

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

## **ANNUAL REPORT, July 1, 2016 – June 30, 2017**

*Prepared by: Nancy P. O'Brien*

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

Adjustments to graduate assistant and undergraduate student worker staffing, reducing backlogs of uncataloged material, continued enhancement of SSHEL's presence on social media, and increases in research consultations were the highlights of the year. 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 (348 tenure system faculty, 2,175 graduate students, and 6,086 undergraduate students), as well as to library users interested in any of the subject areas covered in SSHEL
- SSHEL librarians continue to see an increase in the number of individual research consultations with graduate and undergraduate students and faculty (189 in FY16 to 216 in FY17). This is a 62% increase since FY15 (136 research consultations)

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

All SSHEL librarians and the Library Operations Associates contributed to the central Reference Hub services for virtual and on-site reference assistance. SSHEL continued to offer increased outreach and training opportunities to the iSchool at Illinois, the University Library, and the University more broadly through the efforts of the Library and Information Science and Research Services Librarian. Events include the Library Research Showcase hosted in SSHEL in November 2016, 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 and events, and the programs, exhibits, and instruction provided specifically by the Gender and Multicultural Services Librarian.

### **Services and Access**

Staffing: Four new graduate assistants were hired in FY17 and trained prior to the start of each semester.

Reference activity: In FY17 the Social Sciences, Health, and Education Library answered 3,518 total reference questions. An additional 134 questions were recorded as part of the LIS reference services. The vast majority (83%) of the SSHEL questions were answered in-person at our reference desk. Telephone and IM/Chat were the second most popular with five percent each of questions answered in that mode. SSHEL recorded a total of 194,621 visits, a decrease of just over 12,000 from the prior year. In a typical week,

SSHEL had 3,743 visitors and answered 68 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 China were given library orientation through several affiliated programs. Preschoolers from the Early Child Development Lab, were also provided with library programs. Formal library presentations were made to 175 groups, with a total of 4,699 participants. Of the participants, 67% were graduate students, 29% were undergraduate students, and 4% were others. 216 individual research consultations were held with students and other researchers. The increase in individual consultations is attributed to follow-up from instruction sessions, improved referral and appointment systems, and changes in user needs from general reference to specific assistance.

*Website Activity:*

According to SSHEL's Google Analytics account, there were over 186,000 page views of the SSHEL website and over 129,000 unique page views. The home page received over 72,000 hits. After the SSHEL homepage, the most popular pages were Education Standards; Labor Unions in Illinois; What is Folklore; College and University Rankings; Guide to Finding Lesson Plans; Resources in Education; Statistics on Women; General and Undergraduate Rankings; and Selected Political Science Websites.

This is the first full year we have had Google Analytics insight into our S-Collection and Health Information Portal (HIP) pages. The S-Collection and S-Collection Blog remain very popular, with over 54,000 combined views. The most popular S-Collection page was Challenged Children's Books. HIP received over 7,500 views, with its guide to health-related statistics and data as the most popular guide. Google Analytics for the Library & Information Sciences website show 126,326 page views, and 91,254 unique page views. This is significant increase from last year, seemingly due to the popularity of a page outlining Dewey classification that the LIS website adopted from the Undergraduate Library.

The most popular SSHEL LibGuide was the Teaching Assistant (TA) Guide. SSHEL created 34 new guides, as well as migrating HTML pages from OpenCMS to LibGuides. As a practicum student during the fall of 2016, Graduate Assistant Anna White worked on a long-term project to transition Health Information Portal subject pages to the LibGuide format. Anna developed a template for subject pages and updated content for 22 pages. A library Impact Grant was awarded to Peg Burnette in order to complete work on this project.

SSHEL's Facebook (FB) page has been continuously improving. We continued featuring popular content, such as "Where in the World Are Our Librarians," while also participating in larger social media campaigns, like ALA's GLBT Book Month and National Library Week. Large social media campaigns are particularly helpful in promoting SSHEL's services. For example, during National Library Week over 1,300

users saw our posts, as well as 430 people engaging with our content. This year, SSHEL FB page gained 38 new likes overall.

*Circulation:* SSHEL ranks third in circulation among the UIUC libraries for FY17 (after Main Stacks and the Undergraduate Library) based on charges and renewals, and second in call slip retrievals after Main Stacks. 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 included journals to fill gaps; research methods books; education books; the publications of the Great School of Natural Science (spirituality and occult sciences); late nineteenth and twentieth century children's books; economics books; and ongoing donation of sports and fitness books from Human Kinetics publishers.

### **Support/Ancillary Activities**

*Cataloging:* A total of 869 titles were cataloged, representing 1,491 items. Original cataloging was done for 157 titles and copy cataloging for the remaining 712 titles. Thirteen items were reclassified due to record errors, and 752 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.

Thirty-one new tests were added to the test collection, 68 tests were revised, and 1,099 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**

At the recommendation of a graduate assistant, some web pages for the S-Collection were reworked as blog posts thereby reducing web pages that need regular updating.

SSHEL co-sponsored a film festival with the Native American House in November 2016. Four films were shown at various locations on campus, with a total attendance of 58.

## **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. Subject-specific questions accounted for 699 reference queries. Education (25%) and children's literature (24%) questions were asked most frequently, followed by psychology (9%), and health/medical and sociology (5% each). Anthropology; recreation, sport and tourism; and speech and hearing science were next highest at 3% each.

## **Public Relations and Promotional Activities**

Marketing and outreach is a major component of the LIS, Biomedical, Applied Health Sciences, and Gender and Multicultural Services librarians. A marketing grant to acquire magnets and stress relief balls promoting SSHEL was awarded to Kelsey Cheshire, Peg Burnette, and JJ Pionke. 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 2016 as well, highlighting resources related to military veterans. SSHEL again provided support and active planning for the fifth Youth Literature Festival held in October 2016. The festival provided author visits and literacy experiences for 20,000 school children in 90 schools in eight Illinois counties.

## **Additional Topics**

- In FY17 SSHEL's group study rooms had a total of 667 reservations (1,093 hours)
- CMS continues to address the Curriculum Collection backlog material, reducing the backlog by over 16,000 items to 2,400 items
- Graduate assistants moved and searched a backlog of curriculum items from the Main Library's mezzanine area to SSHEL to finalize cataloging; all items were relocated to SSHEL and two carts remain for processing from original backlog of nearly 2,000 items
- Selectively reduced the number of print guides due to low use and budgetary issues

## **Major Challenges**

During FY17 the major challenges were working with a flat collections budget and the reduction of public photocopiers, which are regularly used by patrons and staff. Maintaining the physical collections in keeping with space needs and the guidelines agreed to during the establishment of SSHEL created a busy year of weeding and transferring material for staff and student employees.

## **Goals and planning**

### **Last Year's (FY17) 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 despite ongoing reductions in funding for students and collections
- Moved SSHEL South collaboration room to SSHEL North based on user feedback (Framework for Strategic Action: User-Focused principle)
- Added public workstation in S-Collection room based on user feedback
- Further developed and updated the SSHEL web site, including a migration from Open CMS to WordPress

### **II. Next Year's (FY18) Plans and Goals**

Plans and goals for next year include the following:

- 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 backlog was completely processed while the Curriculum backlog was reduced by over 16,000 items in FY17, with only 70 boxes remaining
- Continue to adjust services to reflect needs shown in hourly statistics
- Expand outreach to SSHEL constituents through instruction, programs, and marketing efforts
- Plan for changes in staffing with Peg Burnette's move to the new College of Medicine library service point in the Grainger Engineering Library and the addition of Yali Feng as the Visiting Behavioral Sciences Research and Data Services Librarian on a nine-month contract

### **III. Graduate Assistants**

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

There were four graduate assistant positions in SSHEL during FY17. We planned a strategic decrease from five to four state-funded graduate assistants (1.50 FTE) in FY17. This was in response to budgetary issues, but also due to an assessment of schedules and best use of graduate assistant time. We increased the hours for the four positions to give them more experience in their pre-professional duties.

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 SSHEL Graduate Assistant Supervisor, SSHEL GAs assist in providing information services in the areas of aging/gerontology, American Indian studies, anthropology, applied health sciences, Asian American studies, biomedical sciences, community health, economics, education, gender and women's studies, geography & geographic sciences, kinesiology, labor and employment relations, library and information science, political science, psychology, rehabilitation/disabilities, social work, sociology, sports/recreation/tourism, speech and hearing science, as well as in the special collections of children's books, curriculum materials, test instruments, and the occult sciences. These services are provided to faculty, graduate students, undergraduate students, and community members. Graduate assistants participate in the development and implementation of new and innovative services.

Specific duties include: database searching; development of online and print user aids; reference collection annotation and weeding; maintaining, editing, and revising SSHEL web pages; ESL library instruction; promoting collections and services via SSHEL social media accounts; book selection and cataloging for the curriculum collection; book selection for the children's and young adult literature collection; cataloging of the Test Collection; maintenance and reports of SSHEL reference statistics and library use; chat reference on evenings and weekends; supervision of undergraduate student workers during times with staff are not available; and other duties as assigned.

## **GA projects completed in FY17**

- 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
- Searched titles against the catalog and recommended purchases from reviews in a variety of journals and publisher catalogs
- Promoted SSHEL resources and events on social media as well as those of affiliated academic programs, the Library and university
- Assisted with maintenance of the SSHEL website
- Migrated select webpages to LibGuides format
- Created unique blog posts
- Planned and carried out two hour-long library tours and story times for groups of 2-3 and 4-5 year-olds

- Selected book jackets from storage to be put back on books in S-Collection to increase their research value and wrote instructions for the project to continue
- Cross-trained new S-Collection GA
- 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 2,200 books from the CCB before their annual book sale
- Evaluated recommended titles in *Choice* to be referred to subject librarians
- Created exhibits for Youth Literature Festival displays (N/S Hallway, Marshall Gallery, SSHEL N, SSHEL S), contemporary folklore, Mandeville collection of occult sciences, children's primers and games, niche tourism, children's graphic novels (all in SSHEL exhibit cases)
- 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
- Copy cataloged new and gift Curriculum Collection items
- Moved backlog items housed in the Main Library's mezzanine storage, locating records for the items in OCLC Connexion, and checking records for accuracy
- 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

### **GA Perception Quotes:**

**GA1:** "My time as a GA in SSHEL has been a formative professional experience that directly led to my post-graduation career path in health sciences librarianship. While I found my coursework to be useful, I genuinely believe that working with the librarians in SSHEL, completing projects and maintaining the space on a day-to-day basis, is what prepared me to enter the workforce.

When I began my MSLIS, I already knew that I was philosophically aligned with the principles of the profession. It was through my GAship that I learned that I was also practically aligned; conducting reference interviews and working directly with students

helped me to find my path and led me to other librarianship opportunities, including my practicum, volunteer positions, and post-grad full-time work. Additionally, professional relationships with SSHEL librarians allowed me to explore issues in the future of librarianship that I will need to apply my education and experience to solve.

While I'm sure that without SSHEL, I would have made my time at the i-School meaningful, I do not believe that I would be half as ready to face the field of information as I am with it. I found that, while completing interviews, I frequently drew on my projects and experiences in SSHEL as evidence of my professional capability; had I not had those experiences, I would not be prepared to answer the questions asked of me in an interview. My time as a GA has been invaluable. Not only would I recommend it to any incoming student, but I would insist on it as a golden opportunity to grow skills and professional identity, not to mention double value in the job market."

**GA2:** "My assistantship at the Social Sciences, Health, and Education Library (SSHEL) has had a profound impact on my educational experience at the School of Information Sciences. While working at SSHEL, I have had the opportunity to put into practice the theories and techniques of librarianship that I learned in the classroom, especially in the areas of reference and cataloging.

While I did take reference and cataloging classes, I feel that working at SSHEL served to supplement the skills taught in those classes better than the coursework. Simply being able to put those skills into practice continuously in a professional environment gave me confidence in those areas that I would not otherwise have gained within the context of those courses.

In addition to supplementing my coursework, I learned a great deal while working at SSHEL that I would not be able to learn in the classroom. For instance, having the opportunity to assist with library instruction for graduate-level English as a Second Language courses helped me address my strengths and weaknesses as both a librarian and an instructor, and has motivated me to further develop these skills as I seek full-time employment.

In short, I firmly believe that my time at the School of Information Sciences would not have been nearly as rewarding as it was without my assistantship. Being able to practically apply my coursework in a professional environment has been an invaluable experience. I am truly grateful for the opportunity to have worked here and I am confident that the skills I developed both at SSHEL and in my courses will serve as a strong foundation for the remainder of my career."

<b>ANNUAL REPORT STATISTICS: FY17</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>78,869</b>	<b>4,406</b>	<b>4,252</b>	<b>0</b>	<b>154</b>	<b>79,023</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>8,903</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>31</b>	<b>8,934</b>
<b>Serials-Total</b>	<b>1,118</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>-37</b>	<b>1,081</b>
<b>a. Journals</b>	<b>713</b>	<b>0</b>	<b>32</b>	<b>0</b>	<b>-32</b>	<b>681</b>
<b>b. Continuations</b>	<b>405</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>-5</b>	<b>400</b>

<b>ANNUAL REPORT STATISTICS: FY17</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>34,809</b>	<b>15,753</b>	<b>0</b>	<b>0</b>	<b>15,753</b>	<b>50,562</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>18,580</b>	<b>0</b>	<b>0</b>	<b>16,151</b>	<b>0</b>	<b>2,429</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>125</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>127</b>
<b>Graphic Materials</b>	<b>564</b>	<b>36</b>	<b>0</b>	<b>0</b>	<b>36</b>	<b>600</b>
<b>Audio Materials</b>	<b>45</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>69</b>
<b>Film and Video Materials</b>	<b>76</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>80</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>

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

<b>ANNUAL REPORT STATISTICS: FY17</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>
Cataloged Volumes (see notes#)	165,753	3,455	0	0	3,455	169,208
Uncataloged Pamphlets, Etc.	0	0	0	0	0	0
Uncataloged Materials (see notes**)	1,538	458	0	1,996	0	0
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
<b>Serials-Total</b>	<b>101</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>101</b>
a. Journals	45	0	0	0	0	45
b. Continuations	56	0	0	0	0	56
<b>NOTE: This information reflects the size of the entire School Collection, regardless of location.</b>						

<b>ANNUAL REPORT STATISTICS: FY17</b>				
<b>Unit: Social Sciences, Health, &amp; Education Library (SSHEL)</b>				
<b>Notes</b>				
*Withdrawn items include 2,462 duplicates and 13,689 items cataloged.				
#Includes 741 books transferred from the Center for Children's Books to the S-Collection.				
**These figures represent the estimated uncataloged gift items from the Center for Research Libraries being compared for condition and uniqueness. As of October 2016, this backlog was completely processed.				
<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>173</b>
<b>b. At carrels</b>				<b>19</b>
<b>c. At public workstations</b>				<b>35</b>
<b>d. In Group study Rooms</b>				<b>9</b>
<b>e. Informal/other</b>				<b>28</b>

<b>ANNUAL REPORT STATISTICS: FY17</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>175</b>
<b>Number of participants in group presentations (generated from web database)</b>			<b>4,699</b>
<b>Number of individual instruction appointments</b>			<b>216</b>
<b>Number of practicum students/independent studies</b>			<b>1</b>
<b>Total circulation (initial 29,072 and renewal 40,874)</b>			
			<b>69,946</b>
<b>Total manual circulation</b>			<b>70</b>
<b>Reference and directional transactions (Actual total)¥</b>			
			<b>3,518</b>
<b>Reference questions</b>	<b>(Actual annual)</b>		<b>2,841</b>
<b>Digital reference questions</b>	<b>(Actual annual)</b>		<b>444</b>
<b>Directional questions</b>	<b>(Actual annual)</b>		<b>677</b>
<b>Head count (Actual Annual Gate Count)</b>			
			<b>194,621</b>
<b>A. Fall</b>	<b>(Gate Count from sweeps week data)</b>		<b>5,286</b>
<b>B. Spring</b>	<b>(Gate Count from sweeps week data)</b>		<b>5,616</b>
<b>Number of hours open weekly</b>			
<b>A. Summer II 2015</b>			<b>55.5</b>
<b>B. Fall 2015</b>			<b>76.5</b>
<b>C. Spring 2016</b>			<b>76.5</b>
<b>D. Summer I 2016</b>			<b>55.5</b>
<i>§ Instruction from SSHEL and LIS is included in this total.</i>			

*¥An additional 134 reference transactions were recorded in LIS DeskTracker data.*

<b>ANNUAL REPORT STATISTICS: FY17</b>		
<b>Unit: Social Sciences, Health, &amp; Education Library (SSHEL)</b>		
<b>Personnel (As of Aug. 16)</b>		
<b>Professional Staff, FTE</b>	<b>7.33</b>	
<b>Graduate Assistants, FTE</b>	<b>1.5</b>	
<b>Staff, FTE</b>	<b>6</b>	
<b>Students, FTE (\$63,961 student wage allocation)</b>	<b>3.8</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>Kelsey Cheshire (100%)</b>	<b>Oct-15</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>Elizabeth (Lizzy) Boden (37.5%)</b>	<b>Jan-17</b>	
<b>Molly Doroba (37.5%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection</b>	<b>Jan-17</b>	<b>Dec-17</b>
<b>Lydia Frank (37.5%)</b>	<b>Aug-16</b>	
<b>Ross Taft (37.5%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection</b>	<b>Aug-15</b>	<b>Dec-16</b>
<b>Jessica Mason (37.5%)</b>	<b>Aug-16</b>	
<b>Anna White (37.5%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection</b>	<b>Aug-15</b>	<b>Dec-16</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>David Pherigo (100%)</b>	<b>May-12</b>	
<b>Gennye Varvel (100%)</b>	<b>Oct-13</b>	