

**University High School Library Annual Report
2013-14/FY2014
Prepared by Frances Harris; additions by Amy Atkinson (AA)**

- **Unit Narrative**

1. Major activities and accomplishments

Teaching

Instruction and collaboration with teachers is a major component of library services at Uni High. The librarian meets with teachers to discuss learning goals of assignments and, when appropriate, to help design research-based units that embed information discovery, synthesis, and evaluation skill-building activities. This year, library staff met with a total of 86 classes outside of the computer literacy course sequence. Class project LibGuides (<http://www.uni.illinois.edu/library/classprojects/index.php>) were developed or revised, most notably: Subfreshman astronomy unit, Sustainable Energy project, Film Studies research, Sophomore English infographic project, Subfreshman history March on Washington project, Latin class Roman mythology project, Subfreshman English banned books project, Exploravision, Freshman English research project, and the water filtration engineering project (for the new introductory engineering course). A new science teacher arrived second semester. The library helped her plan units and created LibGuides for Subfreshman Science and (as noted) for the new upper level sustainable technology elective course.

The librarian again accompanied the sophomore class (65 students) on their visit to the Rare Book and Manuscript Library and took the students on tours of the stacks.

The computer literacy class count for the year was 133 sessions. The Computer Literacy 1 and 2 curricula undergo frequent revision, particularly for the librarian-led units on web searching, website evaluation, social information and communication tools, and ethics. Both classes include a heavy emphasis on “managing your digital footprint.” As a school without filtering software, Uni is in the unique position of engaging in direct discussion with students about managing their privacy and personal online interactions. Several of the librarian’s assignments for Computer Literacy 1 can be found at <http://www.uni.illinois.edu/library/computerlit/index.php>. This year the web searching exercise was dropped in favor of spending more time on website evaluation activities.

The Computer Literacy 2 teaching team continuously refines the requirements for the 10-week independent group projects. Students groups design, research, and execute a project, culminating in an end-of-semester presentation to the class and invited guests. They use the computer software and skills covered in Computer Literacy 1 and 2 and must also learn a new piece of software or a technique that was not taught in class. Evaluation of student work is based heavily on how the groups organize their work,

conduct and document their research, cooperate with others in the group, and how members teach and learn from one another. Each teacher supervises and grades a share of the student groups, using forum software to read and comment on required weekly progress reports. A course overview can be found at <http://www.uni.illinois.edu/library/computerlit/description2.php>. This year the librarian directly supervised projects involving geotagging locations on campus, a documentary with Uni High alumni, a stop-motion Claymation project, a video mashup of the movies Batman and Mean Girls, and an online “choose your own adventure” story.

Technology

The library continues to be a major hub in the school for the circulation and basic management of a variety of mobile devices and other technology. Circulation of our 8 loanable laptops averaged 16 transactions per day. Library staff manages reservations for the high-demand laptop cart, an iPod cart and the two computer labs. Senior Library Specialist Paul Kotheimer handles all reservations using Outlook calendars and the librarian serves on the school’s Technology Committee. In general, library staff act as go-to people for help with laptop questions, particularly when the shared services IT support staff member is not available. The library continued to maintain, upgrade, and circulate its video cameras and digital audio recording devices. Circulation statistics are listed in the statistics section below. This year the librarian also received Makino funding (Uni High-based grant) to purchase a Silhouette Cameo electronic cutting machine for use by teachers and students. The subfreshman students used it to personalize their school-issued laptops with vinyl stickers. It is expected that the library will increase its engagement in creation or “maker” activities such as this one.

Other activities of note:

The librarian reassessed the role and usage of the library’s nonfiction collection, particularly in light of shifting student research needs and information seeking habits, and with an eye towards creating more space in the library for collaborative work and “maker” activities. She weeded the entire nonfiction circulating collection, with assistance from the graduate assistant and a fall visit from students in the GSLIS LEEP collection development class. A total of 3,408 items were sent to the Oak Street high-density storage facility; 1,243 items were withdrawn. Approximately 6,000 volumes now remain in the nonfiction collection. With such a drastic reduction in numbers, the Senior Library Specialist will spend much of Summer 2014 checking the shelves against a shelflist produced in Beancounter.

The few items remaining in the library’s professional teacher’s collection were added to the regular nonfiction collection and the UHQ location designation was eliminated.

2. Major challenges faced

Physical facility

Space constraints (as well as pedagogical demands) require an ongoing weeding effort in the reference and book stacks area of the library. With the success of the subfreshman and freshman laptop program and the anticipated inclusion of sophomores in the program next year, we downsized the print collection considerably and were able to relieve some of our space constraints.

During the summer of 2013 and into the fall, a number of welcome improvements to the physical facility were scheduled. In the main reading room, the circulation desk and periodical area were moved after the floor was stripped and waxed. New shades made it possible to install a flat screen monitor, making the library much more suitable as instruction and collaboration space. The librarian used it for teaching on a regular basis and other groups met for various activities, including a Skype session with a program in Uganda that receives support from Uni's United for Uganda club. We are grateful for the support of Jeff Schrader and his staff, as well as Library IT personnel for making these upgrades possible.

Information technology

The Uni High Library website was finally successfully migrated to the University Library CMS in early fall. The design adaptation was so successful, in fact, that most users did not really notice any difference. It's a relief to be able to rely on the stability of this platform.

Two issues raised in the last two years' reports remain active concerns. They are as follows:

- The lack of good discovery tools for reference titles that come with online counterparts is problematic, particularly if the title is not licensed for use by the whole University community. In general, access to digital content is far less than ideal. Using LibGuides and other in-house finding aids is only a partial solution. Primo certainly helps with resources that are licensed campus-wide, but Uni High-restricted content remains hidden.
- Exemplary school library programs now routinely loan loaded e-readers to their students. Due to licensing requirements, accessibility concerns, and a host of technical issues related to the use of consumer devices, the University places many restrictions on their use. Yet e-readers have a lot to offer current and future generations of students. This unit is in a third year of a very small-scale experiment with four e-readers. As is the case with many instances of technological innovation, legal and logistical factors impede the progress of implementation. It could be that the next wave of tablets and library vendor agreements and programs will bring new options to this status quo.

3. Significant changes to unit operations, personnel, service profile, or program

Except for the annual arrival of a new Graduate Assistant, staffing has remained stable. The summer makeover of the library's main room reflects the changing nature of the collection (greatly reduced print periodical footprint and reference stacks) and the increased use of the space for teaching and student collaboration. The student population continues to creep higher, a factor that is having an impact school-wide.

4. Contributions to Library-wide programs and public engagement

- The library continued with its participation in the Preservation Office's Integrated Pest Management program. Biology teacher Dave Stone contributes his expertise and labor in helping library staff identify specimens.
- The Uni High Library hosted a number of current and potential GSLIS students who came to observe various facets of school library operations and interview the librarian. This year, two waves of students from the Collection Development class spent a morning practicing their newly acquired weeding skills, under supervision by the librarian. The librarian gave guest lectures in several GSLIS courses.
- The librarian routinely responds to e-mail questions from other school librarians and school technology personnel requesting permission to use or adapt elements of the website, particularly from the Computer Literacy instructional material, the library's policy documents, and the library's use of Web 2.0 tools and social media. The librarian is also often called upon to share information about library services conducted in a school that provides open (i.e., unfiltered) access to the web.

5. Progress on last year's goals:

- This past year, the Uni High Computer Science Department underwent the school's first departmental self-study using gift money designated for this purpose. As a member of the department, the librarian (and therefore the library) will be heavily involved in the implementation of the study recommendations and the future trajectory of the Computer Literacy course sequence.

Somewhat successful. So far the changes have not had real impact on the actual structure of the course. One unit in Computer Literacy 2 (finding articles in databases) was eliminated after the same content was more meaningfully integrated into course content (Freshman History). New teachers coming in Fall 2014 for Subfreshman and Freshman English may open up further opportunities for course integration. Another target is to move some of the exercises to course management software (Compass). The main goal of teaching all subfreshman students at the same time (instead of half in each semester) will have to wait until the Fine Arts faculty and the Computer Literacy faculty can work out the logistics.

- The librarian will retire at the end of the 2013-2014 academic year. Every effort will be

made to document processes and leave the library in good shape for her successor.

Successful – though only the new librarian can truly make that assessment! Copious notes have been made, files cleaned, and documentation left.

- During the summer and fall of 2013, improvements to the physical plant will be completed and the library's website fully launched on the University Library's OpenCMS platform. Library users will experience a "new" library – both physical and virtual!

Highly successful. With the flat screen and new shades on the window, teaching in the library has become routine. The space has also been used for Skype sessions, storytelling, and other group activities. Workflow is improved and the front room of the library has become much more spacious, without sacrificing its unique and cozy atmosphere.

6. Unit annual goals for FY114

Since the Uni High Librarian is retiring, these are to be considered suggestions.

- With the nonfiction collection reduced by at least a quarter, if not a third, it is strongly recommended that the shelves be checked against Voyager records. Summer is the perfect time to clean up the database and ensure it accurately reflects holdings.
- The new librarian will want to address collection gaps created as a result of this year's weeding, more generally assess the role of print in the collection along with the role of the library's reference collection (e.g., should it be integrated into the circulating stacks?), and take a look at how space is used in room 204. This might be done in concert with the school's new learning spaces initiative.
- The new librarian should work in collaboration with Uni High on the 21st-century learning space initiative (which may incorporate library space) and continue to be a part of the growing 1-1 laptop program.
- With Jeff Schrader's help, the traffic flow in the library office needs to be addressed. As more equipment is circulated, passing periods have become logjams. Redesign of the space should be a high priority.
- Lay the groundwork for increased circulation of the fiction collection, namely through active solicitation of student recommendations/requests and subsequent library purchase as well as through the reconsideration of the fiction materials' location (again, with help from Jeff Schrader). –AA

- Increase frequency and variety of library programming. Critical to advancing our spate of offerings is the creation of a student advisory committee, whose input will guide the creation and implementation of such additions. -AA

7. Number of GAs

One .33 FTE graduate assistant

8. Funding source for GAs

State funds

9. Major responsibilities of the GA and an overview of contributions made

The Uni High Library graduate assistant essentially acts as assistant librarian. A unique requirement of this particular library is that undergraduate students cannot staff the position because the supervision of minor children is involved. Students form strong personal bonds with the graduate assistant, who serves as a role model and mentor.

The major responsibilities and contributions made by GA Amy Atkinson were as follows:

Library Administration and collection maintenance and development

- Assisted with collection development
 - Weeding
 - Researching and recommending new acquisitions
- Maintained Uni High Reads Blog
- Updated LibraryThing graphic novels catalog
- Updated Library CMS (website) as needed

Instruction and Instruction Support

- Class projects
 - Created LibGuides for a variety of class projects*
 - Located relevant, appropriate sources
 - Helped design/refine assignments when needed
 - Led and co-led class instruction on class project guides and their contents
 - Created screencast of Subbie English instruction session
 - Pulled relevant materials from collection
- Computer Literacy
 - Observed/assisted with instruction sessions
 - Assisted with grading of assignments
- Entered teaching statistics

- Reference services to faculty/staff and students
 - Reader's Advisory
 - Scholarly materials-searching and retrieval (books and articles)

*LibGuides include:

- <http://uiuc.libguides.com/subbieastronomy>
- <http://uiuc.libguides.com/sustainableenergy>
- <http://uiuc.libguides.com/unifilmstudies>
- <http://uiuc.libguides.com/sophomoreinfographic>
- <http://uiuc.libguides.com/marchonwashington>
- <http://uiuc.libguides.com/romanmythology>
- <http://uiuc.libguides.com/bannedbooks>
- <http://uiuc.libguides.com/exploravision>
- <http://uiuc.libguides.com/freshmanenglish>
- <http://uiuc.libguides.com/waterfiltrationengineering>

Storytelling (Note that storytelling was unique to Amy as a graduate assistant, but welcomed as part of her skill set)

- Habitat Fundraiser
- Storytime in the Library
- P.E. Alternative (during the polar vortex) for 65 subfreshman students
- Math story recording for Mr. Russell
- Math story recordings for Tyson and Childress (tangential to GA-ship, but connections established)

Interactive Bulletin Boards & Displays

- March Madness: Literary Edition
- *Now and Then* Book Display (teachers' faves, both now and when in high school)
- *Literary Love Trivia: Pick-Up Line of the Day* Contest
- Nook suggestion board (mini)

Non-Interactive Bulletin Boards, Displays, & Promotions

- Promotions/Campaigns
 - Nook Promotions
 - Marker-ing campaign (for weeded books)
 - Wanted: Dead or Alive (missing headphones)
- Bulletin boards
 - A Good Books is Always in Style
 - NaNoWriMo
 - Light Up the Holidays with a Good Book

- Check Out a Library Book Today (Library pick-up lines)
- Displays
 - Uni is Unique: Banned Books Week
 - The Rainbow Connection: Illinois in LGBT History
 - Penguin Awareness Day
 - Red Planet Day
 - Tell a Fairy Tale Day
 - Love is in the Air (Valentine's Day)
 - Read about Journalism (Anchorman theme)
 - Spring Break Reads
 - May the Fourth Be With You: Star Wars Day

Statistical Profile

- **Facilities**

Total user seating:

37 at tables

4 at carrels

6 at public workstation or index tables

8 informal

Number of hours open to the public per week:

Summer II 2012: 0

Fall 2013: 42.5

Spring 2014: 42.5

Summer I 2014: 42.5, first 2 weeks, 20 hours second week, 0 hours thereafter

Note that the Uni calendar does not correspond exactly to the University calendar. Uni is still in full session (42.5 hours per week) during part of Summer I.

- **Personnel**

Frances Harris (Faculty) (September 1987 – present)

Paul Kotheimer (Senior Library Specialist) (February 22, 2010 – present)

Amy Atkinson (Graduate Assistant) (33%) (August 16, 2013-May 23, 2014)

User Services

- **Gate count** (as reported during FY14 Sweeps Week from DeskTracker)

Fall 2013: 470

Spring 2014: 429

- **Circulation (from Voyager circulation reports)**

Charges: 3057
Renewals: 3850
Discharges: 3055
Manual: 124

- **Circulation of electronic equipment**

Laptops	2910
Digital voice recorders	76
Digital still cameras	14
Digital video camcorders	63
Audio accessories (handheld mic, portable boombox)	13
Flipcameras	19
iPod Touch	33
Journalism class equipment	110
Art supplies	136
Headphones (from 3/13/2014 on)	526, averaging 66 loans per week

Notes:

Because our equipment circulation is largely self-service, these numbers should be regarded as being on the low end. Also, the numbers do not reflect the many times that accessory items are circulated (e.g., external microphone, adapter cords, video signal connectors for external VGA monitors, audio output connectors for computer audio, etc.).

This year we started overseeing the loan of two cameras and two voice recorders on behalf of the Journalism class. We observed an increase in requests for loans of SD memory cards in conjunction with the Journalism Department cameras.

During Spring semester, we noticed that library loanable headphones were disappearing, so we revamped our headphone checkout system to increase accountability. The new headphone checkout system made it possible to tally circulation of library loanable headphones, so that statistic is now included. We also included the circulation of art supplies this year.

- **Reference interactions** (as reported during FY14 Sweeps Week from DeskTracker)

Total: 65

Email: 4
1 (Email consultation > 30 minutes)
2 (5m-15m)
1 (< 5m)

In person: 44

1 (15-30m)

7 (5m-15m)

36 (< 5m)

Directional (which is a question type): 9

- **Presentations**

Number of presentations to groups: 200 (including Computer Literacy 1 and 2)

Number of participants in group presentations: 5,011 (including Computer Literacy 1 and 2)

Other statistics

Cataloging (i.e., new acquisitions)

Total new titles: 318

Total new items: 399

By sublocation:

Voyager Location and Format	Total New Titles	Total New Items
Uni High	247	272
-- Monographs		188
-- Serials		84
-- Projected Medium		
Uni High Fiction	48	76
-- Monographs	48	76
Uni High Graphic Novels	14	32
-- Monographs	14	32
Uni High Ref [noncirc]	9	19
-- Archival Collection	0	0
-- Monographs		8
-- Serials		3
-- Projected Medium		8
Uni High Resrv [noncirc]		
-- Projected Medium		

Weeding

3,408 items sent to Oak Street

1,243 items withdrawn