services during breaks 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 the Senior Library Specialist) for scheduling more than 60 people across the VR and Information Desks as well as ensuring that planned and unplanned absences and trades are covered.
- Provided 358 hours per week (49.5% of the hours) for the Main/UGL Hub reference services during the Fall 2013 and Spring 2014 semesters. This is an increase in both the number and proportion of hours contributed. RRSS has continued to increase the hours contributed to reference services 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 VR and Information Desks (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 the north end of the Reference Reading Room in 200 Library. The Coordinator and her Graduate Assistants 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.

### Scholarly Commons

Three RRSS librarians (Karen Hogenboom, Merinda Hensley and Carissa Phillips) and an AP (James Whitacre) are based in the Scholarly Commons and another librarian (Sarah Shreeves) has a primary reporting line through the AUL for Research and Technology, but all RRSS librarians create and teach Savvy Researcher workshops and also offer research consultations with scholars in specific areas such as citation management tools and qualitative data analysis. RRSS GAs also provide support for the Savvy Researcher workshops and marketing efforts and help cover gaps in staffing the SC Service Desk (in Spring 2014, 4 RRSS GA's covered weekly shifts in the Scholarly Commons). The Senior Library Specialist has coordinated supply, maintenance, and equipment orders for the Scholarly Commons.

### **Discovery Systems**

- Sarah Christensen and Mark Wardecker worked together to develop a portal through the University Library website that incorporates information about finding, creating, editing, preserving, and using visual media, as well as library support for these activities.
- Mark Wardecker made emergency updates to the Online Reference Tools after the demise of del.icio.us.
- Kathleen Kern is serving on the Content Subteam of Web Team Delta and many RRSS librarians have contributed actively to the development of the new gateway
- Jenny Emanuel co-Chaired the Web-Scale Discovery Working Group, serving as public services lead.

### **User Experience**

- Merinda Hensley and the instruction GA (Erik Radio), performed usability studies and a card sort 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.
- JoAnn Jacoby participated in an ad hoc group to update signage in the Main Library. Installation of the revised signage is still pending. Once the rest of the signage in place, RRSS can work with Jen-chien Yu to 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.
- Merinda Hensley worked with several RRSS GA's to update the content and photos for Illini Spaces, a mobile-compatible web application designed to help students at the University of Illinois at Urbana-Champaign find study spaces and CITES computer labs on campus. Currently, the web app includes 50 spaces on campus. This project is a collaboration with CITES and the site will be released to the public in early fall 2014. (<https://illinispace.illinois.edu/>)

### **Collection Management:**

- The reference collection continues to transition from print to online as the preferred format of materials. Only 31 new titles (225 items), including one large multi-volume set purchased collaboratively with Latin American studies funds, were added to the print collection in FY14. Major online purchases include:
  - *WBIS (World Biographical Information System)* online was purchased with FY2013 year end funds, allowing us to withdraw a file cabinet of microfilm and make this rich collection more accessible to scholars and reference staff.
  - *Yearbook of International Relations* subscription, also filled in missing back issues of the print.
  - *Deutsche Biographische Enzyklopädie Online/German Biographical Encyclopedia*.
  - Online version of the *Dictionary of American Regional English*.
  - 14 new Oxford Reference Volumes, mostly encyclopedias.
- Developed a series of webpages devoted to the library's extensive holdings of the various national bibliographies, many of which are now available online. A list of online bibliographies to add to the library's online catalog was given to CAM and we created a website showing all library national bibliographical holdings: <http://www.library.illinois.edu/rex/guides/bibs/national.html>.

- Transferred items in 900's to Oak Street and Stacks Reference, based on Summer 2013 review. During this process, 10 contins were found to be missing multiple volumes. We continue to work on finding and purchasing the missing volumes, a very involved process.
- Followed up on (and resolved!) all open tickets submitted to CAM in the last 3 years, ranging from cataloging ebooks to adding links to online versions of items no longer available in print.
- Standardized the circulation status of items in Main Stacks Reference and consulted with Central Access Services to make sure that almost all of these items except the Illinois could be checked out for use in the Main Library building.

### **Diversity Efforts**

- Worked with Library IT to get Open Dyslexic software on all public workstations in the Main Library.

### **Staff Training and Development**

- Librarians in RRSS have a key role in providing reference training for **all** graduate assistants and new staff at the library-wide GA orientation, leading or co-leading 10 sessions. We coordinate Main-UGL Reference Hub training and provide GA support for developing supporting online training materials
- All new RRSS 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.
- Working with Kathleen Kern, RRSS GAs created five topical modules in Blackboard Compass (Biography, Dissertations, policies and procedures, etc.) to provide self-paced training that includes an assessment component. These extend the training beyond face-to-face and can be used by any unit in the library.
- Erik Radio, an RRSS GA, collaborated with Staff Training and Development to work with Human Resources to develop specifications for a new GA Hiring database and conduct focus groups.
- Merged the InfoDesk Policies and Procedures with the Main/UGL Reference Hub's, moved the content from PBwiki to CITES wiki and made ongoing updates to the Reference Rolodex which is now used by staff throughout the Main/UGL Hub.
- Reference staff met with Central Access Services staff and Lt. Todd Short from Campus Police to discuss strategies for staff in the very open areas of the Reading Room, Information Desk and Circulation. As a result of this meeting, Information Desk staff were trained about their options in the event of an active shooter situation on campus and if the unthinkable happens this training should lead to a better outcome both for our staff and for users in these areas.
- 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.

### **Public Engagement**

- Tours of the Main Library, Fall 2013 (13 tours attended by 73 individuals), developed and updated online tours and videos: <http://www.library.illinois.edu/learn/intro/index.html#tours>.
- New Faculty Orientation, Fall 2013 – 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.
- 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 4 OLLI Basics sessions at the Research Park reaching over 240 OLLI members and collaborated with RBML to promote an 8 week series of lunch time sessions for OLLI members. Sarah Christensen gave a lunchtime lecture on ExploreCU, attended by over 60 OLLI members.

## **E. Goals**

Our primary goal for FY15 will be to complete the restructuring process, realign existing staff responsibilities to cover core service commitments, and hire and recruit excellent staff for all approved positions. Specific goals related to this transition will be further detailed in the recommendations for restructuring.

### **Progress Toward FY14 Goals**

- Evaluated 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 and shared our approach with the Coordinator for Assessment as an example of how other units might use DeskTracker for assessment and evaluation.
- Used and provided training on using the READ scale to assess the effort and level of staffing expertise needed to answer reference and directional questions.
- 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.
- Contributed to the strengthening of research support services through strategic hires and through the development of recommendations to reorganize our unit to recognize the establishment of that the mature program of scholarly support services may warrant the establishment of the Scholarly Commons as an independent unit.

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

- Work to implement recommendations for restructuring that will provide a strong foundation for Library-wide reference and research support services.
- 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 focus on developing innovative approaches to reference and research support services that benefit the entire community of scholars who rely on the Library's world class collections and services.
- Finish the 200 lighting project by working with Facilities to purchase table top lamps in keeping with the grandeur of the reading room
- Make the 200 space available for donor events, as available.

## **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 and Sarah Shreeves implemented a journal publishing platform for the campus, starting with undergraduate research. Merinda 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.

This year, RRSS staff gave 132 group presentations to a total of 1641 individuals. 18 of these were tours, the remainder were instructional sessions. Sessions included:

- Savvy Researcher: 149 sessions 1242 students
  - The Savvy Researcher series is a library wide instructional program targeting graduate students and scholars. Several new sessions were added from RRSS including a session about data security,

searching the deep web, and bibliometrics.

- ESL: RRSS GAs were lead or assistant instructor for 30 sessions for a total of 354 students
  - 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.
- Undergraduate Research: 13 sessions reaching over 405 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.
- 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. This year, Savvy Researcher workshops were also marketed on the campus MTD bus routes from 2/15/2014-3/15/14.

### 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: 57 guides (up from 45 last year) guides with 96,790 (up from 74,570 last year) views maintained with support from GA project hours in RRSS.
- Learn Twitter account: This Twitter feed is in its second year and aims to highlight library resources and services through @learnlib. As of 9/11/2014: 716 Tweets, 447 Following, 224 Followers.

## III. Scholarly Commons

### A. Major activities and accomplishments

The Scholarly Commons staff provides 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 again, increasing from 281 in FY12 , 588 in FY13 to 1141 in FY14. Our interactions with graduate students and faculty continue to be in-depth, most over 30 minutes and many over the course of several days or even in some cases, weeks. We are continuing to explore how to provide more in-depth support in our service areas, most specifically in digital humanities and data services. The hiring of the GIS Specialist has helped tremendously with the geospatial questions for which there is substantial demand.

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. The Research Data Service (RDS) was established as a unit in the Summer of 2014 as Heidi Imker was brought in as Director. The RDS is allied with the Scholarly Commons; the Scholarly Commons houses the GA, Bill Pooler, for RDS and assists in providing support for front facing research data services. The relationship between RDS and the Scholarly Commons is unique and we expect that the relationship will continue to develop as the Scholarly Commons becomes a stand-alone unit under the AUL for Research.

### Online instruction and social media

- LibGuides: 55 guides (moved all Savvy Researcher guides from RRSS to SC), 67,974 views
- Update and maintain the SC website: <http://www.library.illinois.edu/sc/>
- SC Twitter account @ScholCommons: As of 9/11/14 - 1,477 Tweets, 978 Following, 661 Followers

- SC Blog Commons Knowledge: As of 9/11/14 – 36 new posts on a variety of topics including Markdown, Viewshare, Hypothes.is, the data purchase programs, many events sponsored by the Scholarly Commons and by other units on campus, and much more.

## **B. Challenges**

- The SC location continue to inhibit our ability to be within the flow of our patrons. Our services continue to grow and we have increased our GA's to three .5 FTE assigned to the Scholarly Commons and several more GA's working in our space including that of the instruction librarian, the IDEALS GA, and the RDS GA. There was not enough room for the Research Data Services to be located within the Scholarly Commons but they are in the adjacent hallway.
- Library IT has indicated that they are willing to provide the infrastructure to support exploration of different technologies and services, however that has yet to be addressed formally. 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 Co-Coordinator's have increased their appointments from .25 FTE each to .5 FTE on 10/16/2014 in recognition of the increased demands involved with management of the growing service profile of the Scholarly Commons as its associate spaces.
- 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.

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

### **Unit Operations**

#### **Personnel**

- James Whitacre joined RRSS and the Scholarly Commons in the summer of 2014.

#### **Facilities and space**

- The windows were replaced in the SC space FY 2013-2014. There are new shades on all the windows including a blackout screen in Hensley's office.
- The usability lab in 316 continues to get most of its use from Library faculty and graduate assistants. We are still waiting for the order of a screen to make this an alternate space for small meetings including video calls.
- The Scholarly Commons decreased the number of machines in order to accommodate an increased number of incoming staff. We also added a slide scanner, a donation from Sarah Christensen in her position as Visual Resources Coordinator.
- Posters and signage continue to be updated on an annual basis for advertising services.

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

### **Information Services**

- The Scholarly Commons continues to serve 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 continues to struggle with ways to assess the service profile as it is different than traditional gate count. Merinda is working with Jen Yu on developing an assessment strategy that will get at the uniqueness of the Scholarly Commons' services.

#### **Collection Management**

- The SC librarians continue to add to a reference collection that supports 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 2014.

#### **Public Engagement**

- Merinda Hensley and Sarah Shreeves continue to collaborate with Sarah Christensen to administer ExploreCU - a mobile application that curates the arts and history in Champaign-Urbana: <http://exploreku.org/>. Merinda and Sarah C. continue to work together to bring the local and academic communities to using this unique mobile application.

### **E. Progress toward 2014 goals**

- *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 Piwovar will be speaking on altmetrics.* We held an Open House fall 2013 and had an attendance of over 60 visitors. This event will continue in future semesters. We also hosted (with support from the DIA Gift Fund) two outside speakers, Victoria Stodden (who was consequently hired by GSLIS) and Heather Piwovar from Impact Story. We will continue to host this speaker series each semester, as long as there are funds to support it.
- *Further develop services, web content, and workshops on eResearch and research data management as specified by the eResearch Implementation Task Force. Work with the to-be-formed Research Data Services unit on services.* We have revised and published new web pages on data management and have expanded the 1.5 hour Savvy Researcher data management workshop to a series of approximately 6 workshops focused on specific issues of data management. The RDS was established late in FY2014, so we continue to work with that 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.* The needs assessment of digital humanities will occur this year in conjunction with

Sarah Christensen and Harriett Green. The HTRC post-doctoral researcher, Sayan Bhattacharyya, has been developing a set of Savvy Researcher workshops focused on the HTRC to be offered this fall. In addition, the HTRC will be hiring a Visiting Librarian for the HTRC to be based in the Scholarly Commons.

- *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>). This was a successful event for both graduate students and undergraduate students and will continue annually.*
- *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.* We have continued to work with JoAnn Jacoby on qualitative data methodology and software support. We are always looking for new partnership with subject specialist librarians.
- *Work with Library IT to pilot sandbox services on virtual servers (such as Omeka or CommentPress).* This work has not yet happened; IT has only recently indicated that they are ready to pursue this.
- *Continue to assess the services offered by the Scholarly Commons utilizing the metrics and tools developed by Merinda Hensley.* Merinda continues to work with Jen Yu to develop a robust and comprehensive assessment plan. This goal has proven to be more difficult than anticipated since most of our users are repeat and stay within the space for long periods of time.
- *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.* We successfully made space for the GIS Specialist but the post doc for the Hathi Trust Research Center is now housed at GSLIS. The space provided for the HTRC post doc will instead be used by the Manager, Researcher Information Service, that is currently being filled.

#### Carissa Holler Phillips

During the past year, Carissa focused on developing skills to support the SC's existing and emerging services. She completed a semester-long class in network analysis through GSLIS and attended multiple webinars on NVivo and Atlas.ti, as well as Lynda.com training on Excel, Access, and database design; ATLAS workshops on R and Atlas.ti; a Parkland course on Access; and a ten-week Coursera course on Python. She contributed two hours weekly to the SC desk, and beyond that conducted a handful of consultations with users of ABBYY Finereader, NodeXL for network analysis, and NVivo for text visualization.

#### Karen Hogenboom

Karen focused on outreach this year in several ways. She was on the planning team and spoke at the Computational Social Science Workshop co-sponsored by the Scholarly Commons and ICHASS. This all day workshop was attended by 90 graduate students and faculty, with a waiting list of 60 people. Because of the success of this event, it will be an annual project and we are developing a brown bag series to provide smaller venues to discuss each of the topics covered in the workshop. Karen is also working with Sarah Shreeves and Sarah Williams to coordinate a series of Savvy Researcher workshops about data management that will be taught in Fall 2014. Karen also coordinates and participates in the Data Services Office Hours and supervises James Whitacre, who started as GIS Specialist at the beginning of June.

#### Merinda Hensley

Merinda spent a significant amount of time building capacity to host undergraduate research journals for the campus using the OJS system. Merinda and Sarah collaborated with the Office of Undergraduate Research to answer questions about Open Access and worked with several departments to advertise the support services of the library including technical support and training for OJS, a campus-wide blog in partnership with OUR highlighting campus UR efforts, and the Image of Research competition.

#### Sarah Shreeves

Sarah established the Image of Research competition for graduate students. In collaboration with the Graduate College (further described in new initiatives above). She served as the liaison for technical requirements in the development of the undergraduate journal program. She worked with a practicum student with a JD to revise and update the content in the copyright pages for the Scholarly Commons; these are now being added to the SC web page. Sarah also managed the first event in the Scholarly Commons speaker series with Victoria Stodden.

## New Initiatives

The Image of Research competition is a multidisciplinary competition celebrating the diversity and breadth of undergraduate and graduate student research at the University of Illinois at Urbana-Champaign. There were two competitions, one for graduate students and one for undergraduate students. The graduate student version held an event announcing the winners and the undergraduate version was unveiled at the campus undergraduate research symposium. Both were a great success and the SC plans to continue these efforts in the future supported by DIA funds.

## 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: 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%); appointment ends August 2016
- Merinda Hensley (100%) – Seated in the Scholarly Commons
  - Including 25% Scholarly Commons Co-Coordinator, October 16, 2011-2014, will increase to 50% on 10/16/2014
- 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%)
  - On sabbatical August 16, 2013-May 15, 2014
- Kathleen Kern (100%) – plans to depart by Summer 2016 or sooner
- 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, will increase to 50% on 10/16/2014
  - 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 August 2016.
- James Whitacre
  - Academic Professional, 100% Scholarly Commons

**Staff – 1 (FTE and Headcount)**

- Wendy Gregory (Senior Library Specialist) (100%)
  - Wendy was upgraded to Library Office Assistant to reflect her responsibilities for scheduling, training, and troubleshooting for the Main/UGL Hub and providing training and support for other units using the Schedule Source software.

**Academic Hourly – .125 (FTE) 1 (Headcount)**

- David Griffiths, Fall 2013-Spring 2014

**Student Wage Budget – \$5,221**

**Graduate Assistants**

**Information Desk GAs – supervised by Kathleen Kern**

4 FTE state funded; 12 hours per week supported by the Donnelly endowment (468 hours).

Claire Bolyard	.35 FTE plus 6 hours per week paid from RRSS endowment	August 2013-May 2014 + summer hourly
Caitlin Crane	.35 FTE	August 2013-May 2014 + summer hourly
Sarah Crissinger	.35 FTE	August 2013-May 2014 + summer hourly
Sarah Hoover	.25 FTE (paired with HPNL)	August 2013-May 2014 + summer hourly
Ira King	.25 FTE (paired with UGL)	August 2013-May 2014 + summer hourly
Kate Lambaria	.25 FTE (paired with MPAL)	August 2013-May 2014 + summer hourly
Emilia Marcyk	.35 FTE plus six hours per week paid from RRSS endowment (fall)	August 2013-May 2014 + summer hourly
Stephanie Martin	.25 FTE (paired with GovInfo)	August 2013-May 2014 + summer hourly
Ximin Mi	.35 Fall semester. Spring semester .35 with 5 hours of the contract worked and paid for IAS by arrangement.	August 2013-Dec 2013, Jan 2014--May 2014 + summer hourly
Erik Radio	.50 FTE(.25 as RRSS Instruction GA)	August 2013-May 2014 + summer hourly
Angle Stangl	.50 FTE	August 2013-May 2014 + summer hourly
Sveta Stoytcheva	.25 FTE (paired with IAS)	August 2013-May 2014 + 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

Angie Stangl, an RRSS Ga who graduated in May 2014, received the Library's award for outstanding graduate assistant, for her excellence for her support of Main/UGL Hub and RRSS training.

**Information Desk GA Projects FY14**

<i>Category</i>	<i>Examples of Specific Projects</i>	<i>Approximate Hours</i>
Instruction Projects	Updating workshop scripts, designing online materials instruction including LibGuides	120
Classroom Instruction	Teaching ESL instruction sessions, teaching Savvy Researcher workshops	250
Tours	Leading general tours of library, leading special tours on request	40
Development of staff training materials	RRSS and Hub Wikis, Compass training modules, "Choose your own adventure" reference training game development	125
Scholarly commons	Hours contributed to staffing the SC desk	70
Collection development	E-reference comparison and analysis, weeding room 200	30
Web Work	Updating LEARN website and RRSS website, Explore CU	115
Other Projects	Administration for GA meetings and Hub training meetings, editing assistance, rolodex FAQ updating, statistical analysis for reference planning, work for library-wide activities, etc.	490

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

3 GA's at .5 FTE each = 1.5 FTE, only 1 FTE state-funded, .5 funded with DIA funds. Summer allocation was .50 FTE

Brian Zelip: August 16, 2013-May 15, 2014

Ola Giwa: August 16, 2013-February 20, 2014

Thomas Padilla: August 16, 2013-December 15, 2014

Kayla Hays: January 16, 2014-May 15, 2014

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.

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): 134,827** (269.654÷2, to correct for entry/exit) – 6% decrease

Gate count was lower this year than last year, probably due to construction. In the Fall, the installation of ceiling lights resulted in most of the room being inaccessible during the peak time in the semester. Ideally, projects this extensive would be better timed to ensure minimal disruption to users. During the summer the installation of the renovated printer mark windows caused considerable noise, but most of the room remained open and accessible.

**Peak room usage in 200 Reading Room:** 156 on December 15, 2013 at 4:30 PM. Peak laptop: 140 on December 15, 2013

#### Reference

##### Information Desk:

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

TYPE OF INTERACTION	Directional	Reference	Uncoded	Totals
FY 2014	8385	10856		<b>19241</b>
FY 2013 (last year)	10775	11941	18	<b>22734</b>
% increase ‡	-22.2%	-9.1%		<b>-15.3%</b>

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

MODE OF INTERACTION	Chat‡	Phone	In-person	Email	SMS	Totals
<b>Fall and Spring semesters *+</b>	10%	19%	65%	6%	<1%	<b>14252</b>
<b>Summer and Interims</b>	33%	21%	37%	9%	<1%	<b>4989</b>
<b>% increase from FY13 InfoDesk stats</b>	<b>-11%</b>	<b>-13%</b>	<b>-18%</b>	<b>-21%</b>	<b>-18%</b>	<b>-15%</b>

‡ The VR Desk is 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 in the Main/UGL Reference Hub. Daily management of the InfoDesk is provided by RRSS.

+ Includes Fall and Spring Break statistics.

For the second year in a row, reference activity is higher than directional, suggesting this may be a persistent trend. If way-finding signage in the Main Library is improved, directional activity would likely decline further. The increase in the proportion of substantial, and more time-consuming reference questions is paired with an overall decline in the number of question. That is the number of questions decreased, but the complexity and time required to answer the questions did not. The decline in the number of questions follows a pattern steady growth over the last few years.

This year's decline can partly be attributed to the expansion of the VR Desk hours, which shifted the primary responsibility for monitoring the chat queue away from the InfoDesk to the VR Desk during the busiest times. Having noted the declining activity when setting staffing levels this year, and taking

advantage of the relocation of the VR Desk to 204 Library, we will be reducing staffing on the Info Desk during the least busy shifts in Fall 2014.

It is interesting to note that despite the expansion of the VR Desk hours and the shift of more of the chat traffic away from the Info Desk, chat activity saw this least overall decline. This is likely because chat is the strongest growth area and many of the questions we used to receive by other means have shifted to that medium.

Summer and interim traffic, which had been growing markedly in recent years, declined less than Fall and Spring activity, perhaps due to the increase in summer course offerings, as well as the increasing use of the chat service by faculty and graduates who may find it easier to connect with reference providers when they may be doing research away from campus during summer and intersession

### **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 2013: 35 hours (up from 20)
- Fall 2013: 39 hours (up from 20)
- Spring 2014: 39 hours (up from 26)
- Summer I 2014: 35 (up from 20)

### **Presentations**

- Number of presentations to groups: 132
- Number of participants in group presentations: 1641

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: Information Literacy and Instruction in Practice, Spring 2014) 8 weeks, 4 students.