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William H. Hannon Library Year in Review 2014 – 2015

William H. Hannon Library

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**YEAR IN REVIEW
2014 | 2015**

William H. Hannon Library

LMU|LA
Loyola Marymount
University



1. DEAN KRISTINE BRANCOLINI WITH UNDERGRADUATE LIBRARY RESEARCH AWARD WINNERS IAN T. MILLER AND DEAN MESSINGER.
2. FIRST PRIZE WINNER IAN T. MILLER WITH PROFESSOR ELIZABETH DRUMMOND; HONORABLE MENTION DEAN MESSINGER WITH PROFESSOR ANDREW DEVEREUX; HONORABLE MENTION EMMETT J. SCHLENZ.
3. UNDERGRADUATE LIBRARY RESEARCH AWARD RECEPTION, APRIL 28, 2015.
4. IAN T. MILLER'S WINNING PAPER.



Message From the Dean

The No. 1 goal in the William H. Hannon Library's strategic plan focuses on a critical skill for academic success: information literacy. A core competency for accreditation, information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (www.ala.org/acrl/standards/informationliteracycompetency). The library devotes abundant time and financial resources to helping LMU students achieve this goal. The desired outcome is students who are capable of producing outstanding academic work that demonstrates exemplary information literacy skills. This year, I want to highlight one way we identify and honor students who meet our high standards for information literacy.

Each year, the Undergraduate Library Research Awards (ULRA) recognize the accomplishments of students who have made expert and creative use of library services, resources, and collections to produce scholarly or creative work. Each student must be nominated by a faculty member who writes a letter of support for the project. Students submit their papers along with reflective essays that detail the library research process that culminated in their projects. The winners are selected by a committee of librarians and faculty based on a rigorous rubric. The 2015 grand prize winner (\$1,000) was junior Psychology major **Ian T. Miller**, for his research paper “Delivering Humanity from the Menace of War: Commemorating Weimar,” written for “Culture and Politics of Weimar, Germany” (HIST 398). Ian was nominated by Professor Elizabeth Drummond. Two students received Honorable Mentions (\$450 each): Dean Messinger, a junior history major, nominated by Professor Andrew Devereux, for his paper “Nationalism and Nation-Building in the Lutheran Reformation,” written for the Summer Undergraduate Program (SURP 2014) and “European Reformations” (HIST 498); and Emmett J. Schlenz, a junior English and history major, nominated by Professor Margarita Ochoa, for his paper “Diluted Adoration and Concentrated Vitriol: The Development of the Cult of Che,” written for “Latin American Revolutions in Film” (HIST 398). The ULRA-winning work exemplifies what can be accomplished when students, faculty, and librarians work together to achieve academic excellence.

The papers written by this year's winners are available in the university's institutional repository, along with the work of past winners: <http://digitalcommons.lmu.edu/ulra/>. Please take time to read their papers and reflect upon the skills and knowledge required to complete academic work of this caliber. We are proud of all the winners throughout the past eight years and look forward to amazing undergraduate research to come!

Kristine Brancolini

Library Exhibition and Event Highlights

JAMIE HAZLITT | FORMER OUTREACH AND COMMUNICATIONS LIBRARIAN

During the 2014 –15 academic year, the library offered 45 public programs and 16 public exhibitions that collectively drew more than 2,200 individuals. Although it's difficult for us to pick favorites, a few highlights were:

Moby-Dick: A Whale of a Text

Our fall 2014 Archives and Special Collections exhibition, *Moby-Dick: A Whale of a Text*, curated by Digital Scholarship Librarian Melanie Hubbard, used rare books and artifacts to explore Herman Melville's *Moby-Dick*. In addition to inspiring and influencing library programming, the exhibition led to the creation of a new information literacy-flagged course, "Visualizing Literature." Designed by Hubbard and Studio Arts Professor Jane Brucker, this course enabled students to explore *Moby-Dick* through a creative and critical lens and culminated in the student art exhibition, *Sea Song Journey*. With a full-scale whaling harpoon (created by guest artist Glenn Grishkoff) and a lively exhibition opening featuring whaling songs, "Visualizing Literature" was more than a course. It was a demonstration of how creative and innovative librarian-faculty collaborations can be.

Banned Books Week Read-Out

Since 2012, the William H. Hannon Library has joined libraries across the country for Banned Books Week, an annual advocacy initiative sponsored by the American Library Association's Office of Intellectual Freedom. In September 2014, LMU hosted our first Banned Books Read-Out. More than 25 members of the LMU community — including students, staff, and faculty — volunteered 20 minutes of their day to read a passage from their favorite banned or challenged book to passers-by in the library lobby. Participants described the experience as empowering, enlivening, and community-building, and said it was a reminder of what draws us collectively to libraries from an early age. One reader commented: "I loved everything about this event. It was a wonderfully subversive celebration of intellectual freedom."

Letters Home: Mexican Exiles, Family, and Religion

This Hispanic Heritage Month event celebrated the publication of the correspondence of Miguel and Dolores Venegas by their daughter, Teresa Venegas, LMU professor emerita. In *Letters Home: Mexican Exile Correspondence from*



Los Angeles, 1927–1932, Venegas provides English translations of her parents’ remarkable letters detailing their lives in Los Angeles as Mexican exiles because of the Cristero War (1926–29). The original letters, which were on display as part of the program, are part of the Venegas Family Papers in the library’s department of Archives and Special Collections. The standing-room-only program was truly an interdepartmental and interdisciplinary effort, with 13 campus partners collaborating to highlight this important snapshot of Latino and Los Angeles history.

Voices of the Civil War Speak at LMU

In spring 2015, the library led a semester-long series of programs and exhibitions commemorating the sesquicentennial of the end of the Civil War. The activities were in partnership with the departments of History, Theatre Arts, and Classics as well as the Office of Black Student Services, with sponsorship from the President’s Office. The exhibition of Civil War-era artifacts and manuscripts from the library’s Special Collections was curated by undergraduate students in History Professor Carla Bittel’s HIST 550 course, some of whom shared their experiences working with primary sources at the university’s annual Undergraduate Research Symposium. Talented LMU student graphic designers also played a significant role, working with librarians to establish the gallery design and identity for the exhibition and series.

Long Night Against Procrastination

In April, LMU joined an international movement called The Long Night Against Procrastination. Forty-five LMU students came together in the library’s Von der Ahe Suite and pledged to put aside their phones and commit to completing at least one project between the hours of 8 p.m. and 1 a.m. The sold-out program — staffed by volunteers from the library and the Academic Resource Center — provided the industrious students with library and writing support, “finals survival kits,” food and coffee, and scheduled study breaks, which included yoga, baby animal videos, and bubble-wrap stress relief. All of the attendees accomplished at least one of their goals for the night, and feedback was enthusiastic.

1. ARTWORK BY STUDENT ARTIST ARIEL GONZALEZ, CREATED IN RESPONSE TO *MOBY-DICK* IN PROFESSOR JANE BRUCKER’S “VISUALIZING LITERATURE” COURSE.
2. UNIVERSITY ADVISORS SHELBY ERICKSON AND DANELLE DYCKOFF-STELZRIEDE, ENTHUSIASTIC PARTICIPANTS IN OUR FIRST-EVER BANNED BOOKS READ-OUT.
3. PROFESSOR EMERITA TERESA VENEGAS, WITH MEMBERS OF HER FAMILY AT THE *LETTERS HOME* EVENT.

Digital Library Program Highlights

SHILPA RELE | DIGITAL PROGRAM LIBRARIAN & CLAY STALLS | MANUSCRIPTS CURATOR

The Digital Library gained three new collections in 2014 –15.

Seventy-nine maps from the *Hurley/Wright Surveyors Map Collection* were digitized with funding from the Metabolic Studio. The digitized maps shed light on the history of water in and the development of Los Angeles in the early 20th century.

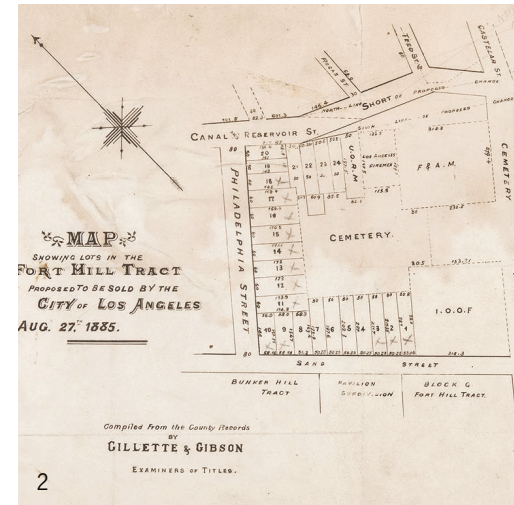
The *John W. Boyle Film Stills and Photograph Collection* relates to the work of prominent American cinematographer John W. Boyle (1891–1959). It includes images of Silent Era stars Theda Bara, Albert Roscoe, William Farnum, and Louise Lovely as well as director J. Gordon Edwards, and images of film sets, equipment, and crews. Since the majority of films by Bara have been lost, the images and film stills in this collection serve as historical documentation of her films.

The *Werner von Boltensstern Shanghai Photograph and Negative Collection* offers a valuable photographic record of life in Shanghai, China, in the war-torn years from 1937–49. Images in this collection capture a variety of subjects, including businesses, cultural life, living quarters, and government documents of Jewish refugees.

New content was also added to the *Digital Commons @ Loyola Marymount University and Loyola Law School*, LMU's Institutional Repository. About 40 more graduate students' theses and dissertations were archived as well as student works from Dance and the American Cultures Academic Resource Center's Writing Program. Several faculty publications were also added to Digital Commons.

Digital Collections can be viewed at <http://digitalcollections.lmu.edu/cdm>

Digital Commons @ LMU and LLS can be viewed at <http://digitalcommons.lmu.edu>



Reflections on Library Practice in a Jesuit Institution

TOBEYLYNN BIRCH | ASSOCIATE DEAN OF THE LIBRARY

As I prepare to retire in January, I reflect on my time at LMU. Eight years ago, I was thrilled to take a position at the LMU library, which I had much admired. At the same time, I was heartbroken to be leaving a library from which I expected to retire. I did not expect to fall in love again.

Yet fall in love I did. Not only have I worked with extraordinary colleagues, but I also discovered that, after three decades in the profession, this Jesuit institution connected me more deeply with my vocation as a librarian.

Knowing the value that Jesuits place on learning, I expected the library would also be valued. There was much evidence of this at LMU—collaboration among faculty and librarians, integration of information literacy into the Core Curriculum, and a gorgeous new library. What I did not expect was how other Jesuit values would resonate with my own personal and professional values.

Magis, the Latin word for “more,” describes the striving to do better for the greater good. As a librarian, I endeavor to continuously improve my knowledge and practice—attending conferences, reading professional literature, and networking with colleagues. *Magis* has helped me recognize that this striving is more than just what a good professional does; it creates ripples beyond the walls of the library.

Cura personalis, or care of the whole person, provides a more holistic approach to serving patrons or collaborating with colleagues. Instead of relying on standard techniques, I work toward “meeting others where they are,” attending to their specific needs as individuals and as members of multiple social contexts.

Discernment, the thoughtful pondering of options to discover guidance toward the better course, led me back to my interest in reflective practice, which I have begun to introduce to library colleagues.

I am grateful to LMU and the William H. Hannon Library for the opportunity and inspiration to continue learning and growing as I ended my library career. Greater wisdom and deeper values accompany me into the next chapter of my life.

1. “A WOMAN THERE WAS”: THEDA BARA, LORI BARA, JOHN W. BOYLE, AND OTHERS ON BREAK, 1919.

2. MAP SHOWING LOTS IN THE FORT HILL TRACT, PROPOSED FOR SALE BY THE CITY OF LOS ANGELES, AUGUST 1885.

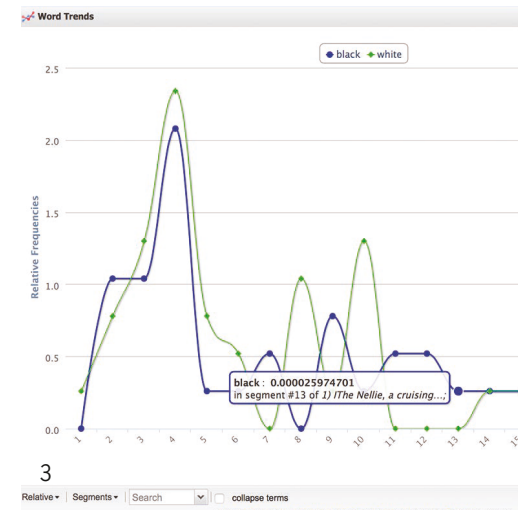
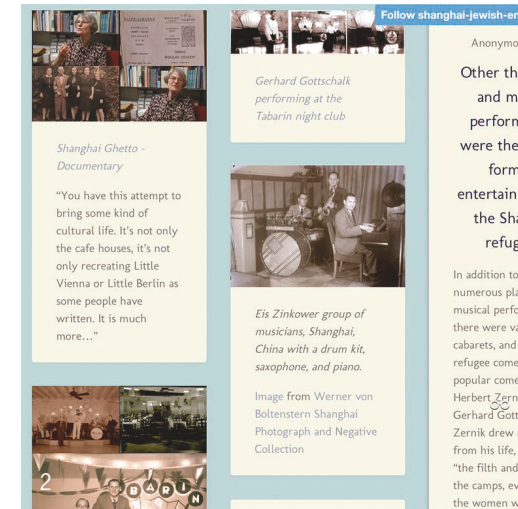
3. BORIS ONLY CASH CAFE, SHANGHAI, CHINA.

Digital Humanities and Digital Scholarship

MELANIE HUBBARD | DIGITAL SCHOLARSHIP LIBRARIAN

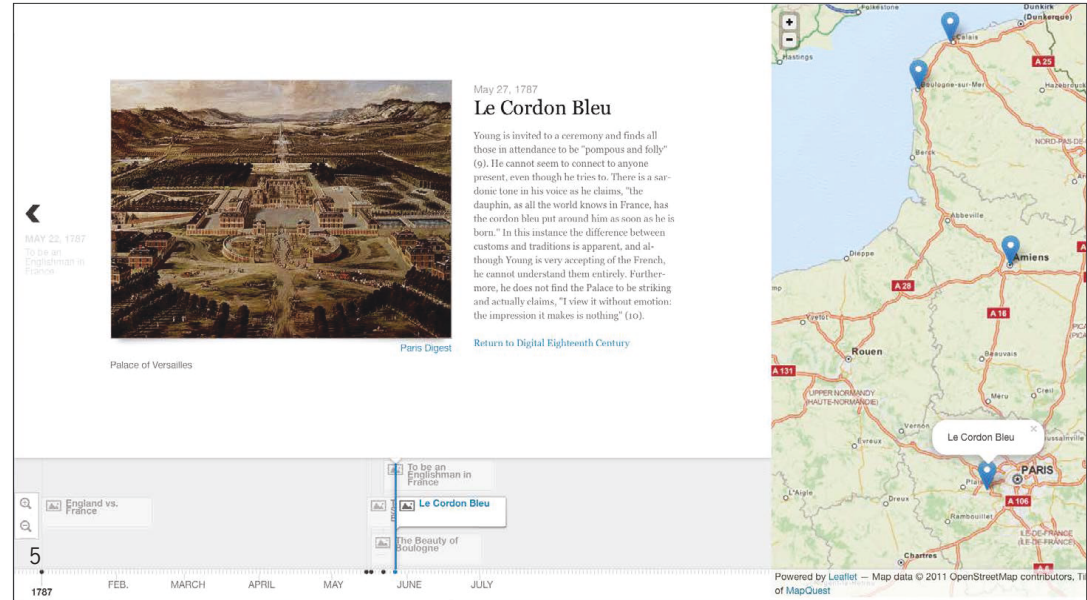
The library has begun exploring ways to support, facilitate, and participate in Digital Scholarship (DS) and Digital Humanities (DH), two practices that involve the use of digital tools and methods. Digital tools may be relatively simple and free, such as Google Maps and Wordpress, or they may be more complex licensed software, including ArcGIS and Oxygen XML Editor. Digital methods may include word analysis, data mining, and textual encoding. DH, which may be seen as falling under the DS umbrella, involves using digital tools and methods to analyze, synthesize, present, and teach humanities scholarship.

Digital Scholarship Librarian Melanie Hubbard was hired to identify DS needs on campus. She disseminated a DS survey and has been meeting with faculty about their DS teaching and research needs. Melanie also met with LMU's instructional technologists to identify ways in which the library and Information Technology Services might collaborate. She has begun working with faculty on designing digital-based assignments and teaching digital tools in the classroom. For example, she worked with English Professor Dermot Ryan to redesign "British Literature 1660–1800" to include a variety of digital tools and methods. Melanie also worked with English Professor Holli Levitsky on her course, "Literature of the Holocaust." She led the class through a digital assignment focused on the library's recently digitized *Werner von Boltenstern Shanghai Photograph and Negative Collection*. Known as the *Shanghai Collection*, it contains an array of images that document the lives of Jews who fled to Shanghai in 1937–49. Students were tasked with researching the images and using them to create a digital resource centered on the Shanghai Jewish refugee experience. The student projects have since been incorporated into the library's first DH project, the *Shanghai Project*, which seeks to encourage and generate scholarship centered on the *Shanghai Collection*.



Fostering DS and DH on LMU's campus is one way the library endeavors to be a leader in innovative forms of scholarship. Because digital skills and the ability to navigate digital information are increasingly necessary, the library seeks to give LMU students what they will need and use after graduation.

To learn more about DS and DH, visit <http://libguides.lmu.edu/digitalscholarship> and <http://dh.lmu.edu>.



1. STUDENTS IN PROFESSOR JENNIFER RAMOS' "INTERNATIONAL RELATIONS" CLASS USING GOOGLE'S MYMAPS TO TRACK AND MAP THE MEDIA.
2. STUDENTS IN PROFESSOR HOLLI LEVITSKY'S "LITERATURE OF THE HOLOCAUST" CLASS USING TUMBLR TO CREATE DIGITAL RESOURCES ABOUT JEWISH REFUGEES IN SHANGHAI.
3. A STUDENT'S VOYANT SESSION FOCUSING ON THE WORDS "WHITE" AND "BLACK" IN JOSEPH CONRAD'S *HEART OF DARKNESS*.
4. DIGITAL SCHOLARSHIP LIBRARIAN MELANIE HUBBARD.
5. STUDENTS IN PROFESSOR DERMOT RYAN'S DIGITAL EIGHTEENTH CENTURY (ENGL 521) USED TIME Mapper TO STUDY AUTHORS AND LITERARY MOVEMENTS.

Acquisitions and Exhibitions in Archives and Special Collections

CYNTHIA BECHT | HEAD OF ARCHIVES AND SPECIAL COLLECTIONS

Selective purchases covered a range of formats this year in support of student learning and deepening collection strengths. They include:

Robert Parsons, S.J. *A Memorial for the Reformation of England* [circa 1600]. This manuscript details Parsons' plan for England's return to the Catholic faith. It is one of the handwritten copies that kept Parsons' words alive for nearly a century before the Memorial was finally published as a book in 1690. The purchase was made possible through the generosity of the LMU Jesuit Community.

Niccolò Orlandini, S.J. *Historiae Societatis Jesu*. Rome: Zannetti, 1615. Orlandini's work was the first printed history of the Jesuits that used their official documents as source material. It covers the earliest period of the order through the death of its founder, St. Ignatius Loyola. The purchase was made possible through the generosity of Gregg Elliott.

Catholic Church. *Decisiones Rotae Romanae*. Venice: Benalium, 1496. Our *Rotae Romanae*, a collection of decisions of the Catholic Church's high court, is an impressive incunabulum in a 15th century binding, embellished with red and blue manuscript initials.

Myriopticon. Springfield, Massachusetts: Bradley, [circa 1865]. One of the earliest children's games created by Milton Bradley and designed to retell the story of the Civil War as a miniature stage panorama, the *Myriopticon* was a featured artifact in the class-curated Civil War exhibition (see pages 3 and 9).

Wonderfully diverse gifts-in-kind include:

Walter Lantz Collection of Animation Cels and Art Works. These works reflect Lantz' contributions to animation history and his personal artistic interests. Gift of the Walter Lantz Foundation.

Werner von Boltensstern Travel Records Collection. Enhancing our understanding of von Boltensstern, the photographer of our *Shanghai Photograph and Negative Collection* and founding donor of our postcard collection, this gift includes his travel log and official travel documents. Gift of Erika von Boltensstern.

The Holy Bible. London: Eyre and Strahan, 1776. Gift of Markos Tambakeras.



Archives & Special Collections Gallery Exhibitions

August – December 2014: *Moby-Dick: A Whale of a Text*

Curated by Digital Scholarship Librarian Melanie Hubbard, the exhibition highlighted Melville’s exploration of “text” that permeates the novel, from literary discussions to examination of the physicality of books, human tattoos, and whale anatomy.

January – May 2015: Not Silent: *Finding Voices in Civil War Artifacts*

This exhibition was curated by History Professor Carla Bittel and her students of HIST 550, a Civil War seminar. Their coursework included researching an artifact from the collections, writing a scholarly paper on a topic illuminated by the artifact, and distilling their research into a concise label for the gallery display.

May – July 2015: *From Their Perspective III: Imagining the LMU Student Through Yearbooks*

For this exhibition, work study student assistants selected yearbooks from various decades and imagined, through their exhibition label, what life might have been like as students during that time. They made observations about pop culture, societal changes in gender and race equality, and the enduring value of education and community service at LMU.



Retirement Recognition

Librarian Tony Amodeo retired in June after 31 years of service to Loyola Marymount University. His retirement party, attended by faculty, students, staff, and librarians whose lives were touched by Tony over the years, reminded all in attendance that Tony is a special kind of academic librarian, a traditionalist who always seeks new ways to provide service. The library honored Tony with the purchase a rare volume on Canon Law (image to the left), published in 1496 in Venice, Italy, the country of his birth.

1. DETAIL FROM *HISTORIAE SOCIETATIS IESU*, 1615.

2. A CIVIL WAR SCENE IN THE *MYRIOPTICON*, CIRCA 1865.

3. DETAIL FROM *DECISIONES ROTAE ROMANAE*, 1496.

Information Literacy in the Core: Two Years In

SUSAN GARDNER ARCHAMBAULT | HEAD OF REFERENCE AND INSTRUCTION

The William H. Hannon Library continues to be a leader in quality information literacy instruction. In 2015, the Association of Colleges & Research Libraries added LMU's Information Literacy Program to its Information Literacy Best Practices: Exemplary Programs. These programs are notable for embodying the best practices in the document "Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline." LMU was recognized in two categories: Goals and Objectives, and Articulation Within the Curriculum. During the past two years, most efforts to improve information literacy instruction have focused on the two foundational components of the Core Curriculum: the First Year Seminars (FYS) and the Rhetorical Arts (RA) course.

This year, the five-module online information literacy tutorial, titled *Lion's Guide to Research & the Library*, was revised based on the prior year's assessment and implemented in all 73 FYS sections through MyLMU Connect. Of all FYS students, 92 percent completed each module and quiz. The average score across the five modules and accompanying quizzes was 87 percent, and the quizzes were further analyzed at the individual question level. Survey data revealed that faculty and students were much happier overall with the tutorials this year. Areas from the surveys with statistically significant improvements included tutorial effectiveness, measurement of student information literacy learning outcomes through the tutorial, ease of navigation, more transparency in individual progress throughout the modules, and positive feelings about the online medium. One exciting addition to the next revision is short videos modeling certain skills, such as this video on the peer-review process: <https://lmu.box.com/peer>.

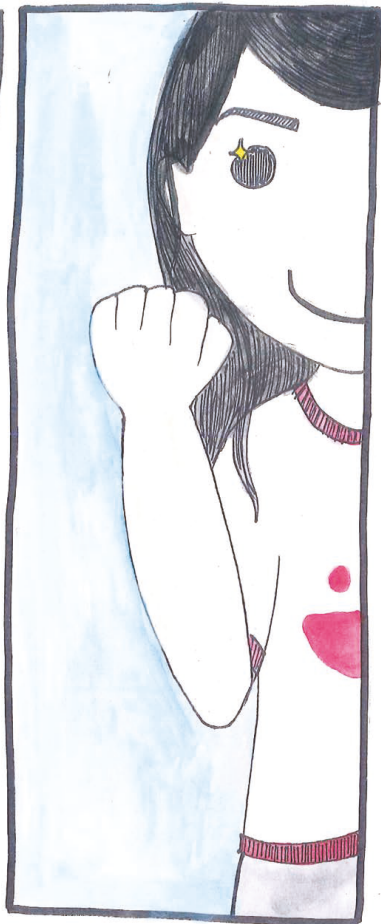
In RA, 100 percent of all RA sections came to the library for information literacy instruction with a librarian. Librarians revised the special LibGuide for RA students (<http://libguides.lmu.edu/RHET1000>), and it received 23,099 views this year. Students also played the online, interactive "RADAR Challenge" game (<https://lmu.box.com/radar>) during their visit. The game has increased student engagement with evaluating sources.

There are currently 70 courses with the "information literacy flag," in which specific information literacy skills are integrated into coursework. Librarians continue to work with faculty to identify additional courses that can receive the information literacy flag. Librarians also collaborated with the Center for Teaching Excellence to present a 3.5-hour summer workshop for faculty, "Designing Information Literacy Assignments," that featured examples of sequenced assignments that integrate information literacy skills.



1

- CHECKLIST**
- Pick a topic
 - Do research
 - Field Notes
 - Annotated Bibliography
 - Arguments Paper
 - Write the Lit Review
 - Victory Dance
 - Eternal Glory and Honor
 - Get an A in the class
 - Laugh at others



2

Ask an LMU Librarian

Please take our survey!

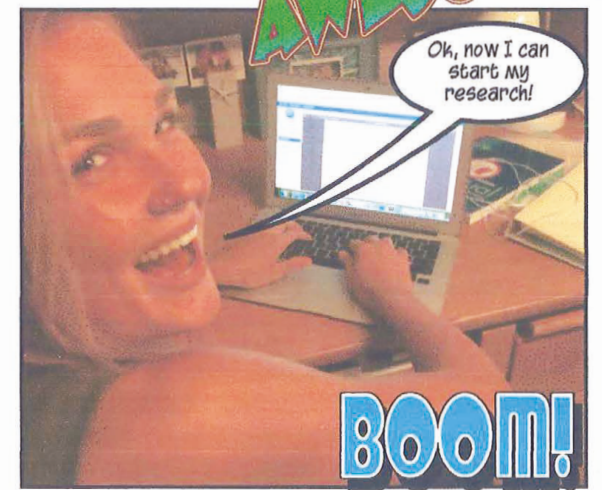
Clear Chat History

12:28 me Hi, I am kinda stuck with an upcoming project. What data base would you suggest for a topic about roommate communication?
 12:28 Librarian hm that's a good question. A communications database might work, let me grab you some links

12:28 me thank you!
 12:29 Librarian <http://electra.lmu.edu:2048/login?url=http://search.ebscohost.com/login.asp?profile=ehost&defaultdb=ufh>
 12:29 Librarian That is communication and mass media complete
 12:30 Librarian I would try the keywords "Roommates" and "communication" or "roommates" and "conflict"
 12:30 me sounds perfect thank you!!



3



1. INFORMATION LITERACY IN ACTION WITH LIBRARY INSTRUCTION COORDINATOR ELISA SLATER ACOSTA.

2. COMIC REFLECTIONS ASSIGNMENT BY SEANNA DUONG (SEE PAGE 12).

3. COMIC REFLECTIONS ASSIGNMENT BY EMILY MOORE (SEE PAGE 12).

Meet CORA (Community of Online Research Assignments)

Librarians Lindsey McLean and Susan Gardner Archambault applied for and received a two-year grant from the Statewide California Electronic Library Consortium (SCELC) to expand the Reference & Instruction department's collection of information literacy assignments and make it more widely available to LMU faculty and all SCELC members. Called CORA, or Community of Online Research Assignments, the project pilots an open access platform for faculty and librarians to share, discuss, and improve research and information literacy assignments.

LMU faculty provided input on the characteristics of effective research assignments and the desired features in a searchable open access repository. The Cherry Hill Company was contracted to build and host a live prototype of CORA using Drupal, an open source content management platform. All teaching resources contributed to this collection are released under an intellectual property license that permits free use and repurposing by other educators. CORA promotes and encourages sharing of lessons learned so its entire community can benefit from a rich corpus of best practices. Pay a visit to www.projectcora.org to see this new virtual community for librarians and faculty.

Featured CORA Assignment: "Comic Reflections"

In fall 2014, Professor Dean Scheibel's "Introduction to Research in Communication Studies" (CMST 204) included an assignment in which he asked students to create a first-person comic that reflected their experience with writing the course's required literature review. The visual narrative format enabled students to come to terms with their own experience of what was difficult, easy, or confusing about the literature review process. This assignment — featured on page 11— is just one example of the type of creative, integrative work that Project CORA hopes to inspire among librarians and faculty alike.

Meet our New Librarians

Katherine Donaldson

Katherine is the second person to hold our Librarian-in-Residence position, a two-year visiting appointment she began in October 2014. The position provides an opportunity for the resident to gain experience through four departmental rotations. Katherine has enjoyed exploring several areas of interests, including reference and instruction, scholarly communication, collection development, and digital scholarship. Prior to coming to LMU, Katherine was the Special Projects Librarian at the University of Washington, where she also earned her M.L.I.S. in 2014. Katherine has also worked as a Reference Assistant at North Seattle College and served as a Teaching Assistant and a Research Assistant at the University of Washington. She holds a B.A. in history from Macalester College in St. Paul, Minnesota.

Penelope Neder

Penelope was hired in July 2015 as Project Archivist to assist the university archivist with processing collections. During a one-year term position to arrange and describe the university archives, Penny will create accompanying online finding aids that will be available in the Online Archive of California. Her ultimate goal at LMU is to make the rich content housed in the archives discoverable to students, faculty, staff, and researchers. Prior to this position, Penny held library roles in the areas of circulation, technical services, and cataloging. She recently completed her graduate field work at the National Center for Atmospheric Research Archives. She holds a B.A. in history from California State University, Los Angeles, and an M.L.I.S. from the University of Denver.

Desirae Zingarelli-Sweet

Desirae is the new Reference & Instruction Librarian for Theology. She will support the research needs of LMU's Theological Studies, Philosophy, Bioethics, and Yoga Studies programs through collection development, information literacy instruction, and reference services. Prior to receiving her M.L.I.S. from the University of Pittsburgh, Desirae earned her B.A. in Religion and Classical Greek from Oberlin College, and her M.A.R. in New Testament Studies from Yale Divinity School. Before settling in Los Angeles, she served as the Business Librarian at James Madison University in Harrisonburg, Virginia. Desirae is passionate about furthering religious literacy — broadly conceived — through the promotion of critical thinking, intellectually rigorous research, and access to quality information resources.



KATHERINE DONALDSON



PENELOPE NEDER



DESIRAE ZINGARELLI-SWEET

Selected Works by Librarians

The names of William H. Hannon Library librarians and other staff are in bold.

Presentations

Acosta, Elisa Slater, and **Archambault, Susan Gardner**. (July 2014). "Faculty Power: A Renewable Energy Source for Teaching Information Literacy." Library Instruction West 2014, Portland, Oregon. (Peer-reviewed).

Andrade, Raymundo; **Hazlitt, Jamie**; OmidSolar, Teresa; Salinas, Romelia; and Terrones, Letticia. (April 2015). "Increasing Our Relevance: Three Ways of Targeting Academic Library Services to Traditional and Nontraditional Library Users." REFORMA National Conference, San Diego, California. (Peer-reviewed).

Archambault, Susan Gardner; **Johnson-Grau, Glenn**; **Acosta, Elisa**; **Fabbi, Jennifer**; and **Rinto, Erin**. (March 2015). "Integrating Information Literacy into the Core Curriculum: Creating Sustainable Models." Association of College & Research Libraries Conference, Portland, Oregon. (Peer-reviewed).

Archambault, Susan Gardner. (March 2015). "Using Gimlet Desk Statistics to Improve Library Services." NELLCO Symposium, Reference Interest Group Meeting, Boston, Massachusetts.

Archambault, Susan Gardner. (October 2014). "Adding Up to Success? Assessing Freshman Skills in Information Literacy." European Conference on Information Literacy, Dubrovnik, Croatia. (Peer-reviewed).

Birch, Tobeylynn. (May 2015). "A Model for Reflective Practice in Libraries." Qualitative and Quantitative Methods in Libraries Conference, Paris, France.

Blas, Nataly, and **Duffus, Orolando**. (June 2015). "Diversity in a Flash: A Lightning Showcase of Residency Diversity Initiatives." American Library Association Annual Conference, San Francisco, California.

Blas, Nataly. (February 2015). "Map It! Targeting Essential Learning in Your Discipline." Statewide California Electronic Library Consortium Colloquium, Los Angeles, California.

Blas, Nataly, and **Crumpton, Michael**. (June 2014). "Stop Dreaming and Do It! Best Practices for Gaining Momentum, Developing and Maintaining a Successful Residency Program." American Library Association Annual Conference, Las Vegas, Nevada.

Brancolini, Kristine, and **Kennedy, Marie R.** (May 2015). "A Scale to Measure the Research Confidence of Academic Librarians." Qualitative and Quantitative Methods in Libraries, Paris, France.

Brancolini, Kristine; **Kennedy, Marie R.**; **Luo, Lili**; **Guest, Greg**; and **Stephens, Michael**. (October 2014). "Enhancing Librarians' Research Skills: A Professional Development Program." Library 2.014 Conference, online. (Peer-reviewed).

Brancolini, Kristine, and **Kennedy, Marie R.** (August 2014). "Measuring the Research Readiness of Academic and Research Librarians: A Project Report of the Institute for Research Design in Librarianship." Library Assessment Conference, Seattle, Washington. (Peer-reviewed).

Donaldson, Katherine, and **Acosta, Elisa**. (March 2015). "(Form)ative Assessment: Using Google Forms to Evaluate Active Learning." Lifelong Information Literacy (LILi) Conference, Woodland Hills, California.

Hazlitt, Jamie; **Sheldon, Christina**; and **Terrones, Letticia**. (March 2015). "You Can Succeed Here! Making Connections Through Library Outreach in Grades 3 through 13." Association for College and Research Libraries National Conference, Portland, Oregon. (Peer-reviewed).

Hazlitt, Jamie; **Sheldon, Christina**; and **Terrones, Letticia**. (August 2014). "Fostering First-Year Success: Creative Partnering in Grades 3 Through 13." First Annual Lifelong Information Literacy (LILi) Conference, San Juan Capistrano, California.

Hennessey, Christina. (August 2014). "The Library Perspective: Pros and Cons of Open Access." Taylor & Francis Library Workshop, Los Angeles, California.

Hubbard, Melanie, and **Ryan, Dermot**. (November 2015). "The Promise of Digital (Undergraduate) Research: A Perspective from a Liberal Arts College." Freedman Center for Digital Scholarship Colloquium, Cleveland, Ohio.

Hubbard, Melanie. (April 2015). "Materializing Hypertexts: Bridging the 'Gap' Between Digital and Analog." Digital Initiatives Symposium, San Diego, California.

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Kennedy, Marie R.; Kennedy, David P.; and Brancolini, Kristine. (May 2015). "The Personal Networks of Novice Librarian Researchers." *Qualitative and Quantitative Methods in Libraries*, Paris, France.

Kennedy, David P., and Kennedy, Marie R. (May 2015). "Using EgoWeb to Collect, Process, and Analyze Social Network Data for Research on Libraries." *Qualitative and Quantitative Methods in Libraries*, Paris, France.

Kennedy, Marie R., and Ramirez, Marisa. (March 2015). "Visualizing Electronic Resources Data Using a Statistics Dashboard." Association of College & Research Libraries Conference, Portland, Oregon. (Peer-reviewed).

Shepherd, Peter; Kennedy, Marie R.; and Tenopir, Carol. (August 2014). "Downloads and Beyond — New Perspectives on Usage Metrics." Library Assessment Conference, Seattle, Washington. (Peer-reviewed).

McLean, Lindsey, and Acosta, Elisa Slater. (April 2015). "When Active Learning Goes Flat: Using Gamification to Motivate Student Learners." California Conference on Library Instruction, Sonoma, California. (Peer-reviewed).

McLean, Lindsey, and Acosta, Elisa Slater. (October 2014). "Taking Active Learning to the Next Level: Increasing Student Engagement by Blending Face-to-Face Instruction and Digital Learning Objects." European Conference on Information Literacy, Dubrovnik, Croatia. (Peer-reviewed).

McLean, Lindsey. (July 2014). "Sustainable and Scalable: Planning and Implementing Reusable Online Learning Objects for Information Literacy Instruction." Library Instruction West 2014. Portland State University, Portland, Oregon.

Stalls, Clay. (April 2015). "'So Distant From All the People': Mexican Refugee Correspondence from Los Angeles, 1927–1932." *The Work of Exile: Loss, Challenge, and Possibility in Southern California*, Fullerton, California. (Peer-reviewed).

Wen-Paloutzian, Rachel. (March 2015). "Postcards Reimagined: Visual Literacy and Undergraduate Research." Visual Resources Association 33rd Annual Conference, Denver, Colorado.

Publications

Archambault, Susan Gardner, and Masunaga, Jennifer. (2015). Curriculum Mapping as a Strategic Planning Tool. *Journal of Library Administration* 55(6), 503–519. (Peer-reviewed).

Archambault, Susan Gardner; Helouvry, Joanne; Strohl, Bonnie; and Williams, Ginger. (2015). Data Visualization as a communication Tool. *Library Hi Tech News* 32(2), 1–9.

Hennessey, Christina. (September 2014). Linked Data for Libraries, Archives, and Museums. *OLAC Newsletter*. Volume 34, No. 3.

Kennedy, Marie R., and Kennedy, David P. (2014). The "Use" of an Electronic Resource from a Social Network Analysis Perspective. *Library and Information Research* 38(118): 17–34.

Rosen, Rhonda. (June 2015). "What's a Nice Jewish Book Group Going in a Catholic University?": The Book Group as a Community Outreach Tool. *College & Research Libraries News*, 76(6), 328–331.

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Walker, Walter. (August 2014). *An Annotated Bibliography of Books, DVDs, and Internet Resources on Same-Sex Marriage Since 2007*. Available at: www.ala.org/glbtr/sites/ala.org/glbtr/files/content/professionaltools/glbtr_marriage_14.pdf

Awards and Honors

Blas, Nataly. May 2015: Association of College & Research Libraries — Scholarship for 2015 Immersion Teacher Track Program in Seattle, Washington.

Hazlitt, Jamie. March 2015: Association of College & Research Libraries (ACRL) — Mid-career scholarship to attend the ACRL Conference in Portland, Oregon.

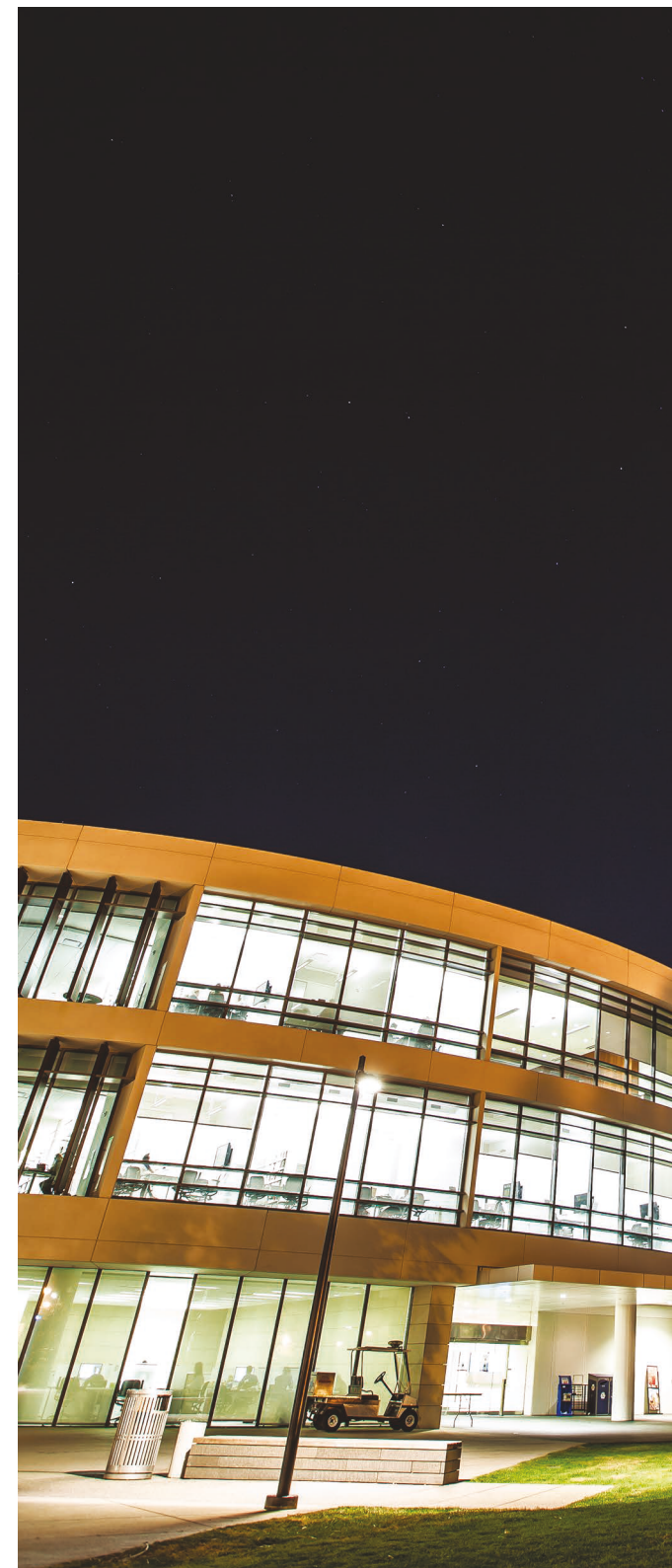
Wen-Paloutzian, Rachel. June 2015: Association of College & Research Libraries (ACRL) — Early-career scholarship for travel to the ACRL Conference in Portland, Oregon. March 2015: Statewide California Electronic Library Consortium Grant — First-time conference attendance, for travel to the ACRL Conference in Portland, Oregon.

Masunaga, Jennifer. Accepted for Association of College and Research Libraries [Information Literacy] Immersion Program 2014, Teacher Track. Champlain College, Burlington, Vermont. For more information: <http://www.ala.org/acrl/immersionprogram>

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William H. Hannon Library

2014 | 2015 BY THE NUMBERS

EXPENDITURES

\$1,191,678	E-resources
\$3,831,281	Personnel (salaries and fringe)
\$3,100,929	Capital print and electronic materials
\$ 932,730	Operating expenses

PHYSICAL COLLECTION

542,210	Books
106,366	Bound periodicals
29,632	CDs, DVDs, and other media
5,380	Archival collections (in linear feet)
964	Current print periodical subscriptions
1,036,963	Postcards

ELECTRONIC RESOURCES

411,484	E-books
43,751	E-periodical titles
188	E-reference databases

SERVICES

78,687	Check-outs and in-library use
467,474	E-reserve (ERes) document "hits"
15,622	E-resource document downloads
425,440	E-book usage – entire book
470,497	E-book usage – book section
17,984	Reference questions
634,686	Total visitors
6,575	Students receiving library instruction
4,451	Laptops loaned
21,918	Main stacks retrieval requests

PROGRAMMING

45	Number of public programs
2,267	Total number of attendees across all programs
16	Public exhibitions on display

