

SOCIAL SCIENCES, HEALTH, AND EDUCATION LIBRARY

ANNUAL REPORT, July 1, 2015 – June 30, 2016

Prepared by: Nancy P. O'Brien

I. Highlights of the year

Personnel changes and adjustments, enhancing SSHEL's presence on social media, and instruction and outreach were the highlights of the year. Reductions in the budget provided opportunities for different approaches to a number of services. 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
- SSHEL librarians saw an increase in the number of individual research consultations from graduate and undergraduate students (136 in FY15 to 189 in FY16)
- Reenergized the social media presence for SSHEL with frequent updates on Facebook page highlighting SSHEL activities and personnel

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 provided outreach and instructional or information sessions to several campus groups, including the Native American House. SSHEL continues to offer increased outreach and training opportunities to the iSchool at Illinois, 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 Library Research Showcase hosted in SSHEL in November 2015, which promotes library faculty and AP research to the local community; and training and programming on topics related to scholarly communications, copyright, statistics, and research methods. Diversity initiatives include staff participation in training, events, and the programs, exhibits, and instruction provided specifically by the Gender and Multicultural Services Librarian.

Services and Access

Staffing: A new Behavioral Sciences Librarian, Kelsey Cheshire, was appointed in October 2015, and participated in training throughout the fall semester. Three new graduate assistants were hired in FY16 and trained prior to the start of the fall semester.

In December 2015 Library Operations Associate Sandy Wolf retired. Due to budget issues, her position will not be filled.

Reference activity: In FY16 the Social Sciences, Health, and Education Library answered 4,436 total reference questions. An additional 259 questions were recorded as part of the LIS reference services. The vast majority (89%) of the SSHEL questions were answered in-person at our reference desk. Telephone was the second most popular method with five percent of questions answered. SSHEL recorded a total of 206,903 visits, a decrease of nearly 17,000 from the prior year. In a typical week, SSHEL had 4,138 visitors and answered 89 reference questions. This is a decrease from last year in number of visits and reference questions answered.

Course Related and Other Instruction: Visiting students and scholars from Africa, Brazil, Hong Kong, and China were given library orientation through several affiliated programs. Preschoolers from the Early Child Development Lab, elementary bilingual students from the International Prep Academy, and academic advisors in the Division of General Studies were also provided with library orientations. Formal library presentations were made to 188 groups, with a total of 4,463 participants. Of the participants, 61% were graduate students, 35% were undergraduate students, and 4% were others. 189 individual research consultations were held with students and other researchers. The 39% increase in individual consultations is attributed to filled librarian positions and follow-up from instruction sessions.

Website Activity:

According to SSHEL's Google Analytics account, there were over 200,000 page views of the SSHEL website and 153,000 unique page views. The home page received over 69,000 hits. After the SSHEL homepage, the most popular pages were Education Standards; College and University Rankings; Resources in Education; Guide to Folklore Resources; Labor Unions in Illinois; Guide to Finding Lesson Plans; General and Undergraduate Rankings; and Guide to Sources in Geography and Geographic Information Science.

In late January, coding for Google Analytics was added to our S-Collection page, S-Collection blog, and the Health Information Portal (HIP) page. The S-Collection and S-Collection Blog remain very popular, with over 20,000 combined views. HIP's guide to health-related statistics and data was the most popular guide. The Library and Information Science Virtual Library had an additional 45,000 page views, with around 30,600 unique page views. In addition to regular research information, the most popular page overall on this site was the "Cataloging Your Books" page, which provides a referral point for outside librarians who frequently contact the library's Ask a Librarian Service for help assigning call numbers to small collections.

The most popular SSHEL LibGuide was the Teaching Assistant (TA) Guide. SSHEL created 8 new guides, as well as migrating course guides from OpenCMS to Libguides. This included several HIP and Social Work guides. The LIS Virtual Library continues to

have several highly used course guides, including those for the required courses LIS501 and LIS502, as well as the guide on basic LIS research tools.

In conjunction with SSHEL's Web Coordinator and Web GA participating in the Library's social media working group, SSHEL's Facebook (FB) page has been revitalized. We implemented new content, such as "Meet the SSHEL Librarians" and "Where in the World Are Our Librarians." Additionally, SSHEL participated in larger social media campaigns, like ALA's GLBT Book Month and Children's Book Week. The SSHEL FB page gained 38 new likes overall. We reached new highs in engagement, including 128 Daily Page Engaged Users (the number of unique users who engaged with our page) and 55 Daily People Talking About This (the number of people sharing content on our page).

Circulation: SSHEL ranks third in circulation among the UIUC libraries for FY16 (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 journals to fill gaps; early and mid-twentieth century children's books; a significant number of periodicals and monographs related to LGBT studies, Chinese education books; and ongoing donation of sports and fitness books from Human Kinetics publishers.

Support/Ancillary Activities

Cataloging: A total of 1,760 titles were cataloged, representing 1,900 items. Original cataloging was done for 32 titles and copy cataloging for the remaining 1,728 titles. Ninety-nine items were reclassified due to record errors, and 187 added volumes were processed for existing records. Gennye Varvel catalogs recently acquired material from the Center for Children's Books (CCB), Allison Martell provides additional cataloging support for CCB transfers as needed, and Nancy O'Brien and a graduate assistant continue to catalog recent and backlog Curriculum Collection items.

Eighty-seven new tests were added to the test collection and 381 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 assistants attended central Hub training to improve chat services offered nights and weekends.

Innovative Ideas, New Initiatives

SSHEL librarians are receiving increasing requests for assistance in developing systematic reviews in areas other than medicine and health. Expertise in systematic reviews from Peg Burnette and JJ Pionke has assisted other librarians to successfully work with faculty and graduate students in this area. At the recommendation of a graduate assistant, some web pages for the S-Collection will be reworked as blog posts thereby reducing web pages that need regular updating. Building from his time as interim copyright services provider and research into digital publishing, Dan Tracy has begun expanding instruction into areas related to digital scholarship.

Measurement, Evaluation, and Assessment Activities

We track hourly and seasonal patterns of use to help make strategic decisions about library services and staff deployment. Afternoons continue to be the busiest time of day at the SSHEL reference desk so staffing schedules reflect that. SSHEL subject-specific questions accounted for 536 reference queries. Education (25%) and children's literature (17%) questions were asked most frequently, followed by social work (5%), and health/medical and psychology (4% each). Anthropology, political science, and sociology were next highest at 3% each.

Dan Tracy received a Library Assessment Committee grant for collections assessment of LIS ebooks.

A completed review of the SSHEL New Service Model that included results from a user survey was completed, submitted to the AUL for Users Services, and is available as a report at http://www.library.illinois.edu/nsm/social/SSHEL_NSM_evaluation_report.pdf Based on findings from the survey and report, follow-up in regard to facilities and services are being considered and selectively implemented.

Public Relations and Promotional Activities

Marketing and outreach is a major component of the LIS, Biomedical, and Gender and Multicultural Services librarians. 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. A thematic poster and display were developed for a Library Advancement event in November 2015 as well, highlighting resources in the S-Collection. Planning for the 11th annual Edible Books Festival was led by Dan Tracy, LIS Librarian.

Additional Topics

- In FY16 SSHEL's group study rooms had a total of 711 reservations (1200 hours)
- CMS continues to address the Curriculum Collection backlog material, reducing the backlog by over 4,000 items to 18,580 items
- Selectively reduced the number of print guides due to low use and budgetary issues

- Completed weeding of vertical file from Applied Health Sciences Library, and disposed of or retained items as appropriate

Major Challenges

During FY16 the major challenges were revamping, filling vacant positions, or reassigning work due to librarian and staff resignations and retirements, and working with a flat collections budget. Additionally, maintaining the physical collections in keeping with space needs and the guidelines agreed to during the establishment of SSHEL created a busy summer of weeding and transferring material for staff and student employees.

Goals and planning

Last Year's (FY16) 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 ongoing transitions in staffing, and services
- Installation of artwork for SSHEL
- Completed evaluation report for New Service Model implementation in SSHEL
- Further developed and updated the SSHEL web site, adding analytics to pages that previously did not have them

II. Next Year's (FY17) Plans and Goals

Plans and goals for next year include the following:

- Move SSHEL South collaboration room to SSHEL North based on user feedback (Framework for Strategic Action: User-Focused principle)
- Add public workstation in room housing S-Collection based on user feedback
- Continue high quality services despite staff reductions, including student employees
- Continue collaboration with CMS to expedite processing of uncataloged children's books that were identified for comparison or cataloging (from Center for Research Libraries collection) and the Curriculum Collection backlog. The CRL collection has only 40 boxes remaining for processing while the Curriculum backlog was reduced by 4,000 items in FY16
- Continue to adjust services to reflect needs shown in hourly statistics
- Expand outreach to SSHEL constituents through instruction, programs, and marketing efforts

III. Graduate Assistants

Number and funding source of Graduate Assistants

There were five graduate assistant positions in SSHEL during FY16:

Five 33% graduate assistants (1.57 FTE), state funded. An additional graduate assistant serving a 25% appointment worked with Dan Tracy on LIS as well as Research Services activities as a backfill appointment for interim copyright responsibilities.

Since graduate assistantships are nine month positions, graduate students were hired on an hourly basis during 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 over 500 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 FY16

- Provided reference, instruction, and research assistance at the information desk, in person, by phone, and virtually through chat and email
- 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
- Taught multiple sections of graduate level English as a Second Language library instruction sessions and class of international students
- Compared copies of donated books to currently held copies in SSHEL and made preservation and collection recommendations
- Updated the SSHEL Rolodex
- Reorganized and updated three operational manuals in SSHEL
- Updated SSHEL and LIS websites, Facebook page and SSHEL newsfeed
- 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 1,400 books from the CCB before their annual book sale
- Evaluated recommended titles in *Choice* to be referred to subject librarians
- Created exhibits for Alice in Wonderland; bike safety; learning disabilities; overview of SSHEL collections; eating disorders awareness; multiculturalism; Black girls in children's literature; Randolph Caldecott's birthday; and LGBTQIA S-Collection resources
- Cataloged new tests and/or updated test records in Access Database
- Wrote curriculum and S-Collection annual reports 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 65 new Curriculum Collection titles (151 items) and provided original cataloging for 7 titles (21 items)
- Created 2016 Benefactor newsletter recognizing donors and providing updates about SSHEL
<http://www.library.illinois.edu/sshel/guides/benefactorspring2016.pdf>
- Wrote annotations for new reference books
- Provided supervision for student assistants during evening and weekend hours
- Managed reference statistics: created forms for daily room counts and student assistant interactions (at the circulation 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
- Shelf-read assigned sections in reference and reference circulating collections
- 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
- Presented overview to SSHEL librarians and staff of alternative systems to RefWorks citation management system

GA Perception Quotes:

GA1: "My experience working in SSHEL as Web Graduate Assistant has been an integral and invaluable addition to my education at the Graduate School of Library and Information Science at the University of Illinois. Although I only had the opportunity to work at SSHEL one year, this experience has contextualized my classroom experiences. Working with library patrons has given me the opportunity to apply classroom skills and the confidence to explore new opportunities. Although I had worked in customer service

positions and learned the basics of reference at GSLIS before coming to SSHEL, I was initially very excited, and a little scared, to work at the reference desk. Working at SSHEL has helped me hone my reference skills and apply them in a variety of situations, helping patrons in-person and online. This experience has made me more excited to help patrons with their information needs. Each week I work on web-related projects at SSHEL during two dedicated “project hours” as well as during off-times at the reference desk. These projects have allowed me to apply previously-learned technical skills in new ways, and also made me confident that I will be able to manage library websites at future jobs. Working on these projects also led me to seek out more opportunities for learning technology skills, some of which are highly desired in the LIS field, but which I didn’t have the confidence to pursue earlier. ”

GA2: “Having a pre-professional assistantship gives library students the competitive edge they need in the job market. GAs receive the practical experience to supplement classroom learning. I took courses in instruction, collection development, academic librarianship, cataloging, management, and subject specialties. Topics and discussions frequently interconnected with my daily activities and experiences in SSHEL. I used SSHEL experiences to contribute to discussions and in turn applied classroom learning to my work in SSHEL. This made for an overall enhanced education experience while earning an MLS. Most importantly, there are real world skills that can only be learned within a library and having a graduate assistantship provided that experience”

GA3: “I feel proud and fortunate that my educational experience at GSLIS was coupled with a graduate assistantship at the Social Sciences, Health, and Education Library. At SSHEL, I was able to apply what I learned in courses in a hands-on and dynamic environment. For example, many of the concepts I learned in my Reference and Information Services class were put into practice while I worked at the reference desk at SSHEL. Staffing the reference desk allowed me to provide reference services to a diverse group of patrons. This responsibility enabled me to develop customer service skills, research skills, and problem-solving skills, which will all be essential for me in my professional career. Furthermore, working at the reference desk required me to be trained on a variety of online resources and databases, giving me a deep understanding of how to apply search strategies within a wide range of tools. The combination of conceptual knowledge from courses and skill development from my work experience has allowed me to become a stronger librarian and information professional. Furthermore, I had many responsibilities at SSHEL that filled in gaps in my education. For example, I cataloged additions to our unique Speech and Hearing Science Test Collection. I did not take any metadata or cataloging classes at GSLIS, but because I had the opportunity to catalog our tests, I developed hands-on cataloging and item processing experience. Additionally, I gained supervision experience at SSHEL during weekend and evening shifts. Supervising up to three Student Assistants during these shifts allowed me to develop leadership skills, which were not explicitly addressed in any of my courses. My graduate assistantship was an essential part of my graduate school experience, and I am endlessly grateful for all the support and skill development I have received over the past two years.”

ANNUAL REPORT STATISTICS: FY16						
Unit: Social Sciences, Health, & Education Library (SSHEL)						
COLLECTIONS	Held Last Year	Gross Added	Transfer Out	Withdrawn	Net Added	Held This Year
Cataloged Volumes	79,275	4,386	4,792	0	-406	78,869
Uncataloged Materials	0	0	0	0	0	0
Microfiche, Print, Cards	560,972	0	0	0	0	560,972
Computer Files	57	0	0	0	0	57
Graphic Materials	5	0	0	0	0	5
Audio Materials	89	0	0	0	0	89
Film and Video Materials	18	0	0	0	0	18
Tests	8,816	87	0	0	87	8,903
Serials-Total	1,112	6	0	0	6	1,118
a. Journals	707	6	0	0	6	713
b. Continuations	405	0	0	0	0	405

ANNUAL REPORT STATISTICS: FY16						
Unit: SSHEL Curriculum Collection						
COLLECTIONS	Held Last Year	Gross Added	Transfer Out	Withdrawn	Net Added	Held This Year
Cataloged Volumes	32,318	2,491	0	0	2,491	34,809
Uncataloged Pamphlets, Etc.	0	0	0	0	0	0
Uncataloged Materials (see notes*)	22,462	145	0	4,027	-3,882	18,580
Microfilm Reels	0	0	0	0	0	0
Microfiche, Print, Cards	0	0	0	0	0	0
Computer Files	118	7	0	0	7	125
Graphic Materials	560	4	0	0	4	564
Audio Materials	45	0	0	0	0	45
Film and Video Materials	75	1	0	0	1	76
Serials-Total	7	0	0	0	0	7
a. Journals	0	0	0	0	0	0
b. Continuations	7	0	0	0	0	7
NOTE: This information reflects the size of the entire Curriculum Collection, regardless of location.						

ANNUAL REPORT STATISTICS: FY16						
UNIT: SSHEL School Collection						
COLLECTIONS	Held Last Year	Gross Added	Transfer Out	Withdrawn	Net Added	Held This Year
Cataloged Volumes (see notes#)	162,516	3,237	0	0	3,237	165,753
Uncataloged Pamphlets, Etc.	0	0	0	0	0	0
Uncataloged Materials (see notes**)	1,847	1,292	0	1,901	-1,901	1,538
Microfilm Reels	43	0	0	0	0	43
Microfiche, Print, Cards	0	0	0	0	0	0
Computer Files	0	0	0	0	0	0
Graphic Materials	0	0	0	0	0	0
Audio Materials	0	0	0	0	0	0
Film and Video Materials	0	0	0	0	0	0
Serials-Total	101	0	0	0	0	101
a. Journals	45	0	0	0	0	45
b. Continuations	56	0	0	0	0	56
NOTE: This information reflects the size of the entire School Collection, regardless of location.						

ANNUAL REPORT STATISTICS: FY16				
Unit: Social Sciences, Health, & Education Library (SHEL)				
Notes				
*Withdrawn items include 1,865 duplicates and 2,096 items cataloged.				
#Includes 248 books transferred from the Center for Children's Books to the S-Coll.				
**These figures represent the estimated uncataloged gift items from the Center for Research Libraries being compared for condition and uniqueness. As of August 9, 2016, there are 40 more boxes for review and processing.				
SPACE				
Total square feet of unit				19,838.65
Linear feet of shelving				11,454
Seating				
a. At tables				173
b. At carrels				20
c. At public workstations				35
d. At index tables				0
e. In Group study Rooms				10
f. Informal/other				28

ANNUAL REPORT STATISTICS: FY16			
Unit: Social Sciences, Health, & Education Library (SSHEL)			
Direct Services			
Number of formal library presentations to groups (generated from web database)§			188
Number of participants in group presentations (generated from web database)			4,463
Number of individual instruction appointments			189
Number of practicum students/independent studies			0
Total circulation (initial 32,178 and renewal 42,745)			
			74,923
Total manual circulation			45
Reference and directional transactions (Actual total)¥			
Reference questions (Actual annual)			3,426
Digital reference questions (Actual annual)			483
Directional questions (Actual annual)			1,010
Head count (Actual Annual Gate Count)			
A. Fall (Gate Count from sweeps week data)			6,690
B. Spring (Gate Count from sweeps week data)			5,174
Number of hours open weekly			
A. Summer II 2015			55.5
B. Fall 2015			76.5
C. Spring 2016			76.5
D. Summer I 2016			55.5
<i>§ Instruction from SSHEL and LIS is included in this total.</i>			
<i>¥An additional 259 reference transactions were recorded in LIS DeskTracker data.</i>			

ANNUAL REPORT STATISTICS: FY16		
Unit: Social Sciences, Health, & Education Library (SSHEL)		
Personnel (As of Aug. 16)		
Professional Staff, FTE	7.33	
Graduate Assistants, FTE	1.57	
Staff, FTE	6	
Students, FTE (\$89,456 student wage allocation)	5.5	
Personnel	Start Date Mo/Yr	End Date Mo/Yr
FACULTY		
Peg Burnette (100%)	Oct-12	
Kelsey Cheshire (100%)	Oct-15	
Cindy Ingold (100%)	Aug-07	
Nancy O'Brien (100%)	Jan-81	
JJ (Katharine) Pionke (100%)	Nov-14	
Lynne Rudasill (8%)	Oct-98	
Beth DiVincenzo Sheehan (100%)	Mar-11	
Yoo-Seong Song (75%)	Aug-12	
Dan Tracy (50%)	Jan-13	
GRADUATE ASSISTANTS		
Mary Baker (33%)	Aug-14	May-16
Kim Looby (25%)	Aug-14	May-16
Ross Taft (33%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection	Aug-15	
Allie Thome (33%)	Aug-15	Jul-16
Anna White (33%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection	Aug-15	
CIVIL SERVICE EMPLOYEES		
Tammra Keaton (100%)	Aug-03	
Holly Mansfield (100%)	Jul-08	
Allison Martell (100%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection	Apr-15	
David Pherigo (100%)	May-12	
Gennye Varvel (100%)	Oct-13	
Sandy Wolf (100%)	Aug-13	Dec-15