

# **SOCIAL SCIENCES, HEALTH, AND EDUCATION LIBRARY**

## **ANNUAL REPORT, July 1, 2014 – June 30, 2015**

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### **I. Highlights of the year**

Training and fine-tuning SSHEL's virtual and physical presence were the highlights of the year, with an emphasis on outreach to library users. Detailed statistical data is provided in the attached spreadsheets for collections, services, and personnel.

### **Major Accomplishments**

- Provided services to the departments, programs, and schools affiliated with SSHEL (352 tenure system faculty, 2,149 graduate students, and 5,858 undergraduate students), as well as to library users interested in any of the subject areas covered in SSHEL
- LIS Librarian partnered with GSLIS student affairs staff to teach sessions on topics such as citation management
- Created and delivered new instructional content (screencast recordings, quiz and activity instructions, and tutorials) for distance Social Work graduate students

### **Contributions to Library-wide Programs**

All SSHEL librarians and two Library Operations Associates contributed to the central Reference Hub services for virtual and on-site reference assistance. Under the direction of the Gender and Multicultural Services Librarian, instructional support and assessment for library instruction for graduate level English as a Second Language classes was provided. In addition, she participated in the Taste of Nevada event, where most of the multicultural houses and ethnic/women's studies departments are located. SSHEL has offered increased outreach and training opportunities to the Graduate School of Library and Information Science, the University Library, and the University more broadly through the effort of the Library and Information Science and Research Support Services Librarian. Events include the LIS Research Methods Roundtables series, which brings together panels of local experts on a particular method in LIS research to discuss strategies and pitfalls; the Library Research Showcase hosted in SSHEL in November 2014, which promotes library faculty and AP research to the local community; and in-library training and programming on topics related to scholarly communications, statistics, and research methods. The LER Librarian developed a "Career Corner" guide which was the fifth most visited LibGuide in 2014. The Career Corner guide was widely used not only by students but also by faculty and student services offices on campus when advising students on career management and the job search process.

### **Services and Access**

Staffing: A new Applied Health Sciences Librarian, JJ Pionke, was appointed in November 2014. One new graduate assistant was hired in FY15 as well as one graduate hourly. The hourly position was responsible for late night closing in SSHEL South, as

well as general information services. With the retirement of Library Specialist Lil Morales in September 2014 came the opportunity to revise that position's responsibilities. In addition to working with several special collections in SSHEL, this position was identified for serving as late night supervisor in SSHEL South beginning in fall 2015. The position was filled by Allison Martell in April 2015 thereby eliminating the need for a graduate hourly position.

*Reference activity:* In FY15 the Social Sciences, Health, and Education Library answered 6,762 total reference questions. An additional 281 questions were recorded as part of the LIS reference services. The vast majority (92%) of the SSHEL questions were answered in-person at our reference desk. Telephone was the second most popular method with three percent of questions answered. SSHEL recorded a total of 223,686 visits, an increase of nearly 3,000 from the prior year. In a typical week, SSHEL had 4,473 visitors and answered 134 reference questions. The increase from last year in number of visits is attributed in part to the location of SSHEL adjacent to the Marshall Gallery, which includes patrons looking for study space and using SSHEL for the first point of contact for directional questions.

*Course Related and Other Instruction:* Visiting students and scholars from Hong Kong, Macau, and China were given library orientation through several affiliated programs. Formal library presentations were made to 186 groups, with a total of 4,266 participants. Of the participants, 70% were graduate students, 28% were undergraduate students, and 2% were others. 136 individual research consultations were held with students and other researchers. A decline in individual consultations is attributed to librarian vacancies and absences for medical leave.

*Website Activity:*

According to SSHEL's Google Analytics account, there were over 200,000 page views of the SSHEL website and 148,000 unique page views. The home page received over 85,000 hits. After the SSHEL homepage, the most popular page views were College and University Rankings; Education Standards; What Is Folklore?; Databases by Subject; Resources in Education; Guide to Finding Lesson Plans; General and Undergraduate Rankings; and the SSHEL About Us page.

The most popular SSHEL LibGuide was the Sociology 274: Introduction to Medical Sociology. Please note: Google Analytics did not include data from the School (S-) Collection, S-Collection Blog, and Library & Information Sciences website as these are either saved on a different server or in a different OpenCMS folder. SSHEL also created six new web guides to support classes and research: Anthropology 515IA: Illinois Anthropology; ANTH 399: Senior Capstone Seminar; Library and Information Science 514: History of Children's Literature; LIS 502: Libraries, Information and Society; Social Work 553: HBSE II: Health and Rehab; and Social Work 380: Social Work Policy and Practice with Women.

Several significant web projects were completed during this period. These include a redesign of the SSHEL homepage and integration of a specialized SSHEL Easy Search; migration and simplification of the Directory of Education Collections in Illinois from the old Cooper drive to OpenCMS; updating all SFX links in SSHEL websites and LibGuides due to the migration of SFX hosting to CARLI; and a systematic review and update to the internal web-based SSHEL Rolodex to bring information up to date. Additionally, the SSHEL graduate assistants reviewed all of SSHEL's webpages to find and correct broken links and incorrect information.

Circulation: SSHEL ranks third in circulation among the UIUC libraries for FY15 (after Main Stacks and the Undergraduate Library) based on charges and renewals. The multidisciplinary nature of the merged collections is popular with library users, as seen by both on-site use and call slip requests.

### **Collections**

Librarians accepted and processed several gift collections during the year. These include early childhood education books; LGBT journals; mid-twentieth century children's books; educational philosophy books; Portuguese language comic books and graphic novels; and ongoing donation of sports and fitness books from Human Kinetics publishers.

Two cohorts of GSLIS LEEP students provided valuable on-site assistance in identifying books for transfer out of SSHEL and Main Stacks under the guidance of SSHEL librarians as a project for a collection development class.

### **Support/Ancillary Activities**

Cataloging: A total of 1,834 titles were cataloged, representing 1,905 items. Original cataloging was done for 4 titles and copy cataloging for the remaining 1,830 titles. Ninety-seven items were reclassified due to record errors, and 164 added volumes were processed for existing records. Gennye Varvel has taken over cataloging of recently acquired material from the Center for Children's Books (CCB), Allison Martell provides additional cataloging support for CCB transfers as needed, and a graduate assistant continues to catalog recent Curriculum Collection items.

Twenty-six new tests were added to the test collection, five test records were revised, and 22 additional components processed for existing tests.

### **Training and Staff Development Activities**

An intensive training program, grounded in general library procedures and policies and specific aspects of resources and services, was provided to all new employees, with selective retraining for continuing personnel. Ongoing training is provided throughout the year via meetings and special workshops. SSHEL graduate assistant and hourly positions attended central Hub training to improve chat services offered nights and weekends

## **Innovative Ideas, New Initiatives**

Based on hourly data, SSHEL reference staff implemented an on-call service for spring 2015 for afternoon hours which are typically busier than morning hours. This service was for back-up to the individual stationed at the reference desk and allowed the on-call staff to remain in their offices or at their desks. After assessing the service in summer 2015, the on-call model will be dropped due to low response.

## **Measurement, Evaluation, and Assessment Activities**

We track hourly and seasonal patterns of use to help make strategic decisions about library services and staff deployment. For example, the busiest time of day at the SSHEL reference desk was 3-4pm, so double-staffing was provided then. SSHEL subject-specific questions accounted for 816 reference queries. Education (24%) and children's literature (21%) questions were asked most frequently, followed by psychology (7%), sociology (5%), and anthropology (4%). Social work, health/medical, and speech and hearing science were next highest at 3% each.

As part of the evaluation of the New Service Model program, a user survey was developed, distributed, and resulted in 158 responses. That information will be included as part of SSHEL's NSM report.

## **Public Relations and Promotional Activities**

Marketing and outreach is a major component of the LIS, Biomedical, and Gender and Multicultural Services librarians. New exhibit cases in SSHEL are used to highlight segments of the collections. The annual Poster and Book Jacket event celebrating children's and young adult books was held in November.

## **Additional Topics**

- In FY15 SSHEL's group study rooms had a total of 626 reservations (1050 hours).
- CMS continues to address the Curriculum Collection backlog material (22,462 items)

## **Major Challenges**

During FY15 the major challenge was revamping and filling vacant positions for librarian and staff resignations and retirements. Fortunately, those positions that were filled will help to rebuild strengths in the applied health and behavioral sciences areas, as well as support for special collections and late night operations.

## **Goals and planning**

### **Last Year's (FY15) Plans and Goals**

Services and access have always been at the forefront of the Library's goals. Those goals that were accomplished include:

- Continued high quality services during transitions in staffing, facilities, and services
- Finalized selection of artwork for SSHEL; waiting for installation by campus F&S
- Initiated assessment of merger now that implementation is complete; report is in progress
- Further developed and updated the SSHEL web site, including class guides

## **II. Next Year's (FY16) Plans and Goals**

Plans and goals for next year include the following:

- Continue high quality services during transitions in staffing
- Pursue internal options to expedite processing of uncataloged children's books that were identified for comparison or cataloging (from Center for Research Libraries collection); with the hiring of a Library Specialist in SSHEL and work by Collection Management Services staff this is moving forward
- Adjust services to reflect needs shown in hourly statistics
- Complete evaluation report for New Service Model implementation in SSHEL
- Expand outreach to SSHEL constituents through instruction, programs, and marketing efforts
- Fill visiting and vacant positions

## **III. Graduate Assistants**

### **Number and funding source of Graduate Assistants**

There were five graduate assistant positions in SSHEL during FY15:

Five 35% graduate assistants (1.75 FTE), state funded

One 50% graduate hourly, state funded, was hired for late night supervision in SSHEL South

Since graduate assistantships are nine month positions, graduate students were hired on an hourly basis during the summer months because of the high level of activity in SSHEL.

### **Major responsibilities**

Under the direction of the Reference Coordinator, assist in providing information services in the areas of American Indian studies, anthropology, applied health sciences, Asian American studies, biomedical sciences, economics, education, gender and women's studies, geography & geographic sciences, labor and employment relations, library and information science, political science, psychology, social work, and sociology, as well as in the special collections of children's books, curriculum materials, test instruments, the occult sciences, and the Human Relations Area Files. These services are provided to faculty, graduate students, undergraduate students, and community members. Participate in the development and implementation of new and innovative services. Other duties

include instruction, database searching, development of user aids, and special projects. Specific technology duties include maintaining, editing, and revising the 480 SSHEL web pages, as well as other technology-related projects and duties. Specific duties under the direction of the Education Librarian include book selection for the curriculum collection, development of user aids, collection maintenance, and cataloging; also under the direction of the Education Librarian another designated assistantship undertakes book selection for the children's and young adult literature collection, development of user aids, and collection maintenance. Duties are performed during daytime, night, and weekend hours.

### **GA projects completed in FY15**

- Compared copies of donated books to currently held copies in SSHEL and made preservation and collection recommendations
- Compiled video sources for a resource on database searching
- Updated the SSHEL Rolodex
- Updated SSHEL and LIS website on a regular basis
- Created an exhibit in the Main Library north-south corridor and the Marshall Gallery for the 2014 Youth Literature Festival featuring all participating authors
- Communicated with BCCB/CCB GAs to brainstorm ideas to improve book sale search process; added suggestions to the S-Collection GA instruction document
- Created and posted flyers for the S-Collection book jacket and poster giveaway
- Searched titles against the catalog and recommended purchases from reviews in a variety of journals and publisher catalogs
- Created unique blog posts
- Selected, boxed and shipped books from the CCB to SSHEL on a monthly basis
- Searched titles against the catalog, and the CCB Gift Books list and made collection addition recommendations
- Coordinated work flow for boxing, shipping, and searching over 1,800 books from the CCB before their annual book sale
- Evaluated recommended titles in *Choice* to be referred to subject librarians
- Created exhibit on "Holiday Foods" in SSHEL North, featuring books from the S-Collection; "Holiday Travel" in SSHEL South, featuring books from the circulating collection December 2014-January 2015
- Reviewed organization of Speech and Hearing Science tests to make sure that they are in proper order; created title labels and contents lists as needed
- Cataloged new tests and/or updated test records in Access Database, then recorded them in "Test Collection Statistics" file
- Searched remnant of Test Collection Card Catalog to see which records were transferred to Access and verified if we had the physical test in our collection
- Assisted SSHEL's web coordinator in conducting usability tests for the SSHEL website to find ways to improve its navigation

- Wrote curriculum annual report for last fiscal year
- Recommended purchase of new textbooks for the curriculum collection (researched Illinois schools across the state to determine most widely used materials and perused education and curriculum journals for textbook reviews)
- Copy cataloged 105 new Curriculum Collection titles containing 207 items over the course of the past two academic years; provided original cataloging for 1 title
- Edited curriculum collection cataloging manual
- Wrote policy documents and managed the schedule for display cases in SSHEL
- Put together S and Curriculum Collection portion of Native American Heritage Month display November 2014
- Co-taught a class for ESL 501 spring 2015
- Supervised shifting of the reference collection summer 2014 and spring 2015
- Wrote annotations for new reference books
- Provided supervision for student assistants during evening and weekend hours
- Instructed, as needed, student assistants in policies and procedures regarding shelving, circulation, and call numbers
- Managed reference statistics: created forms for daily room counts and student assistant interactions (at the circ. desk); entered student assistant/office staff interactions into Desk Tracker; used Desk Tracker and Microsoft Excel to create reports for sweeps weeks and annual report, as needed
- Shelved reference collection and shelf-read assigned sections in reference and reference circulating collections
- Assisted in weeding of vertical file from Applied Health Sciences Library, under the direction of JJ Pionke; searched WorldCat, I-Share, and U. of I. catalog, and made recommendations for retaining items, as appropriate
- Identified items for weeding from reference collection, under the supervision of subject librarians; made recommendations for relocation or new purchases based on SSHEL weeding criteria
- Revised subject guides, under supervision of subject librarians; searched catalog for new reference e-books, created annotations when appropriate, and edited subject guides for upcoming year
- Provided reference, instruction, and research assistance at the information desk, in person, by phone, and virtually through chat and email

#### GA Perception Quotes:

GA1: “I came to the Graduate School of Library and Information Science (GSLIS) at the University of Illinois at Urbana-Champaign to attend what is widely regarded as the finest professional degree program in library science in the country. While my experience as a student at GSLIS has been beneficial, I consider my assistantship at the Social Sciences, Health, and Education Library (SSHEL) to have been my real training ground

for a future career in librarianship. GSLIS gave me the theoretical knowledge of library and information science. SSHEL has taught me to be a librarian.

I cannot overstate the value of my pre-professional graduate assistantship. I have had the privilege to work in one of the busiest units in one of the largest and most prestigious academic libraries in North America. I have been entrusted with projects and tasks related to collection development, instruction, outreach, and reference and research support services. My experience at SSHEL has opened up avenues to further work as a graduate hourly with Collection Management Services (CMS) and Library & Information Science and Research Support Services. I have made what are hopefully life-long contacts with the librarians and professional staff at SSHEL, which I believe has been and will continue to be very professionally beneficial. Simply put, SSHEL has prepared me very well for a career as a librarian.”

GA2: “My experience working at the Social Sciences, Health, and Education Library (SSHEL) has helped me prepare for a future position within the library and information science field and I will always be grateful for the opportunity to have this assistantship. The experience I have gained through reference work, collection development/reference weeding, and cataloging are something I can carry on into academic librarianship or museum librarianship.

Familiarizing myself with different subject databases has also been an added benefit. The various reference instructions we received throughout the semester has made me comfortable in searching through databases, which in turn, helps the patrons. I have learned that asking patrons various questions about their topic will be beneficial in their search for resources. The answers they provide allows me to evaluate which databases they should start with and which key words/search terms will produce results. My work with reference weeding and reviewing book recommendations from *Choice* has given me a better understanding of collection development. My evaluation of resources in *Choice* has made me critical in deciding if a book should be added to SSHEL by reading over what the book summaries and aligning it to our subject specialties. Reference weeding has also made me a critical thinker in regards to the criteria that is set for weeding/transferring a book. Though the criteria has been set by a librarian, they often explain why they have chosen this criteria, which I can carry on to my own work if I participate in collection development.”

GA3: “My experience as a graduate assistant at the Social Sciences, Health and Education Library (SSHEL) has been invaluable to my formation as a librarian. Before enrolling in the Graduate School of Library and Information Science, my experience working at libraries was non-existent. After this experience not only I feel more prepared to enter the workforce, but also have higher expectations for myself when it comes to the quality of my work. SSHEL was an excellent environment for learning. The experienced librarians and staff were always willing to answer questions and provide insight when I had doubts on how to perform my job or just wanted to learn about something. Learning from other graduate assistants was also encouraged and part of the culture. The assistantship provided me with tools that I could have not acquired by just going to the classroom. When we were covering collection development or reference in my

courses, I was actually performing those at the library. That gave me an advantage academically and professionally, that helped me secure other opportunities besides the assistantship (scholarships, internships). In addition to practical learning, I was also provided with opportunities to further develop my skills through training. The training sessions exposed me to very specific issues in academic librarianship, reference and service, while also introducing me to new resources and technologies. Most of what I learned from these sessions was not covered in my classes to such detail. Overall, my experience at the University of Illinois would have not been the same without this assistantship. The library was my lab to put into practice the theory I learned in the classroom.”

GA4: “When I think about the value of my pre-professional experience at SSHEL, the first thing that comes to mind is how grateful I was to be offered the opportunity in the first place. Upon coming to library school at UIUC, I knew next to nothing about the way libraries operate. I was not confident that I would get an assistantship, although I needed the financial support to be able to get my degree. I was even less confident that, if by some miracle I did get an assistantship, I wouldn’t fail miserably and be asked to leave because there had clearly been some kind of mistake. So, it’s safe to say that my life and my professional aspirations have been hugely impacted by SSHEL’s generous offer to both finance my education and begin to show me what being a librarian is all about. If I’m being honest, academic libraries are low on my list of potential work places (I’d like to work with children and families in an outreach or community engagement setting). However, that in no way reflects how useful and valuable my time working in an academic library has been. It’s rather the opposite, actually; working in a library that is very different from the place I imagine myself working in the future has challenged me to see growth in less obvious ways. Starting from the rigorous two-week reference training I went through at the very beginning, SSHEL and its librarians have taught me how important it is for educators and information providers to be constantly curious and humble, and to rely on your team. In fact, I’ll be completing two weeks of training once again for the summer camp where I’ll be a counselor this summer. Even though I’m sometimes overwhelmed by the thought of what I’m going to be expected to do, I know that I felt the same way at the beginning of my assistantship, and I’ve shown myself I could get through that.

The face-to-face interactions of reference services have taught me that people have the same needs, no matter where they’re approaching you. It might seem like the kids I’ll be working with at summer camp and the university population couldn’t be more different; two years here has shown me that’s a bad assumption to make. Sometimes it’s hard to remember that you can make a difference in someone’s day, even if you’re just telling them how to get to the bathroom. But that’s important to know, because even in the most grueling, getting-your-hands-dirty service work, the day-to-day responsibilities can still seem mundane. My experience at SSHEL has given me the joy of helping someone find the answer to their question and seeing frustration turn to relief and excitement. It’s also given me chances to practice kindness, even if someone was being grumpy or taking advantage of my services. These are skills that apply both professionally and personally, no matter where I end up.”

<b>ANNUAL REPORT STATISTICS: FY15</b>						
<b>Unit: Social Sciences, Health, &amp; Education Library (SSHEL)</b>						
<b>COLLECTIONS</b>	<b>Held Last Year</b>	<b>Gross Added</b>	<b>Transfer Out</b>	<b>Withdrawn</b>	<b>Net Added</b>	<b>Held This Year</b>
<b>Cataloged Volumes</b>	<b>78,359</b>	<b>3,907</b>	<b>2,987</b>	<b>4</b>	<b>916</b>	<b>79,275</b>
<b>Uncataloged Materials</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Microfiche, Print, Cards</b>	<b>560,972</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>560,972</b>
<b>Computer Files</b>	<b>57</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>57</b>
<b>Graphic Materials</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Audio Materials</b>	<b>89</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>89</b>
<b>Film and Video Materials</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>Tests</b>	<b>8,790</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>8,816</b>
<b>Serials-Total</b>	<b>1,106</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>1,112</b>
<b>a. Journals</b>	<b>707</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>707</b>
<b>b. Continuations</b>	<b>404</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>405</b>

<b>ANNUAL REPORT STATISTICS: FY15</b>						
<b>Unit: SSHEL Curriculum Collection</b>						
<b>COLLECTIONS</b>	<b>Held Last Year</b>	<b>Gross Added</b>	<b>Transfer Out</b>	<b>Withdrawn</b>	<b>Net Added</b>	<b>Held This Year</b>
<b>Cataloged Volumes</b>	<b>30,991</b>	<b>1,327</b>	<b>0</b>	<b>0</b>	<b>1,327</b>	<b>32,318</b>
<b>Uncataloged Pamphlets, Etc.</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Uncataloged Materials (see notes*)</b>	<b>26,047</b>	<b>73</b>	<b>0</b>	<b>3,658</b>	<b>-3,585</b>	<b>22,462</b>
<b>Microfilm Reels</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Microfiche, Print, Cards</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Computer Files</b>	<b>112</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>118</b>
<b>Graphic Materials</b>	<b>559</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>560</b>
<b>Audio Materials</b>	<b>45</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>45</b>
<b>Film and Video Materials</b>	<b>75</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>75</b>
<b>Serials-Total</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>
<b>a. Journals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>b. Continuations</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>
<b>NOTE: This information reflects the size of the entire Curriculum Collection, regardless of location.</b>						

<b>ANNUAL REPORT STATISTICS: FY15</b>						
<b>UNIT: SSHEL School Collection</b>						
<b>COLLECTIONS</b>	<b>Held Last Year</b>	<b>Gross Added</b>	<b>Transfer Out</b>	<b>Withdrawn</b>	<b>Net Added</b>	<b>Held This Year</b>
<b>Cataloged Volumes</b> (see notes#)	<b>159,363</b>	<b>3,153</b>	<b>0</b>	<b>0</b>	<b>3,153</b>	<b>162,516</b>
<b>Uncataloged Pamphlets, Etc.</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Uncataloged Materials</b> (see notes**)	<b>4,153</b>	<b>0</b>	<b>0</b>	<b>2,306</b>	<b>-2,306</b>	<b>1,847</b>
<b>Microfilm Reels</b>	<b>43</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>43</b>
<b>Microfiche, Print, Cards</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Computer Files</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Graphic Materials</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Audio Materials</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Film and Video Materials</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Serials-Total</b>	<b>101</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>101</b>
<b>a. Journals</b>	<b>45</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>45</b>
<b>b. Continuations</b>	<b>56</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>56</b>

**NOTE: This information reflects the size of the entire School Collection, regardless of location.**

<b>ANNUAL REPORT STATISTICS: FY15</b>					
<b>Unit: Social Sciences, Health, &amp; Education Library (SSHEL)</b>					
<b>Notes</b>					
<b>*Withdrawn items include 1,981 duplicates and 1,663 items cataloged.</b>					
<b>#Includes 298 books transferred from the Center for Children's Books to the S-Coll.</b>					
<b>**These figures represent the estimated uncataloged gift items from the Center for Research Libraries being compared for condition and uniqueness.</b>					
<b>SPACE</b>					
<b>Total square feet of unit</b>					<b>19,838.65</b>
<b>Linear feet of shelving</b>					<b>11,454</b>
<b>Seating</b>					
<b>a. At tables</b>					<b>171</b>
<b>b. At carrels</b>					<b>20</b>
<b>c. Informal</b>					<b>28</b>
<b>d. At online catalog &amp; index sources</b>					<b>35</b>
<b>e. In Group study Rooms</b>					<b>11</b>

<b>ANNUAL REPORT STATISTICS: FY15</b>					
<b>Unit: Social Sciences, Health, &amp; Education Library (SSHEL)</b>					
<b>Direct Services</b>					
<b>Number of formal library presentations to groups (generated from web database)§</b>					<b>186</b>
<b>Number of participants in group presentations (generated from web database)</b>					<b>4,226</b>
<b>Number of individual instruction appointments</b>					<b>136</b>
<b>Number of practicum students/independent studies</b>					<b>0</b>
<b>Total circulation (initial 38,295 and renewal 46,573)</b>					<b>84,868</b>
<b>Total manual circulation</b>					<b>51</b>
<b>Reference and directional transactions (Actual total)¥</b>					<b>6,762</b>
<b>Reference questions</b>	<b>(Actual annual)</b>				<b>5,164</b>
<b>Digital reference questions</b>	<b>(Actual annual)</b>				<b>489</b>
<b>Directional questions</b>	<b>(Actual annual)</b>				<b>1,598</b>
<b>Head count</b>	<b>(Actual Annual Gate Count)</b>				<b>223,686</b>
<b>A. Fall</b>	<b>(Gate Count from sweeps week data)</b>				<b>7,137</b>
<b>B. Spring*</b>	<b>(Gate Count from sweeps week data)</b>				<b>7,184</b>
<b>Number of hours open weekly</b>					
<b>A. Summer II 2014</b>					<b>55.5</b>
<b>B. Fall 2014</b>					<b>83.5</b>
<b>C. Spring 2015</b>					<b>83.5</b>
<b>D. Summer I 2015</b>					<b>55.5</b>
<i>§ Instruction from SSHEL and LIS is included in this total.</i>					
<i>¥An additional 281 reference transactions were recorded in LIS DeskTracker data.</i>					

<b>ANNUAL REPORT STATISTICS: FY15</b>		
<b>Unit: Social Sciences, Health, &amp; Education Library (SSHEL)</b>		
<b>Personnel (As of Aug. 16)</b>		
<b>Professional Staff, FTE</b>	<b>6.33</b>	
<b>Graduate Assistants, FTE</b>	<b>1.9</b>	
<b>Graduate Hourly, FTE</b>	<b>0.5</b>	
<b>Staff, FTE</b>	<b>6</b>	
<b>Students, FTE (\$95,000 student wage allocation)</b>	<b>5.5</b>	
<b>Personnel</b>	<b>Start Date Mo/Yr</b>	<b>End Date Mo/Yr</b>
<b>FACULTY</b>		
<b>Peg Burnette (100%)</b>	<b>Oct-12</b>	
<b>Cindy Ingold (100%)</b>	<b>Aug-07</b>	
<b>Nancy O'Brien (100%)</b>	<b>Jan-81</b>	
<b>JJ (Katharine) Pionke (100%)</b>	<b>Nov-14</b>	
<b>Lynne Rudasill (8%)</b>	<b>Oct-98</b>	
<b>Beth DiVincenzo Sheehan (100%)</b>	<b>Mar-11</b>	
<b>Yoo-Seong Song (75%)</b>	<b>Aug-12</b>	
<b>Dan Tracy (50%)</b>	<b>Jan-13</b>	
<b>GRADUATE ASSISTANTS</b>		
<b>Mary Baker (35%)</b>	<b>Aug-14</b>	
<b>Zachary Claybaugh (35%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection</b>	<b>Aug-13</b>	<b>Jul-15</b>
<b>Illyana (Anna) Logan (35%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection</b>	<b>May-13</b>	<b>Jul-14</b>
<b>Kim Looby (graduate hourly 50%)</b>	<b>Aug-14</b>	
<b>Kristine Mirate (35%)</b>	<b>Aug-13</b>	<b>May-15</b>
<b>Samantha Pernicka (35%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection</b>	<b>Aug-13</b>	<b>May-15</b>
<b>Julia Reynolds (35%)</b>	<b>Aug-13</b>	<b>Jul-14</b>
<b>Yesenia Roman-Lopez (35%)</b>	<b>Aug-13</b>	<b>May-15</b>
<b>CIVIL SERVICE EMPLOYEES</b>		
<b>Tammra Keaton (100%)</b>	<b>Aug-03</b>	
<b>Holly Mansfield (100%)</b>	<b>Jul-08</b>	
<b>Allison Martell (100%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection</b>	<b>Apr-15</b>	
<b>Lil Morales (100%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection</b>	<b>Aug-12</b>	<b>Sep-14</b>
<b>David Pherigo (100%)</b>	<b>May-12</b>	
<b>Gennye Varvel (100%)</b>	<b>Oct-13</b>	
<b>Sandy Wolf (100%)</b>	<b>Aug-13</b>	