2017

William H. Hannon Library Year in Review 2016 – 2017

Follow this and additional works at: https://digitalcommons.lmu.edu/whhreview

Recommended Citation
https://digitalcommons.lmu.edu/whhreview/2

This Book is brought to you for free and open access by the William H. Hannon Library at Digital Commons @ Loyola Marymount University and Loyola Law School. It has been accepted for inclusion in William H. Hannon Library Publications by an authorized administrator of Digital Commons@Loyola Marymount University and Loyola Law School. For more information, please contact digitalcommons@lmu.edu.
YEAR IN REVIEW
2016 | 2017
William H. Hannon Library
The William H. Hannon Library adopted in 2013 a five-year strategic plan. As we approach 2018, we have been looking back on our accomplishments and considering new directions.

We have made significant progress over the past several years in promoting information literacy, assessing library instruction, and refining our information literacy instruction program in support of the university's new Core Curriculum. Led by the Department of Reference and Instruction, librarians throughout the library have worked to insure instructional effectiveness. Related to these efforts, Susan Gardner Archambault, Head of Reference and Instruction, and former Instructional Design Librarian Lindsey McLean, won the prestigious 2017 Innovation Award from the Instruction Section of the Association of College and Research Libraries for CORA: Community of Online Research Assignments, a searchable, open-access database of assignments that have been used successfully with a wide range of students at the post-secondary level (https://www.projectcora.org/). CORA is available for use, modification and comment by other librarians and faculty, free of charge. Information literacy standards for the United States have been mapped to those from other English-speaking countries to make CORA a truly international resource.

Instruction Coordinator Elisa Slater Acosta has been working with librarians from four other Catholic colleges and universities in California to incorporate social justice into information literacy activities and assignments. Social justice issues have been incorporated into classroom information literacy instruction and been the focus of campus workshops. Elisa Acosta’s report describes the “Fake News” workshop that librarians created and offered during LMU’s 2017 Inauguration Day Teach-In. The library also held a daylong Wikipedia Edit-a-Thon in April. Participants edited entries related to gender, race, and sexuality in contemporary society, with the goal of improving Wikipedia’s accuracy, evidence, and objectivity and including a more diverse range of information sources. Librarians and faculty also continue to add new assignments to CORA related to issues of social justice.

Given the popularity of events like the “Fake News” workshop and the Wikipedia Edit-a-Thon, the library plans to offer more student workshops focused on topics of interest to the LMU community. We have received a number of suggestions, but we welcome more ideas. We are likely to offer more opportunities to edit Wikipedia, but we are also exploring topics like “Using Data to Tell Any Story (Even False Ones)” and “The Modification and Disappearance of Government Information.”

Librarians have been involved in several important initiatives to support scholarly communication (SC). Defined as the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use, one important component of our SC program is the Institutional Repository (IR). Digital Initiatives Librarian Jessea Young reintroduces our IR, Digital Commons, and Selected Works, which were implemented in 2012. She describes her successful efforts to increase the number of faculty publications in Digital Commons. Open Access (OA) is also related so SC. Marie Kennedy led a working group to help faculty evaluate the credibility of OA journals. Her article links to a presentation about their work and a rubric they designed to provide guidance in selecting an OA journal for publication. We are also interested in developing SC workshops with and for faculty. Some topics include “Using Social Media to Promote Research” and “The Institutional Repository, ResearchGate, and Academic.edu: Which Should I Use?”

We invite your suggestions for student and faculty workshops and look forward to another year working with you!

KRISTINE BRANCOLINI | DEAN OF THE LIBRARY

WILLIAM H. HANNON LIBRARY | 1
During the 2016–17 academic year, the library collaborated with more than 40 partners to host 43 public programs, over 50 tour and orientation sessions, and 19 exhibitions that collectively attracted more than 5,000 attendees. Our robust partnerships with LMU faculty, staff, students and the Los Angeles community support our ability to offer programming that is intentional, integrative, inclusive and interdisciplinary. Here are just a few highlights from the past year:

**Wikipedia Edit-a-Thon**
In April 2017, we partnered with faculty in Women’s and Gender Studies to host an all-day Wikipedia Edit-a-Thon to support teaching information literacy and digital literacy skills to students enrolled in “Gender, Race, and Sexuality in Contemporary Society.” Students from these classes were invited to drop-in anytime during the eight-hour event to learn basic techniques for reading, analyzing, and editing Wikipedia articles. Librarians pre-selected a list of Wikipedia articles related to the topics discussed in their courses and that needed improvement; in some cases, articles for the topics discussed in class did not yet exist. Librarians were on hand all day to help students set up Wikipedia user accounts, understand the editorial philosophies of Wikipedia, and learn about basic editing techniques. By the end of the day, more than 80 students stopped by to spend at least one hour learning about and using Wikipedia. One professor said that her students, “enjoyed contributing knowledge to Wikipedia and found the whole experience empowering.”

**A Conversation with Luis Rodriguez**
In fall 2016, we invited Los Angeles Poet Laureate and urban peace activist Luis Rodríguez to engage in a conversation with Professor Rubén Martínez of the of English Department, in celebration of Banned Books Week, Latino Heritage Month, and in collaboration with the College of Communication and Fine Arts’ KaleidoLA speaker series. Rodríguez spoke to an audience of more than 100 students, staff, and faculty about the censorship of creative work, the challenges that he has faced as an author and artist whose work has been challenged in the public sphere, and the role of higher education in understanding one’s role and privilege in society. As one attendee noted, “I was blown away and blind-sided by the power of his words.”
Collaboration with the Bellarmine Forum

We continue to benefit immensely from the strength of our campus partnerships. Of particular note this year, we collaborated with the Bellarmine College of Liberal Arts to celebrate the dual launch of the 2016 Bellarmine Forum, a semester-long interdisciplinary exploration of “The Values of Time” and the opening of our fall 2016 Archives and Special Collections exhibition, “So Short a Lease: Early Reflections on the Human Timeline.” The event included a keynote lecture by philosopher-poet Frederick Turner, followed by a formal reception and first look at the semester-long exhibition. In October, we hosted Bellarmine Forum Artist-in-Residence Richard Turner and LMU Professor Paul Harris of the English Department for a discussion of the collaborative creative process that brought about the “Being and Slow Time” installation in the library’s Level 3 atrium. Poet Alyson Hallett also joined us to present her “Migrating Stones” project.

LMU Speaks

In February 2017, we hosted an evening of storytelling at the library. One LMU faculty member, one staff member, and two undergraduate students were invited to tell a personal story based on a moment from their life when they faced an important decision, a moment of truth, or a crossroads in their path that led to where they are now. We called it “LMU Speaks: The Fork in the Road.” Ernesto Colín (School of Education), Lynn Mitchell-Parrish (Information Technology Services), and undergraduates Ulualo Coleman and Kaelyn Sabal-Wilson told us true stories from their experiences with making significant choices in their lives. As one attendee noted, “There are creative, inspirational people who are all around us. We just should pause and listen more.”
The ways in which we are able to share our scholarly and creative works in academia have expanded from traditional publishing models to now include more engaged and open models. Publishing in open access journals offers benefits to both faculty researchers and to readers. As new publishing models for sharing have emerged, a question has come to the fore: How do we know which avenue to trust?

This was a question posed to a group of LMU librarians. These librarians were asked to help faculty evaluate the credibility of open access journals, in order to make a decision about where to submit articles for publication. This working group, comprised of former Digital Projects Librarian Shilpa Rele, Reference and Instruction Librarian for Business Nataly Blas, and Serials and Electronic Resources Librarian Marie Kennedy, began their work by reviewing the literature about the newer publication models and current ways of evaluating open access journals, and developed a list of criteria for evaluating credibility. The group then put together “a decision checklist” or rubric and a related scoring sheet, based on best practices.

The rubric is designed to be used by individual scholars as they consider in which journal they may want to publish their new article. The rubric guides the scholar to consider specific criteria for the review, giving each a score, so that at the end of the review the scholar can determine for themselves if the journal may be a good, fair, or poor choice for their work. For example, one of the rubric’s criteria prompts the scholar to conduct a web search for the journal, to discover if there are any results that question the credibility of the journal; the rationale being that a scholar will want to examine the reputation of the journal in which they publish — whether it is credible — with no web results that suggest scam alerts.

The group pilot tested the rubric with LMU librarians and then with a group of LMU faculty. The group presented the work on the development of the rubric at a regional conference, and then at an international conference devoted to topics of digital scholarship. The group released the rubric and related scoring sheet for scholars across the world to download and use, under a Creative Commons license. It is our hope that the rubric is remixed, improved, and shared among colleagues. The journal evaluation tool and instructions for how to use it is available for free download from the Digital Commons, at http://digitalcommons.lmu.edu/librarian_pubs/40/. It may also be accessed from the Scholarly Communication Toolkit of the Association of College & Research Libraries, at http://acrl.libguides.com/scholcomm/toolkit.
Librarian-in-Residence Program

NATALY BLAS | REFERENCE AND INSTRUCTION LIBRARIAN FOR BUSINESS

The Librarian-in-Residence Program, started in 2012, is now in its third, two-year cycle. This program is designed to assist early career librarians in making a successful transition to academic librarianship and provides the opportunity for hands-on experience in most areas of the William H. Hannon Library, including reference and instruction, archives and special collections, cataloging, outreach, collection development, and systems and digital initiatives.

In October 2016, the library welcomed Rachel Deras and Javier Garibay as our two librarians-in-residence. When asked, what areas of librarianship they hoped to gain experience in, Rachel said, “I am public-services oriented and working with the LMU community is of particular interest to me.” For Javier, he stated, “I am interested in adding depth and more technical skills to my reference and archival knowledge through this residency.”

In the first year, the librarians-in-residence work and rotate between three functional areas, determined mutually by the resident’s interests and the needs of the library. Javier’s rotations include Reference and Instruction, Collection Development, and Archives and Special Collections. “I have enjoyed having the opportunity teaching information literacy skills to undergraduates through instruction sessions, but also being able to handle unique artifacts found in the archives,” said Javier about his experience this year. Additionally, Javier directs the LMU student group, Ballet Folklórico and organized a showcase event that had 300 people in attendance.

Rachel’s rotations include Outreach and Programming, Reference and Instruction, Collection Development, and Archives and Special Collections. “Working with students, librarians, and library staff has been very rewarding. I am learning the intricacies of each of the departments I am working with, and constantly finding new things about the profession that I want to spend more time exploring,” said Rachel. Additionally, Rachel led many library events this past year, including our Long Night Against Procrastination, as well as conducted original research on librarians and their preference of book formats.

The Librarian-in-Residence Program also encourages professional involvement and offers financial support for professional development. Javier was accepted into the International Council on Archives’ New Professionals Programme, which builds support for early career professionals in the archival profession. Rachel moderated the panel and networking event, Careers in Library Science, a local event intended to inform the audience of a career as an information professional, librarian, or archivist.

The LMU Librarian-in-Residence Program is one of only three residency programs in California. The program reflects the library’s and university’s commitment to achieving inclusive excellence and ethnic and racial diversity among our staff, including our librarians.
Information Literacy and Social Justice

ELISA ACOSTA | LIBRARY INSTRUCTION COORDINATOR

Social justice is a critical component of information literacy education. As librarians, we have an obligation to critique the power structures that control information in order to encourage critical consciousness and civic engagement. Instruction librarians at five California Catholic colleges (Holy Names, LMU, Saint Mary's College, University of San Diego, and University of San Francisco) collaborated to develop information literacy instruction grounded in social justice. The project involved applying a social justice frame to information literacy. The working definition developed for social justice was “when we seek information, we examine the privilege of the voices and sources of our information and we learn to identify whose voices are present and whose voices are missing, and how that impacts and influences our understanding of information.” The group also created social-justice lesson plans, instructional strategies, and assessment and shared them in the open educational resource, CORA (Community of Online Research Assignments).

Course Integrated Library Instruction at LMU

LMU librarians identified several opportunities to incorporate social justice into our information literacy program. The first is in a course called “Rhetorical Arts: Speaking and Writing for Social Justice.” First-year students have to pick a topic that confronts an ethical question or social justice issue. The “Research Exploration Exercise” we developed teases out the social justice aspects of their topic. It uses prompts such as what groups are affected and what voices are missing to encourage closer examination of existing structures and systems. The second opportunity was in an introductory-level religious studies class. The “Primary Text Exercise” encourages students to keep their assumptions in check as they develop their critical inquiry skills through close examination of primary text passages. Both exercises adapted a “social analysis” technique for interrogating the social, economic, political, cultural, historical, and religious factors underpinning a given situation.

We also had the opportunity for students to explore social justice issues at the intersection of race and gender. Jennifer Moorman’s WGST 1100 course considered the problematic representation of women and people of color in the content of Wikipedia. Students engaged in critical analysis of Wikipedia’s editor demographic (being 90% male and mostly white) and the ways in which they could amplify marginalized voices and figures on the platform. Students utilized various databases to support additions to Wikipedia including Genderwatch, Ethnic NewsWatch, and OneSearch+. This introduction to Wikipedia will promote lifelong learning as students contribute to the collective knowledge of our society.

Fake News Workshop

On January 20, 2017, LMU hosted an Inauguration Teach-in. The library offered four 45-minute breakout sessions. Approximately 90 students attended our workshop called “Keepin’ It Real: Tips & Strategies for Evaluating Fake News.” We tried to create a space in the classroom for students to engage in critical dialogue about how “fake news” has affected their views on civil discourse, specifically relating to the recent presidential election. We discussed challenges to evaluating news in their daily life and defined terms like: filter bubbles, echo chambers, bias and authority. They also learned that they could take action by not sharing fake news and by diversifying their news diet.
Undergraduate Library Research Awards

KRISTINE BRANCOLINI | DEAN OF THE LIBRARY

Now in its 11th year, the Undergraduate Library Research Award recognizes and rewards LMU undergraduate students whose research makes expert and creative use of the services, resources, and collections of the William H. Hannon Library to produce a scholarly or creative work. Each entry includes the research project or paper; an essay explaining how the student conducted their research and used library resources; a bibliography; and a letter of nomination from the faculty member who had assigned the paper or project. The Awards Committee selects winners based on their ability to demonstrate advanced information literacy practices, creative use of library collections and services, and clear evidence of significant learning. In addition to the cash prizes, we recognize the students, their faculty nominators, their families, and their friends during an award ceremony in April. The winning papers and projects are available online in the university’s institutional repository Digital Commons @ Loyola Marymount University and Loyola Law School: digitalcommons.lmu.edu

For 2017, grand prize of $1,000 was awarded to senior dance major Clare Sitzer for her research paper “Dance Education as Art and a Lever of Social Change.” Clare was nominated by Kristen Smiarowski, College of Communication and Fine Arts. The Awards Committee was impressed by Clare’s diverse bibliography, thoughtful integration of a variety of sources, powerful letter of recommendation, and a reflective essay that clearly demonstrated the learning process through her research journey.

Two honorable mentions each received $450. Tara Edwards, a junior studio arts—photography major, was nominated by Diane Meyer, College of Communication and Fine Arts, for “Dividing Los Angeles.” Tara’s deep bibliography containing a variety of sources, her excellent faculty letter, and her sophisticated understanding of the time, place, and context of her primary sources helped to create a beautifully executed and moving project.

Our other honorable mention, Rachel Marlies Napierkowski, a senior animation major, was nominated by Timothy Burns, Bellarmine College of Liberal Arts, for “Reading Between the Lines: On Empathy and Fiction.” Rachel’s compelling paper made a challenging philosophical argument approachable. Both the paper and her reflective essay demonstrated a sophisticated understanding and appreciation for the necessity of critical evaluation of source material, both supporting and in opposition to the thesis.

We congratulate our student winners and thank their faculty sponsors for their support. We also thank our generous donor for his support of the awards, Thomas P. Campora ’66. His gift to the library continues to fund the Undergraduate Library Research Awards.
Significant Acquisitions and Gallery Exhibitions

CYNTHIA BECHT | HEAD OF ARCHIVES AND SPECIAL COLLECTIONS

Acquisitions in Archives and Special Collections

Many books added to the collection this year offer insight into early print technology and book design. Included among them are a 1513 *Book of Hours*, printed on vellum and profusely illustrated, and a 1644 Catholic missal bound in contemporary mauve velvet. We also added a 1472 printing of *Dialogi de Dignitate Sacerdotii*, authored by St. John Chrysostom.

Important additions to the Jesuit Collection include Jan David, S.J.,’s *Veridicus Christianus* (1606), an early emblem book with 102 engravings. We also purchased a 1665 translation of St. Roberto Bellarmino’s catechism into Syriac, exemplifying the missionary outreach of Jesuit instruction. These books were acquired with support funds from the Jesuit Community.

We filled a variety of collection gaps with notable titles such as Charles Dickens’ *The Mystery of Edwin Drood* (1870), his final and unfinished work, John Donne’s *Deaths Duell* (1633) and Sir Walter Raleigh’s *Judicious and Select Essayes and Observations* (1650), in which he apologized for the ill-fated voyage to Guiana that led to his downfall. Adding to our collection of natural history “cabinets of wonder,” we purchased the first edition of *Musaeum Regalis Societatis, or, A Catalogue & Description of the Natural and Artificial Rarities belonging to the Royal Society* (London, 1681).

We were fortunate to receive several remarkable gifts-in-kind this year. The *Constance Towers Orchestrations*, a gift of Ambassador John Gavin and Constance M. Towers, contains orchestrations with manuscript annotations made by Broadway star Constance Towers that span her musical theater career. Lawrence A. Tritle, LMU retired history professor, donated his military collection pertaining largely to World War II. Albert V. Vela, an alumnus of Loyola University, gave us two collections: the *Rancho La Ballona Property Records*, containing legal documents related to the Rancho La Ballona property, and the *Vela Family Letters*, consisting of correspondence between family members during the Cristero Rebellion. This gift of family papers helps to illuminate a crucial period in Catholic history that impacted the story of Los Angeles’ immigrant population.
Archives and Special Collections Gallery Exhibitions

August – December 2016: So Short a Lease: Early Reflections on the Human Timeline
Mayra Cortez, this year’s English Department graduate student intern, curated the fall exhibition, examining images and texts depicting “time” in relation to life, death, and faith. Included were works by Shakespeare, Milton, and Hans Holbein the Younger. The exhibition also acknowledged the contributions of J.T. Fraser to the advancement of scholarly dialogue related to all aspects of time, featuring materials from the J. T. Fraser Personal Papers and Collection of International Society for the Study of Time Records. This exhibition was part of the Bellarmine Forum’s program reflecting upon “The Values of Time.”

January – May 2017: (Re) Imagining Each Other
Melody Rodari, professor of art history, and her senior thesis students explored East-West issues of race and culture through the examination of 19th-early 20th century illustrated texts, sculpture and postcards from Archives and Special Collections as well as contemporary artifacts borrowed from the LMU Archaeology Center.

June – July 2017: From Their Perspective V: Hal Pereira and the Art of Film
Library student assistants curated highlights from the art sketches of Hal Pereira (LMU Collection 010), the renowned art director who designed many of the most memorable films of the 1950s and 1960s. Featured in the exhibition were sketches for Breakfast at Tiffany’s, The Graduate, Vertigo, and numerous other classics. The students' reflections connected Pereira's art to their own relationship with film, providing a testament to the importance of art design in a film’s formative journey.

1. CHARLES DICKENS. THE MYSTERY OF EDWIN DROOD. LONDON: CHAPMAN AND HALL, 1870
2. THE ROYAL SOCIETY. MUSAEUM REGALIS SOCIETATIS. LONDON: RAWLINS, 1681
3. VELA FAMILY LETTERS (MS 125)
Course Adopted Texts Initiative

The rising cost of course materials is a concern for universities and their students across the country. Library course reserves are one way that the library and faculty have historically collaborated to provide students with free access to course texts; but physical books can only be loaned to a single student at a time.

Enter e-books. Publishers make e-books available to academic libraries with a variety of licensing options, ranging from single-user to unlimited. While single-user e-books come with the same limitations as their physical counterparts in course reserves, e-books with licenses that permit simultaneous multiple users have the potential to be incredibly useful to students who need access to these works for their classwork. With over half a million electronic books in our collections, librarians in acquisitions and collection development engaged in a project to determine how many of these unlimited user e-books overlap with texts that our LMU faculty are adopting for use in their courses.

After a year of research and developing workflows in partnership with the university bookstore, in fall 2017 the William H. Hannon Library formally launched the CATS E-book initiative.

Of the textbooks assigned by faculty for fall semester 2017, 13.2% are freely available in the library catalog as e-books for our students and faculty. Toward the beginning of the semester, library liaisons individually notified every faculty member who adopted one or more texts available as library e-books through the CATS initiative, and initial feedback has been enthusiastic.

As we turn our attention to spring 2018, next steps for CATS include:

- Continued communication with faculty and students who are using the e-books to better understand their user experience with these course materials;
- Tighter integration with existing course reserves processes;
- Revising our e-book catalog records to make it easier for faculty and students to identify CATS-eligible titles;
- Consideration of this initiative alongside other course material affordability initiatives on campus.

<table>
<thead>
<tr>
<th>No match</th>
<th>E-book match</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,221</td>
<td>187</td>
</tr>
</tbody>
</table>

1,221 unique titles; 13.2% available as unlimited user e-book

108 purchased

72 upgraded
The university's institutional repository, Digital Commons @ Loyola Marymount University and Loyola Law School, is growing with a renewed vigor. Digital Commons collects, organizes, preserves, and disseminates faculty and student scholarship and creative works in a digital, open-access environment documenting the university's history and the activities of the LMU community. We host 10 scholarly journals, house more than 9,000 papers, and have received over 3 million downloads since the launch in 2012. Digital Commons has many benefits for faculty, students, and the LMU community, in addition to serving those who are resource-disadvantaged around the world.

This year, we deposited new faculty work from the departments of Asian and Asian American Studies, Psychology, Sociology, Chemistry and Biochemistry, Environmental Science and Civil Engineering, and Health and Human Sciences. We clear copyright of faculty publications more efficiently with a new automated workflow, resulting in an 80% increase of faculty representation in Digital Commons. Contributing faculty can measure the global impact of their open scholarship by receiving monthly reports containing download statistics and a reader distribution map. Digital Commons is not exclusively for faculty; we also showcase student work. The Dance Program maintains a curated collection of papers to preserve their best student research projects; a collection downloaded more than 3,000 times. Professor Dean Scheibel's communication studies course deposits their comics about the process of doing research to promote reflective learning. Students have the opportunity to connect to a worldwide audience of prospective employers, graduate programs, and researchers.

Faculty and student research in Digital Commons has the potential to make a difference beyond the LMU classroom. The United Nation's International Telecommunication Union 2016 Measuring the Information Society Report revealed that only 5.4% of the population in Tanzania used the internet in 2015. Despite the digital divide, Digital Commons usage reports show researchers in Tanzania have been able to download LMU faculty and student scholarship. It is simply amazing that Digital Commons allows our scholarship to be accessible to readers in such remote corners of the world. Digital Common's far-reaching abilities makes it a valuable tool for LMU to serve global community of learners.

There are many benefits for LMU faculty and students who utilize Digital Commons to preserve and disseminate scholarship; but there are implications we can make a global impact for the academic community. By providing open access materials on Digital Commons, we have an opportunity to bridge the global digital information divide and serve those who are disadvantaged by the lack of educational resources.

Digital Commons @ LMU & LLS can be viewed at: http://digitalcommons.lmu.edu
Meet our New Librarians

Aisha Conner-Gaten
Aisha was hired in November 2016 as the Instructional Design Librarian. Her primary foci are the First Year Seminar tutorial, library instruction for women’s and gender studies, sociology, and urban studies courses as well as the use of emerging technologies in the disciplines. Aisha comes to LMU from the University of Illinois at Urbana-Champaign School of Information Sciences, where she worked as instructional design staff. Aisha is a two-time alumna of the University of Illinois at Urbana-Champaign, earning a M.S.L.I.S. from the School of Information Sciences in 2013 and a B.A. in anthropology in 2010. In addition to librarianship, Aisha has been active in archives, museums, and special collections. She specializes in equity and access issues in the library and the role of librarians as social justice accomplices.

Rachel Deras
Rachel was hired as a Librarian-in-Residence in October 2016. This two-year visiting appointment offers new librarians the opportunity to rotate between three to four departments to gain experience as an academic librarian. Rachel has enjoyed exploring several areas of interests, including reference and instruction, outreach, and collection development. Prior to this position, Rachel was a library assistant at Hannon Library and before that, a student assistant in Archives and Special Collections and Reference and Instruction. Rachel earned her M.L.I.S. in 2016 from San José State University and her B.A. in English from Loyola Marymount University. Go Lions!

Daniel Draper
Daniel Draper is the new Head of Systems and Digital Initiatives for the William H. Hannon Library. He provides leadership and supervision to staff working on library systems support and digital projects and services, including digital scholarship, the institutional repository, and digital collections. This work highlights and provides worldwide access to LMU’s diverse scholarship and special collections. Dan comes to LMU from Colorado State University, where he was Head of the Digital Repositories Unit. He has published and presented on technical library issues, federal documents, and research data curation. Dan holds an M.L.I.S. and B.A. from the University of Illinois at Urbana-Champaign.

Javier Garibay
Javier was hired as a Librarian-in-Residence in October 2016. This two-year visiting appointment offers new librarians the opportunity to rotate between three to four departments to gain experience as an academic librarian. During his residency,
Javier will be cycling through several departments of interest including Reference and Instruction, Archives and Special Collections, and Digital Scholarship. Before starting at LMU, he was the Associate Librarian for Hispanic Services at the Inglewood Public Library. Javier has also worked as a library assistant in both the Special Collections Department at UCLA, and Special Research Collections at UCSB. He holds B.A. degrees in politics and in Latin American and Latino Studies from UC Santa Cruz, and earned his M.L.I.S. from UCLA.

**Stephanie Gritz**

Stephanie is our new Systems Librarian. Prior to this, she has worked as the Systems and Digital Library Program Assistant at Hannon Library since 2014. She provides technical support for the various platforms the library employs to organize and provide access to information sources, such as the library's website, catalog, databases, and digital collections. She is interested in finding the best and most-efficient technical solutions to address the needs of library staff and users. She holds a B.A. in English from UC Davis and an M.L.I.S. from San Jose State University. She is currently working on obtaining a B.S. in computer science through Oregon State University.

**Jessea Young**

Jessea is the new Digital Collections Librarian who maintains and develops Hannon Library's digital initiatives: Digital Collections and Digital Commons @ Loyola Marymount University and Loyola Law School, our institutional repository. Previously, as the Digital Library Program Library Assistant, she expanded the number of faculty works preserved in Digital Commons by 79% in six months. Prior to moving to Loyola Marymount University, Jessea was a Resource Sharing Assistant at the Massachusetts Institute of Technology Library System while earning her M.S.L.I.S. at Simmons College. Jessea holds a B.A. in art history, specializing in Polynesian art, from California State Polytechnic University, Pomona.

**Lauren Zuchowski Longwell**

Lauren Zuchowski Longwell is the library’s Special Collections and University Archivist. She was hired in January 2017 to care for and manage the library’s various archival collections. Prior to this position, Lauren was the archivist at the Japanese American National Museum in Los Angeles. She has also worked at the Norton Simon Museum in Pasadena. Lauren holds a B.A. in art history from Chapman University and an M.L.I.S. from UCLA.
Selected Works by Librarians

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

**Presentations**


Archambault, Susan Gardner. (2016, October). “CORA: Building a virtual community of practice for information literacy” European Conference on Information Literacy 2016, Prague, Czech Republic. [Librarians Research Incentive Travel Grant] Available at: https://drive.google.com/open?id=0B2U2hFu3wb-RRxhLTFFzZTYyV2c


Johnson, E., Johnson-Grau, Glenn, & Majors, R. (2016, November). “Assessing the books we didn’t buy (the sequel).” Charleston Conference, Charleston, SC. [Librarians Research Incentive Travel Grant]


Rele, Shilpa, Blas, Nataly, & Kennedy, Marie R. (2016, November). “Rubric to evaluate open access journals for publication.” Digital Library Federation Forum, Milwaukee, WI. Available at: http://digitalcommons.lmu.edu/librarian_pubs/40/


Young, Jessea. (2017, March). “Growing our institutional repository: The 1Science experiment.” SCELC Colloquium, Loyola Marymount University, Los Angeles, CA.

Publications


Brancolini, Kristine R. (2017). The advantages of practice, or we work in libraries: That’s why our research is mostly likely to be relevant. Journal of Academic Librarianship, 43(1), 1-2. Available at: http://digitalcommons.lmu.edu/librarian_pubs/77/


Awards and Honors

Andrade, Raymund, & Hazlitt, Jamie. (2016, October). CJJ Center for Reconciliation and Justice “Hidden Heroes” award recipients, for their work to teach computer literacy to Facilities Management employees. Loyola Marymount University, Los Angeles, CA.


• “Librarians Take Over LMU SnapChat” (Category: Bibliographies/Booklists, Materials promoting Collections, Services, Resources - electronic)
• “LMU Day of Giving Social Media Campaign” (Category: Advocacy/Fundraising Materials - electronic)

Jackson, John. (2017, April). Constant Contact “All Star” designation for Happenings @ Hannon. This designation is awarded to only 10% of Constant Contact’s 500,000+ clients, and recognizes excellence in marketing and communication using their tools.

Major Grant

Thanks to our Donors

The William H. Hannon Library sincerely values the contributions of our donors. Your support fuels the academic excellence of the library, provides for the acquisition and maintenance of rare collections and archival materials, enriches our information resources, strengthens our ability to offer interdisciplinary and innovative programming, and so much more.

The list below includes outright gifts and pledge payments received during the fiscal year that began June 1, 2016 and ended May 31, 2017.

Contact Us
Phone: 310-338-2788
Email: library@lmu.edu
Web: library.lmu.edu
Blog: librarynews.lmu.edu

Follow Us on Social Media
Facebook: facebook.com/lmulibrary
Instagram: @lmulibrary
Twitter: @lmulibrary
Hashtag: #lmulibrary

Happenings @ Hannon
Visit library.lmu.edu/contact to sign up for our e-newsletter, Happenings @ Hannon. Each month, you will receive a mobile-friendly email that keeps you informed about new collections, upcoming exhibitions and programs, the latest news about library initiatives and services, and more. You can also sign up by calling the library or stopping by one of our service desks in person. Become a subscriber today!
William H. Hannon Library
2016 | 2017 BY THE NUMBERS

**EXPENDITURES**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,440,788</td>
<td>E-resources</td>
</tr>
<tr>
<td>$3,929,110</td>
<td>Personnel (salaries and fringe)</td>
</tr>
<tr>
<td>$3,445,964</td>
<td>Capital print and electronic materials</td>
</tr>
<tr>
<td>$869,173</td>
<td>Operating expenses</td>
</tr>
</tbody>
</table>

**PHYSICAL COLLECTION**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>571,804</td>
<td>Books</td>
</tr>
<tr>
<td>106,649</td>
<td>Bound periodicals</td>
</tr>
<tr>
<td>28,257</td>
<td>CDs, DVDs, and other media</td>
</tr>
<tr>
<td>5,424</td>
<td>Archival collections (in linear feet)</td>
</tr>
<tr>
<td>919</td>
<td>Current print periodical subscriptions</td>
</tr>
<tr>
<td>1,041,481</td>
<td>Postcards</td>
</tr>
</tbody>
</table>

**ELECTRONIC RESOURCES**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>596,592</td>
<td>E-books</td>
</tr>
<tr>
<td>47,717</td>
<td>E-periodical titles</td>
</tr>
<tr>
<td>294</td>
<td>E-reference databases</td>
</tr>
</tbody>
</table>

**SERVICES**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>60,215</td>
<td>Check-outs and in-library use</td>
</tr>
<tr>
<td>455,590</td>
<td>E-book usage</td>
</tr>
<tr>
<td>518,584</td>
<td>E-journal usage</td>
</tr>
<tr>
<td>307,664</td>
<td>LibGuides usage</td>
</tr>
<tr>
<td>14,818</td>
<td>Reference questions</td>
</tr>
<tr>
<td>611,158</td>
<td>Total visitors</td>
</tr>
<tr>
<td>4,381</td>
<td>Students receiving library instruction</td>
</tr>
<tr>
<td>3,188</td>
<td>Laptop loans</td>
</tr>
<tr>
<td>17,963</td>
<td>Main stacks retrieval requests</td>
</tr>
</tbody>
</table>

**PROGRAMMING**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
<td>Number of public programs</td>
</tr>
<tr>
<td>5,013</td>
<td>Total number of attendees across all programs</td>
</tr>
<tr>
<td>19</td>
<td>Public exhibitions on display</td>
</tr>
</tbody>
</table>