

SOCIAL SCIENCES, HEALTH, AND EDUCATION LIBRARY

ANNUAL REPORT, July 1, 2021– June 30, 2022

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I. Highlights of the year

The planning and implementation for downsizing SSHEL from two sides to one side of the first floor of the Main Library building to make room for study spaces and selected services formerly housed in the Undergraduate Library took place over most of FY22. Planning for the move began during summer 2021 and involved extensive discussion with other units willing to take in collections such as microforms (HPNL) or provide a locked area in Main Stacks for the restricted collection of test instruments (CAS). In the process of downsizing, SSHEL North and South remained in place until the end of spring semester 2022. Support from Collection Management Services to create reports of items to transfer to other locations and to move collections was essential. Library Facilities and Library Information Technology began to implement the physical move at the end of the spring semester 2022. SSHEL lost over half of its square footage for collections and user services.

SSHEL returned to its full range of hours (76.5 per week) with the beginning of the fall 2021 semester. During FY22 some librarians continued to work a hybrid arrangement of some days spent on-site providing services and others spent working from home.

Detailed statistical data is in the attached spreadsheets for collections, services, and personnel. SSHEL contributed to Strategic Directions SD2, SD3, SD4 in the Strategic Framework 2019-2023, notably in regard to instruction for users, strengthening collections, and research consultations and reference support (SD2); and, developing and mentoring the next generation of library and information science professionals (SD4).

Major Accomplishments

- Provided services to the more than twenty departments, programs, and schools affiliated with SSHEL, as well as to library users interested in any of the subject areas covered in SSHEL through online services.
- Searched several large gift collections of 100-500 books with many unique volumes being added to the Library's collections; many small or individual donations were also searched and processed. Larger donations were to the Mandeville Collection of Parapsychology and Occult Sciences and the School Collection of Children's and Young Adult Literature.
- Welcomed a new endowed collection related to the works of Sri Sathya Sai Baba, with donation of print material and funding support.
- Welcomed the Dr. Patricia J. O'Brien endowment to support anthropology library purchases.
- Absorbed collection development and instruction responsibilities for Gaming Studies, transferred from the former Undergraduate Library. Integrated responsibilities into work portfolio of Information Sciences Librarian.

- Filled three vacant graduate assistant positions to ensure the continuation of high quality services to library users.
- Hired and trained graduate hourly students to provide supervision of SSHEL South during nights and weekends.

Contributions to Library-wide Programs

SSHEL librarians contributed to the central Reference Hub services for virtual and in-person reference assistance. SSHEL librarians provided online Savvy Researcher workshops and presentations for cultural houses and other groups of students, such as undergraduate political science students. Librarians also provided training during the fall 2021 orientation for Library graduate assistants.

Diversity initiatives included developing a resource list of youth literature websites at the request of College of Education personnel to identify Asian American and Pacific Islander resources for classroom teachers. Under the supervision of Nancy O'Brien, a practicum student, Anthony Martinez, conducted a reverse diversity audit on specific areas within the School Collection of Children's and Young Adult Literature to identify gaps. Books were purchased to fill in holdings in the following areas: Indigenous/Native American, military families (active duty), and transgender/gender non-conforming. Other diversity activities include staff participation in training and events, and instruction provided specifically by the Gender Studies and Multicultural Services Librarian Cindy Ingold.

Services and Access

Staffing: Three new graduate assistants were hired in FY22 and trained prior to the start of the semester in which their appointment began. Four graduate hourly staff were hired to supervise SSHEL South during nights and weekends for the fall and spring semesters. All training was on-site. Circulation supervisor Dulcie Vermillion hired a full complement of diverse students to handle circulation and shelving.

Circulation: SSHEL's collections rank third in circulation among the UIUC libraries for FY22 (after Main Stacks and Oak Street) based on charges and renewals. The multidisciplinary nature of the collections is popular with library users, accounting for the high use.

Course Related and Other Instruction: Formal library presentations were made to 255 groups, with 7,662 participants. This is a notable increase of 2,719 participants from the prior year. Of the participants, 64% were graduate students, 34% were undergraduate students, and 2% were others. 337 individual research consultations were held with students and other researchers. This is an increase of 88 research consultations from the prior year.

Reference activity: During the 2022 Fiscal Year, the Social Sciences, Health, and Education Library answered 3,064 reference questions. The majority of these questions were answered in-person (75%). The second most favored method for asking questions

was email (14%), followed by telephone (5%) and IM/Chat (3%). An average of 59 reference questions were asked each week. SSHEL North while open this year saw 41,507 recorded visitors and SSHEL South saw 40,011. SSHEL North had an average of 798 visitors per week and SSHEL South had a weekly average of 769.

The busiest months for reference questions for SSHEL were September and October, with an average of 96 questions posed per week. The busiest day of the week was Wednesday (19%) with 586 questions asked that day, and Saturday (5%) was the slowest day, with 138 questions asked. The most popular time of day for reference questions was 3-4 pm, with 397 questions (13%) answered during that time frame.

The majority of questions answered were classified as providing finding specific library materials (27%) with 826 of those questions asked. This was followed by queries about directions/hours (22%) with 681 asked and library policies and services (21%) with 637 asked. 450 questions related to SSHEL subject areas were answered, with education related questions constituting the majority with 196 questions (44%), followed by questions related to library and information science with 48 questions (11%). A total of 1,163 in-depth research questions (64%) were recorded this year. Overall, most questions could be answered in less than 5 minutes (71%) with 2,383 interactions of that length.

Total Reference Questions	3064	
In-Person	2298	75%
Telephone	158	5%
IM/Chat	102	3%
Email	432	14%
Online Consultation	74	3%
Time Spent Answering Questions		
< 5 Minutes	2383	71%
5 – 15 Minutes	634	19%
15 – 30 Minutes	184	6%
30 Minutes – 1 Hour	93	3%
1 – 3 Hours	36	1%
More than 3 Hours	2	0%

Website Activity: According to SSHEL’s Google Analytics account, there were over 77,000 page views of the SSHEL website and over 61,000 unique page views. The home page received over 20,000 views.

After the SSHEL homepage, the most popular pages were, What is Folklore?, Education, Education Standards, Labor Unions, Psychology, Sociology, Social Work, the Mandeville Collection, the Guide to Finding Lesson Plans, and Geography.

The S-Collection site had nearly 13,000 page views with over 6,000 unique visits. Some of the most popular pages this year include Challenged Books, Challenged Picture Books, Guide to Finding Books, Challenged Chapter Books, and Using Databases.

The S-Collection Blog had nearly 15,000 page views with nearly 14,000 unique visits. The most popular new blog post in the last year was published in August 2021 and titled “New School, New You: Let’s Get Organized”.

The most popular SSHEL LibGuide was the Blind/Visual Impairment guide, with over 38,000 views. Total views for SSHEL LibGuides increased by 20% from 154,000 in FY21 to over 192,000 in FY22. This FY, SSHEL began moving several course guides from WordPress to LibGuides, resulting in the creation of 20 new guides.

We continue to grow engagement on SSHEL’s Facebook (FB) page. This year, our FB page participated in National Poetry Month, Academic Writing Month, and Banned Books Week.

Collections

SSHEL acquires print material extensively due to social sciences publishing patterns and patron requests, but also purchases electronic resources for the increasing number of distance education students in SSHEL subject areas. Librarians accepted and processed several gift collections during the year. These collections were searched against library holdings by Library Specialist Dave Pherigo from spreadsheets, other documents, or the print books. This year we saw collections ranging from 25-500 volumes donated by retired faculty, alumni, campus programs, and several external donors. These included vintage children’s books; special education and other education books; schoolbooks; parapsychology and astrology journals and books; and ongoing donation of sports and fitness books from Human Kinetics publishers. Michael Erlewine donated an additional 18 boxes of astrology material to SSHEL and the University Archives to supplement his 2014 donation.

Support/Ancillary Activities

Cataloging: A total of 2,201 items were cataloged, through a combination of original and copy cataloging. One hundred nineteen items were reclassified due to record errors, and fifty-one added volumes were processed for existing records. The overall figures are higher than the prior year due to return to on-site work. Gennye Varvel catalogs recently acquired material from the Center for Children’s Books (CCB) typically around 2,000 titles, while Nancy O’Brien and the graduate assistant assigned to the Curriculum Collection catalog K-12 teaching material.

Two new tests were added to the test collection. Due to the vacancy in the SSHEL Library Specialist position for acquisitions, a large donated collection of tests remains unprocessed.

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 during nights and weekends.

Innovative Ideas, New Initiatives

To celebrate National Children's Book Week in November 2021, SSHEL hosted a paper craft activity with designated hours for in-person assistance. Giveaway items included posters, stickers, and calendars donated by SSHEL personnel.

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 450 reference queries. Education (44%) and library and information science (11%) questions were asked most frequently.

Public Relations and Promotional Activities

In September 2021, Nancy O'Brien presented a webinar for Library Advancement on "Little Golden Books and Beyond: Children's Books in the University Library." In addition to a large number of attendees (178) the talk generated offers of donations to the Library. The Library received offers of 796 books and added 530. Books were from the early 1800s to 2021 with the majority in the early to mid-twentieth century and comprised children's books and schoolbooks. Book donations from this event are continuing in FY23. This event led to an invitation to be the keynote speaker at the multi-state Altrusa conference, which promoted the University Library to a new audience.

Exhibits in the Main Library North-South hallway sponsored by SSHEL included Veteran's Month (coordinated by JJ Pionke) and the 40th anniversary of the Women and Gender in Global Perspectives Program (coordinated by Cindy Ingold). Marketing and outreach are major components of the work of the Applied Health Sciences, Information Sciences, and Gender Studies and Multicultural Services librarians.

Additional Topics

- SSHEL librarian Jess Hagman provided Savvy Researcher workshops on social science topics, especially qualitative research resources and methods.
- Behavioral Sciences Librarian Yali Feng provided support to the local Chinese community through acquisition of material in Chinese and for different age levels.
- SSHEL librarian Yoo-Seong Song provided instruction to over 2,500 participants in class and group sessions.

Major Challenges

During FY22 the major challenges were planning and implementing the downsizing of SSHEL's space and collections, an unfilled staff position, and resuming operations after the library closure due to the pandemic. Maintaining the physical collections in keeping with space needs and the guidelines agreed to during the establishment of SSHEL has been a challenge due to the print collection growing steadily. With SSHEL's move from a space of over 19,800 square feet to a space of less than half that size, the need to relocate workspaces and transfer large segments of the collections was stressful. Over 66,600 books were transferred from SSHEL. While some of the transferred books were older and less frequently used, many of the books were still in demand. In particular, the reduction of the highly used youth literature books published within the last few years has been noted already by faculty and students in the teacher education programs.

The unfilled Library Specialist position caused a major shift of a full-time position's workload to others in SSHEL. Notably, Gennye Varvel now manages library catalog record corrections, and processes incoming material, about 7,000-8,000 new print books, in SSHEL each year. Librarians are handling all orders, which takes away from direct patron services. Orders for unique material, particularly in SSHEL's special collections for parapsychology, tests instruments, and youth literature, are being given lower priority due to the additional effort to place specialized orders. The decision to not fill this position in SSHEL is adding to workload and stress, and undermining other library services.

The Information Sciences Librarian position filled as a visiting position until August 2023 needs to be filled. The search process began in fall 2022.

A large donation of testing material from the School of Music was donated in fall 2021 for the SSHEL test collection. This material would have been processed by the vacant position, however, with that position unfilled, these specialized, unique items will have to remain in a backlog until staffing becomes available.

Goals and planning

Last Year's (FY22) 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 reductions in personnel
- Implemented website analytics for the S-Collection webpages thanks to librarian Chris Bailey
- Assessed the balance of librarian assignments due to changes in personnel
- Planned and implemented a reduction in SSHEL's space by more than half, and relocation of personnel, collections and services due to the Library building renovations and relocations
- Expanded outreach through instruction, programs, and marketing efforts

II. Next Year's (FY23) Plans and Goals

Plans and goals for next year include the following:

- Continue high quality services despite staff reductions
- Continue advocating to fill vacant library specialist position
- Begin process of transferring 14,000 books from the Center for Children's Books to the School Collection of children's and young adult literature. This entails comparing CCB books to Library books for condition, edition, and comprehensively collected authors, requiring the expertise of SSHEL staff to evaluate each book
- Explore how to add back Mandeville Collection notes to catalog records; an estimated 12,000-16,000 records lack this information due to catalog migrations or workflows
- Continue to adjust services to reflect needs shown in hourly statistics
- Expand outreach through instruction, programs, and marketing efforts
- Assess the balance of librarian assignments due to changes in personnel

III. Graduate Assistants

Number and funding source of Graduate Assistants

There were four graduate assistant positions in SSHEL during FY21. 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, 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 parapsychology 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; 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; maintenance and reports of SSHEL reference statistics and library use; chat reference during evenings and weekends; supervision of undergraduate student workers when staff are not available; and other duties as assigned.

GA projects FY22

- Provided reference assistance virtually through chat and email

- Revised subject guides, under supervision of subject librarians; searched catalog for new reference books, created annotations when appropriate, and edited subject guides for upcoming year
- Searched titles against the catalog and recommended purchases from reviews in a variety of journals and publisher catalogs
- Assisted with maintenance of the SSHEL website
- Searched new children's book titles against the catalog, and the Center for Children's Books (CCB) Gift Books list and made collection addition recommendations
- Selected new books from lists prepared by CCB for SSHEL (1,235 books); 1,105 were added to the Library collection
- Evaluated and selected titles in *Choice* to be referred to subject librarians
- Updated SSHEL map in Publisher software
- Wrote Curriculum and S-Collection annual reports for prior fiscal year
- Recommended purchase of new textbooks for the curriculum collection
- Developed and edited the Fall 2021 issue of *The Benefactor*, SSHEL's donor newsletter
- Managed reference statistics: used Desk Tracker and Microsoft Excel to create reports for annual report
- Reviewed publisher's catalogs and journals, including the *Bulletin for the Center for Children's Books*, for collection development
- Created transitional training documents for new graduate assistants
- Wrote monthly blog posts for the children's literature blog, as well as social media posts to advertise each blog entry
- Compared donation and class lists to materials in the collection for collection development purposes
- Checked broken links across SSHEL websites
- Link maintenance for identified problem websites
- Assisted in identifying exhibit material for Veterans Month (Fall 2021)
- Created and scheduled two Facebook posts for publishing each week
- Transferred and updated WordPress guides to Springshare LibGuides
- Provided subject librarians with recommendations regarding retention or relocation of texts during the weeding of the SSHEL Reference and Reference Circulating collections for the summer 2021 and fall 2021 cycles
- Updated and created additional pages for the Education Study Abroad LibGuide for Finland/Estonia, Ireland, Greece, India, Jordan, Mexico, Namibia, Tanzania, and Language Learning Resources (this guide supports College of Education international programs)

- Provided edits and recommendations to the GA Supervisor about potential updates to the GA Manual
- Reviewed content from SSHEL Rolodex spreadsheet to delete or move to guides
- Attended GA meetings twice a month to learn from current professionals and stay up-to-date on SSHEL and UIUC Library news and policies
- Attended Hub Training to better understand library processes and the work of library staff
- Presented about public health initiatives in libraries to fellow GAs and SSHEL staff
- Developed a list of Asian American and Pacific Islander resources for special project about youth literature (Summer 2021)
- Researched and assisted installation of Main Library exhibit for Women and Gender in Global Perspectives Program 40th Anniversary
- Collaborated on multiple displays in SSHEL for monthly topics highlighting collections
- Developed papercraft activities to celebrate youth literature in November 2021. Created posters and other promotional material to publicize event. Put together instructions for each activity (creating gift wrap, creating envelopes, origami, making bows). Found suitable space for activity to happen every day all day through the week. Oversaw three hours of craft time, helping patrons, with instructions for times when event wasn't staffed.
- Developed and gave presentation to SSHEL graduate assistants and librarians for exit program and future job talks on: Unique jobs and situations for a teen librarian.

GA Perception Quotes:

GA1: “I had the unique experience of the majority of my assistantship being virtual. While sad, I do feel that it allowed for new skills and experiences that I wouldn't have had otherwise: an ability to adapt and change at a moment's notice, learning and training completely remote, using databases and systems that I wouldn't have been able to otherwise, communicating and collaborating in a virtual and sometimes unconventional way. It required a balance of autonomy, communication, and creativity to complete tasks and projects and to serve the community.

Once I was able to work in person, I gained even more experience: in person reference and readers advisory interactions, supervisory experience, program planning and implementing, creating displays, actually being able to work with the physical collection. Even small things like getting to meet and talk to the librarians daily felt like valuable experience.

Overall, I'm grateful for what the graduate assistantship gave me in terms of skills, experiences, and even helping shape what I want to do. It's allowed me to reinforce and expand my knowledge and skills regarding children's literature; given me important

experience in building and maintaining a collection; helped me build and hone my public service skills in a virtual and in person environment; and given me the opportunity to gain confidence and an understanding in myself, what I want to do, and who I want to work with. I loved being able to explore my own interests in certain projects and tasks—the monthly blog posts, the departing presentation, even the paper craft giveaway and activity. The last year and a half have felt invaluable and important for me as a student and future professional, and I feel confident as I continue applying and interviewing for jobs—all thanks to the opportunities I received while a graduate assistant for SSHEL.”

GA2: “My graduate assistantship at the Social Sciences, Health, and Education Library has provided me an insightful experience in academic librarianship. This position has allowed me to offer reference services to all members of the university community in a variety of fields. Each patron interaction I saw as an opportunity to learn – from the user about their topic of research, how to be an effective information instructor to that specific patron, and knowing when to ask questions and refer patrons to librarians with more subject knowledge. Providing positive reference experiences to patrons has permitted me to develop relationships with library users and build trust in our library system and staff. I am incredibly grateful to the SSHEL faculty and staff for their patience, passion, and willingness to share knowledge. I have felt welcomed and valued during my time at SSHEL, and working alongside such professionals gave me reassurance that I was in the right field. I was trusted to work on projects of importance (with scaffolded support), which encouraged me to test and grow my skills in meaningful ways.

Over my year-and-a-half at SSHEL I have grown immensely, both professionally and in self-confidence. My time at SSHEL has given me essential skills in librarianship both technically and in interpersonal relations. The community that SSHEL provides – of staff, GAs, and across UIUC libraries – has given me a safe space to learn and evolve and facilitated the building of lifelong connections.”

GA3: “I have found my Assistantship experience to be invaluable for a number of reasons. I have really gotten to hone my technology skills as well as improve my comfort level with LibGuides. Performing in-person and chat reference interviews has allowed me to further understand the importance of getting to the heart of any patron’s research, project, or idea in order to provide them with the best resources. And frankly, just being in a library so consistently across the course of the year, I’ve gotten to experience and troubleshoot a number of different situations and problems and that exposure will be incredibly important as I move into my full-time career, no matter the library type. I would like to also say that I would not be having so much success in the job search process had it not been for the advice and guidance of several of the SSHEL staff. Chris has been tremendously helpful to me in looking over my application materials, being a reference for me, and helping me to navigate the ins and outs of a first job in ways that the iSchool doesn’t really support. Additionally, I’ve found our guest speakers during the GA meetings this Spring to be really informative and helpful in thinking about career opportunities in different ways. Additionally, it’s just really helpful to hear from professionals in the field about their journeys and experiences.”

ANNUAL REPORT STATISTICS: FY22						
Unit: Social Sciences, Health, & Education Library (SSHEL)						
COLLECTIONS	Held Last Year	Gross Added	Transfer Out	Withdrawn	Net Added	Held This Year
Cataloged Volumes	84,621	3,066	31,892	-3	-28,829	55,792
Uncataloged Materials	0	0	0	0	0	0
Microfiche, Print, Cards	560,972	0	560,972	0	0	0
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	9,184	2	0	0	2	9,186
Serials-Total	1,013	4	55	0	-51	962
a. Journals	614	4	29	0	-25	589
b. Continuations	399	0	26	0	-26	373

ANNUAL REPORT STATISTICS: FY22						
Unit: SSHEL Curriculum Collection						
COLLECTIONS	Held Last Year	Gross Added	Transfer Out	Withdrawn	Net Added	Held This Year
Cataloged Volumes	55,914	322	0	0	322	56,236
Uncataloged Pamphlets, Etc.	0	0	0	0	0	0
Uncataloged Materials (see notes*)	764	0	0	40	0	724
Microfilm Reels	0	0	0	0	0	0
Microfiche, Print, Cards	0	0	0	0	0	0
Computer Files	132	0	0	0	0	132
Graphic Materials	763	4	0	0	4	767
Audio Materials	72	0	0	0	0	72
Film and Video Materials	83	0	0	0	0	83
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: FY22						
UNIT: SSHEL School Collection						
COLLECTIONS	Held Last Year	Gross Added	Transfer Out	Withdrawn	Net Added	Held This Year
Cataloged Volumes (see notes#)	184,032	3,313	0	0	3,313	187,345
Uncataloged Pamphlets, Etc.	0	0	0	0	0	0
Uncataloged Materials	0	0	0	0	0	0
Microfilm Reels	43	0	43	0	-43	0
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	1	1	0	0	0	2
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: FY22			
Unit: Social Sciences, Health, & Education Library (SSHEL)			
Notes			
*40 Curriculum Collection item from the backlog were cataloged.			
#Includes 70 books transferred from the Center for Children's Books to the S-Collection. 43 reels of film and 560,972 microfiche were transferred to the History, Philosophy, and Newspaper Library.			
SPACE			
Total square feet of unit	Room 101 5263.14; Room 123 4026.36		9,289.50
Linear feet of shelving			3840.3
Seating			
a. At tables			72
b. At carrels			7
c. At public workstations			9
d. Informal/other			17
Figures above are as of June 30, 2022 when SSHEL downsized to Rooms 101 and 123.			

ANNUAL REPORT STATISTICS: FY22			
Unit: Social Sciences, Health, & Education Library (SSHEL)			
Direct Services			
Number of formal library presentations to groups (generated from internal records) §			255
Number of participants in group presentations (generated from internal records)			7,662
Number of individual instruction appointments			337
Number of practicum students/independent studies			1
Total circulation (initial 12,480 and renewal 8,256)			
			20,736
Total manual circulation			124
Reference and directional transactions			
Reference and directional transactions		(Actual annual)	3,064
Reference questions: in person or phone		(Actual annual)	1,775
Digital reference questions: email or chat		(Actual annual)	608
Directional questions		(Actual annual)	681
Head count			
Head count		(Actual Annual Gate Count)	81,518
A. Fall		(Gate Count from sweeps week data)	120
B. Spring		(Gate Count from sweeps week data)	93
Number of hours open weekly			
A. Summer II 2021			15
B. Fall 2021			76.5
C. Spring 2022			76.5
D. Summer I 2022			55.5
<i>§ Instruction from SSHEL and LIS is included in this total.</i>			

ANNUAL REPORT STATISTICS: FY22		
Unit: Social Sciences, Health, & Education Library (SSHEL)		
Personnel (As of Aug. 16)		
Professional Staff, FTE	6.51	
Graduate Assistants, FTE	1.34	
Staff, FTE	4	
Students, FTE (\$78,271 student wage allocation; includes graduate hourly funds)	3.8	
Personnel	Start Date Mo/Yr	End Date Mo/Yr
FACULTY		
Chris Bailey (50% academic hourly Aug 2018-May 2019; 100% visiting faculty May 16, 2019-)	Aug-18	
Yali Feng (100% visiting faculty, August 2019-May 2020; tenure track faculty, August 2020-)	Oct-17	
Jessica Hagman (100%)	Aug-19	
Cindy Ingold (100%)	Aug-07	
Nancy O'Brien (100%)	Jan-81	
JJ Pionke (100%)	Nov-14	
Yoo-Seong Song (75% Aug-Dec 2018; 51% Jan 2019-)	Aug-12	
GRADUATE ASSISTANTS		
Amalia Dolan (33%)	Jan-21	May-22
Brea Fearon (33%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection	Aug-21	
Kara Forde (35%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection	Jan-22	
Tori Gellman (33%)	Aug-21	May-22
Zoe Nepolello (35%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection	Aug-20	Dec-21
CIVIL SERVICE EMPLOYEES		
Dave Pherigo (100%)	May-12	
Gennye Varvel (100%)	Oct-13	
Dulcie Vermillion (100%) funded partially by transfer of funds by College of Education in 1981 to support Curriculum Collection	Sep-18	
SPECIAL PROJECT EMPLOYEES		
Anna Wiegand (graduate hourly; 2-4 hours per month)	Jan-21	May-22
GRADUATE HOURLY EMPLOYEES		
Moira Fiscus (graduate hourly; 10 hours per week)	Aug-21	Aug-22
Tom Hardy (graduate hourly; 10 hours per week)	Aug-21	May-22
Delaney McCoy (graduate hourly; 10 hours per week)	Aug-21	Feb-22
Cassie Ward (graduate hourly; 10 hours per week)	Feb-22	May-22