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William H. Hannon Library Year in Review 2018 – 2019

William H. Hannon Library

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Upcoming Events in 2019–20

FALL 2019

September 10: Faculty Pub Night featuring Stefan Bradley

September 19: Fall Exhibition Opening Reception

October 2: Library Open House

October 15: Faculty Pub Night featuring Ben Fitzpatrick

October 18-19: Haunting of Hannon

November 12: Faculty Pub Night featuring Kristine Brancolini and Marie Kennedy

December 3: Faculty Pub Night featuring Andrew Dilts

December 3: Feel Good Finals Begin

SPRING 2020

January 21: Faculty Pub Night featuring Arnab Banerji

January 30: Spring Exhibition Opening Reception

February 12: LMU Speaks

February 18: Faculty Pub Night featuring Shaun Anderson

March 3: Faculty Pub Night featuring Anupama Kapse

March 18: Library 10th Anniversary Convocation

April 1: Library and ACTI Program

April 7: Faculty Pub Night featuring Samuel Pillsbury

April 28: Feel Good Finals Begin

April 29: Long Night Against Procrastination

May 1: Undergraduate and Graduate Library Research Awards Reception



2018–2019

YEAR IN REVIEW



Loyola Marymount University
William H. Hannon Library



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library.lmu.edu



MESSAGE FROM THE DEAN



It has been a decade since the William H. Hannon Library first opened its doors to Loyola Marymount University students, faculty, staff, and the Westchester community. Prior to that grand opening celebration, while the building was still under construction, library staff developed a new vision statement that would ultimately guide the library's transformation, made possible by our new building. When dedication day arrived on Aug. 30, 2009, we were ready to make our vision a reality. The William H. Hannon Library would become the intellectual and cultural hub of the university.

THE LIBRARY AS BRIDGE

The library bridges disciplines and departments to contribute to learning outcomes.

The centerpiece of our work with faculty and academic departments is our Librarian Liaison Program. We pair a Faculty Library Representative (FLR) from every department and program on campus with a librarian. Begun years ago as a

collection-building initiative, we have since strengthened and expanded the FLR program to address student information literacy needs and provide campus leadership in open access initiatives. In 2019–20, the Collection Development Librarian, who leads our FLR program, will become an ex-officio member of the Faculty Senate's Library Committee, integrating the FLR program with the shared work of university governance. We recently created a new department, Outreach and Communications, to increase our ability to collaborate and partner with other units in co-curricular programming, leading initiatives like Faculty Pub Night, the LMU Common Book, the Human Library, and more.

THE LIBRARY AS GATEWAY

The library provides a portal to rich collections in a variety of formats and representing diverse topics and perspectives.

The librarians redoubled efforts to anticipate and meet our users' information needs through analog and digital formats. In recent years we have expanded our e-book collections to nearly 700,000 titles, but we're still buying print books. Our online video collections have grown, with access to tens of thousands of feature films, educational films, and documentaries, representing diverse perspectives from the U.S. and around the world. In addition to purchasing and licensing content, we are creating it — through digitizing our special collections, hosting open access online journals, and a creating a digital repository of faculty scholarship and creative works.

THE LIBRARY AS AGORA

The library, as the heart of the campus, serves as the central marketplace for the acquisition of knowledge and the exchange of ideas.

The library is both the literal and the figurative agora. More than a half-million people use the library every year for a wide array of purposes: to access books, to study — alone and in small groups —

use computers, engage in information literacy instruction, attend class, attend a library event, or view an exhibition. For every person who visits the physical library, many thousands more visit the library online, through our website, our online catalog, and our digital collections. Not everyone on LMU's campus physically sets foot in the library, but every single person uses it.

THE LIBRARY AS ENTERPRISE

The library maximizes its effectiveness through learning-centered operations informed by best practices.

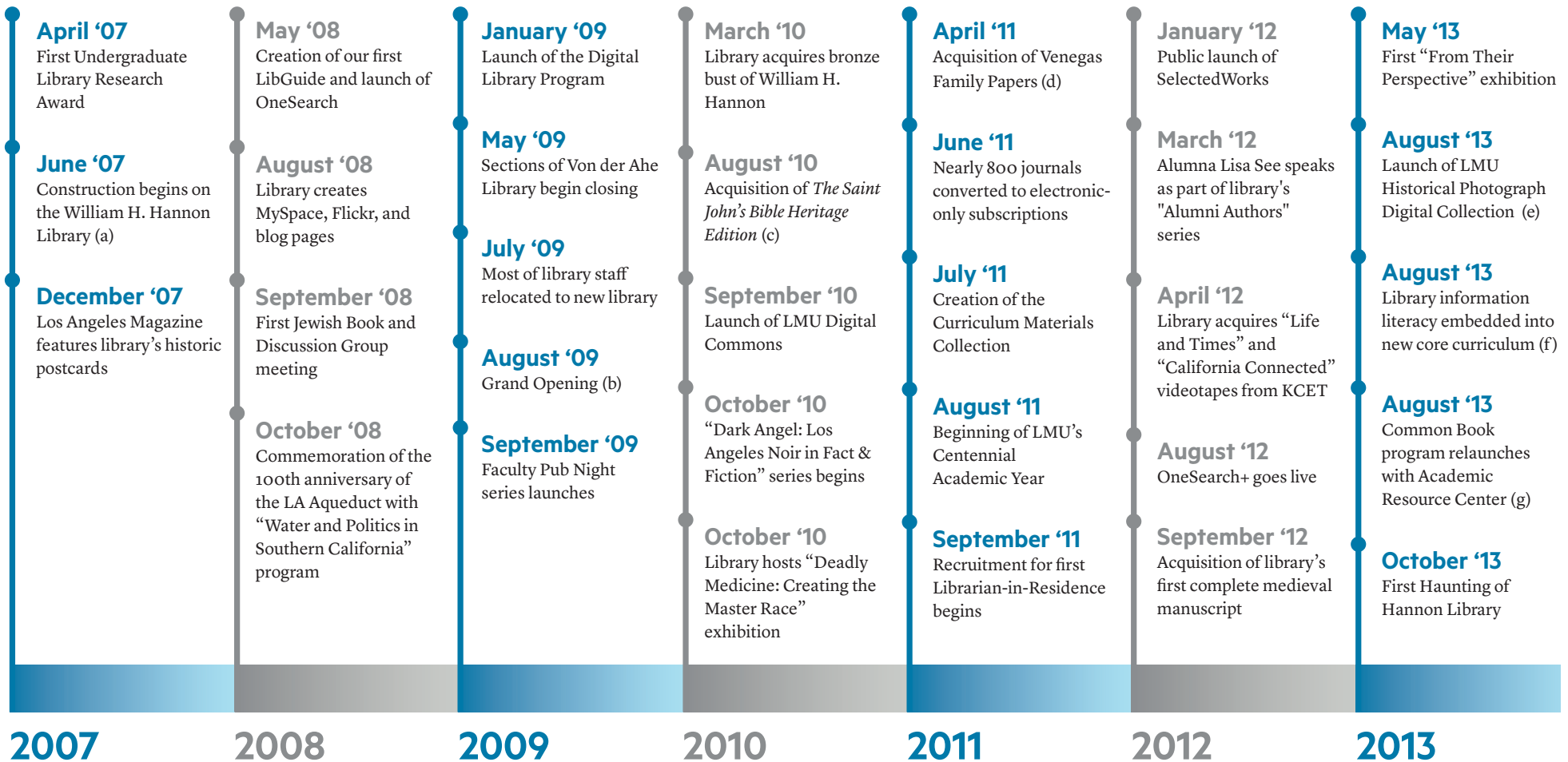
The library has embraced evidence-based practice and a culture of assessment. We created a Library Assessment Committee whose rotating membership includes librarians and support staff from throughout the library but also a representative from the Office of Institutional Assessment. Since forming the committee, we have conducted use studies of the public areas of the building and incorporated the assessment of learning outcomes into all of our library instruction. Our semi-annual all-staff meetings regularly include "assessment lightning rounds" to highlight assessment work being done in departments throughout the library. Librarians are also presenting and publishing research about initiatives and projects designed to improve library operations and contributing to the scholarship of library and information science, theory, and practice.

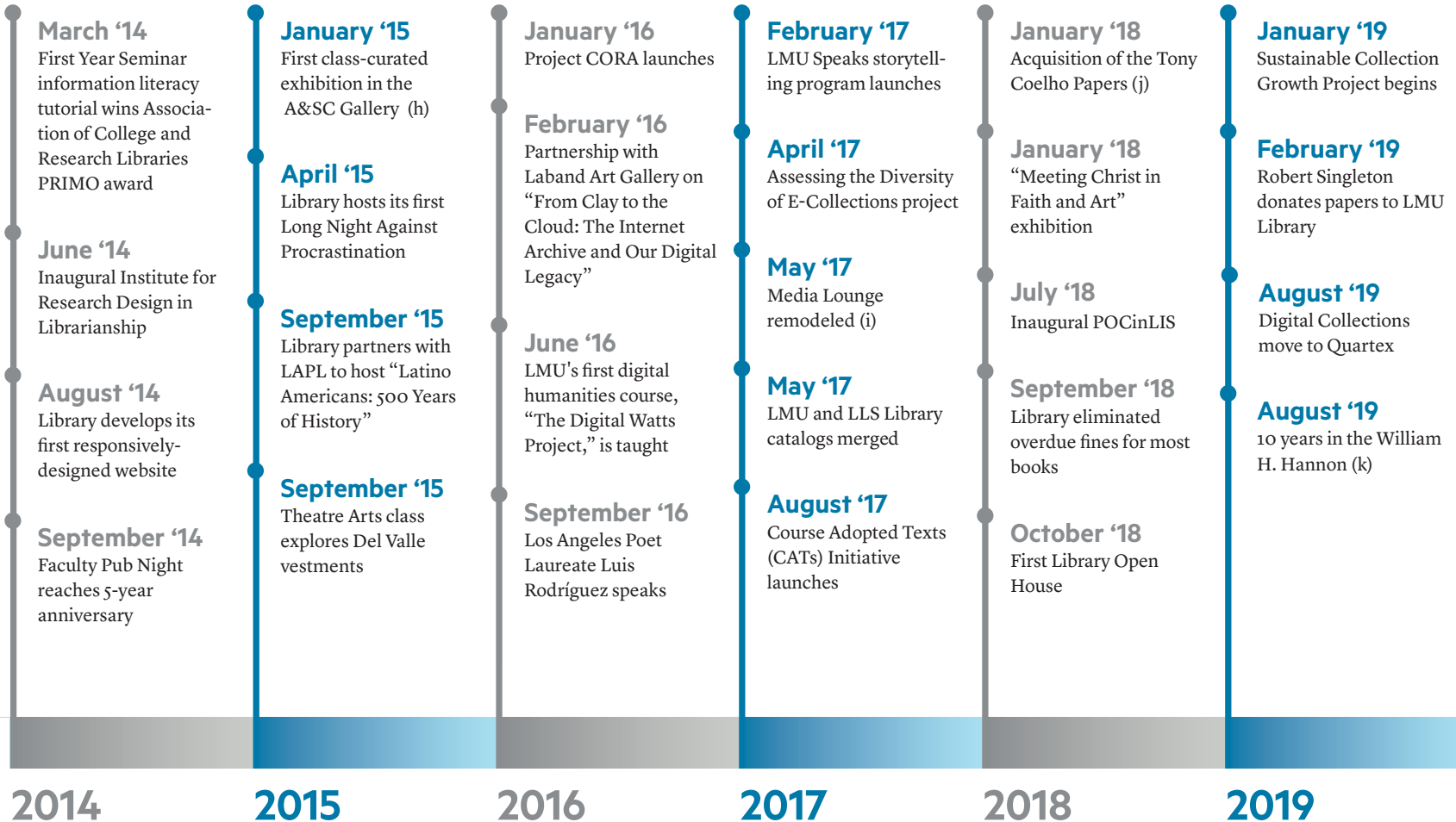
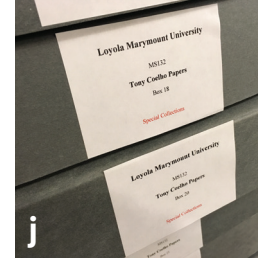
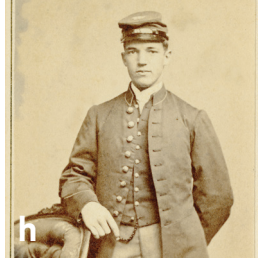
Our vision of the William H. Hannon Library — as bridge, gateway, agora, and enterprise — has driven us toward exceptional service, collections, and programming. We look forward to engaging with all of you to help us create the world we want to live in.

A handwritten signature in black ink that reads "Kristine Brancolini". The signature is written in a cursive, flowing style.

KRISTINE BRANCOLINI
Dean of the Library

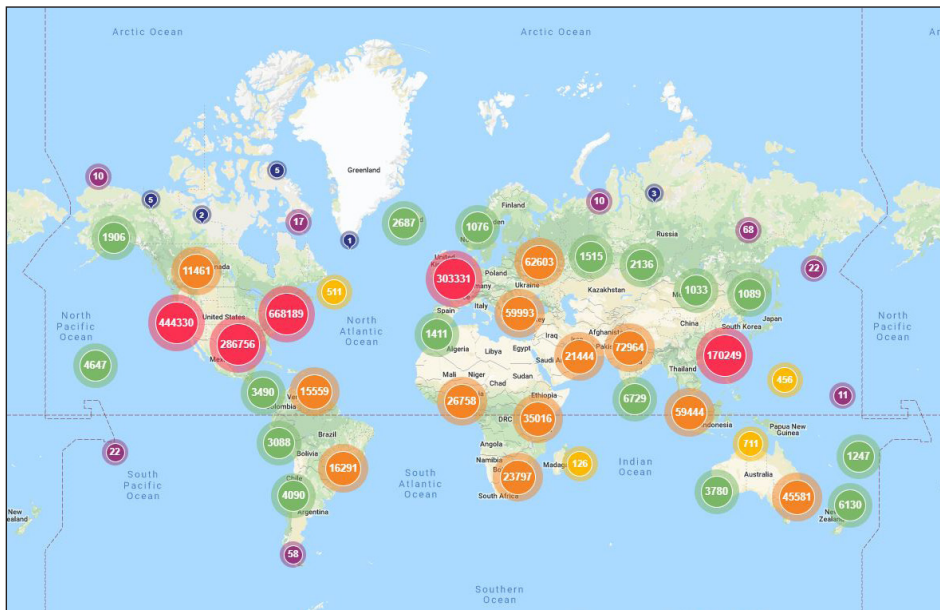
TIMELINE OF THE WILLIAM H. HANNON LIBRARY





RAMPING UP DIGITAL

LMU Scholarship on a Global Stage

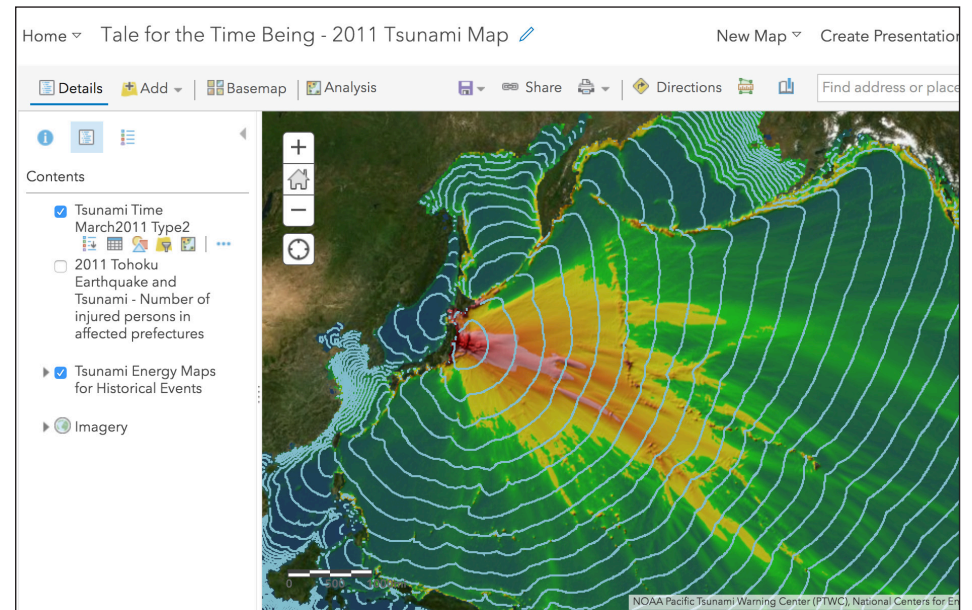


Our Digital Commons continues to share LMU’s groundbreaking scholarship with a global audience online through hosted journals, articles, and other contributions from our faculty and students.

Over the past year, Digital Commons content was downloaded 563,014 times in 223 countries and territories, and we’ve added PlumX Metrics to begin measuring impact using alternative analytics. We have also begun digitizing the nearly 2,000 volumes of bound theses and dissertations held in our collections written by LMU, Loyola University, and Marymount College graduates that highlight a rich past of student scholarship spanning 80 years. We are also working with academic departments to obtain born-digital theses and dissertations from recent graduates.

Additionally, the William H. Hannon Library joined the Networked Digital Library of Theses and Dissertations (NDLTD), an international organization that aggregates and disseminates open access digital theses and dissertations to a global audience. Learn more at digitalcommons.lmu.edu.

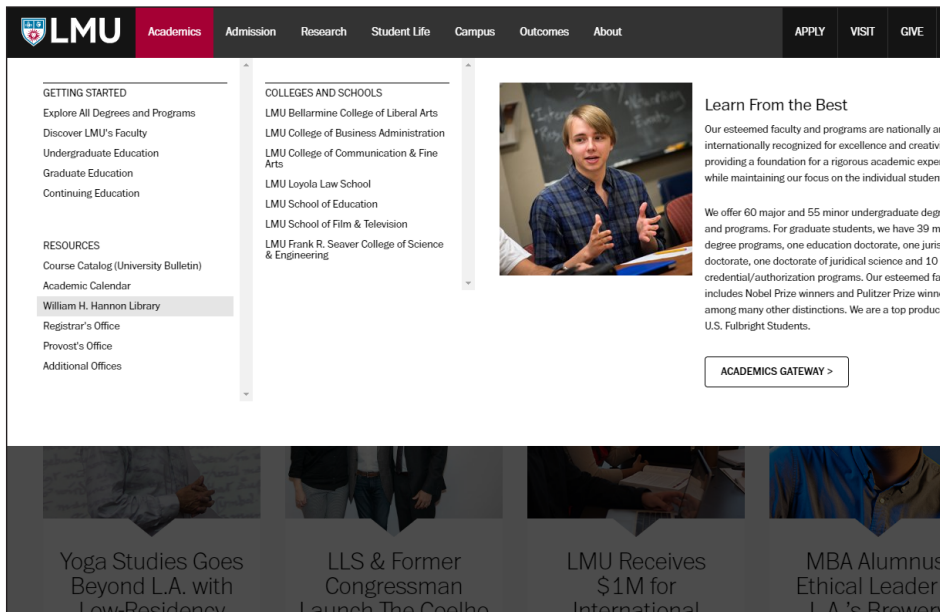
The Future of [Digital] Scholarship



Digital scholarship is activity that involves the extensive use of digital methods and tools to conduct research, analyze data, and present scholarship. Since fall 2014, the library has been facilitating the incorporation of digital scholarship in LMU teaching and scholarship. Our efforts have led to numerous class digital projects as well as whole courses, such as the spring 2019 course “Digital Humanities and the Anthropocene,” co-designed and co-taught by Melanie Hubbard, digital scholarship librarian, and Paul Harris, professor of English.

The library is also working to meet the growing demand for faculty digital project support by providing guidance on everything from digital tools to metadata schemas. Some recent collaborations include guiding the Department of Classics and Archaeology on ancient lamps digitization, and designing and digitally publishing the e-book, *The Myth of the Student Hero and ‘the Dreaded Lit Review’* by Dean Scheibel, professor of communication studies.

Preserving LMU's Web History



In 2018, the William H. Hannon Library began a partnership with the Internet Archive's Archive-It solution to begin comprehensively archiving LMU webpages. This process includes capturing websites and ensuring the information is managed and preserved for future researchers and the wider public.

Archive-It provides us with straightforward, automated workflows to harvest LMU's pages through web crawlers over time. These harvests are compiled into distinct collections that are discoverable through the Wayback Machine, Archive-It, and integrated into Archives and Special Collections' finding aids.

We tested different approaches to harvesting the library's webpages, scheduling web crawlers, and assessing the retrieved data for consistent curation. In the coming months, we will begin developing strategies to expand webpage harvesting to capture the remaining William H. Hannon library webpages and increase our collection scope to include campus administrative and academic units.

New Frontiers with Digital Collections



In summer 2019, we migrated our digital collections to Adam Matthew's Quartex platform. This new, cloud-based solution provides functionality that improves our capability to curate digital content and patrons' ability to access and engage with our unique collections. As an early adopter, we worked closely with the Adam Matthew team to ensure a seamless user experience. We developed processes for all 10,000 asset files and corresponding metadata to create and apply standards-based practices for all filenames, descriptive metadata, and embedded metadata before migrating to the new system.

Developing these processes ensures consistency and improves discoverability through platforms such as the Digital Public Library of America. Additionally, we are working with Quartex to expand our digital collections by including more video collections and enabling features that advance research for LMU faculty and students, such as making handwritten materials accessible through searches using Handwritten Text Recognition tools.

IMPROVING ACCESS TO COLLECTIONS

Shared Goals and Shared Print



Collections reflect their institutions' unique missions and curricula, but inevitably also have a significant overlap with the collections of other institutions. For many books, that duplication is reasonable and necessary, but for older and low-use books, if a subset of libraries commits to retaining specific books that reflect their local needs, other libraries can withdraw a book from their collections and rely on partner libraries to borrow it if needed. This is the idea behind shared print programs. We participate in a shared print project with the Statewide California Electronic Library Consortium (SCELC), made up mostly of private colleges and universities in California. If one of the 26 participating libraries sees that we have committed to retain a book that is used infrequently (or perhaps never) at their library, they may decide to withdraw their copy, and vice versa.

We just wrapped up the first year of a three-year plan to use data — and the SCELC Shared Print agreements — to make withdrawal decisions on some of our lowest use books. Year 1 focused on books primarily of interest in STEM and business. In our many meetings with faculty and departments, their feedback indicated appreciation for our detailed methodology and open process. In 2019–20 we will be reviewing books across the social sciences. We will continue to inform and consult faculty, assuring them of our commitment to meeting local needs and our ongoing collaboration with other institutions to preserve the scholarly record for all.

Making Research Guides More Accessible



Last summer, we revamped the look of our online research guides (aka LibGuides) by making significant changes to how research databases are displayed. Recent studies into the research habits of students show that they tend to “skim” online websites, seeking relevant information and scrolling past large bodies of text. Publisher descriptions of library databases are often long and complex, and don’t conform to students’ mental models for doing research. With this in mind, we combined data from established best practices with student vocabulary mined from our own virtual chat transcripts to design a new format for database descriptions that is more student-friendly.

The new descriptions are broken into smaller chunks of information with separate headings for “subjects,” “description,” and “contents.” We tested the new descriptions through a task-based usability study comparing the success rate and preference of students using database descriptions written in the old format versus the new format. Students performed better with and overwhelmingly preferred the new style. Accordingly, we rewrote all 290+ database descriptions in the LibGuides system. The new descriptions not only fit student research habits, they are also more accessible for visually impaired patrons since they are more easily read with screen readers and other accessible devices.

Streamlining E-book Discoverability



As the demand and availability of e-books grows, it is increasingly common to find the same book available on multiple publisher platforms. This bounty of choices has a downside: unnecessary duplication in library catalogs. While we enjoy providing our users with access to more than half a million e-books, offering the same book via four separate catalog records and four separate URLs is inefficient and confusing.

Moreover, not all e-books are equal. Some only allow access to a single reader at a time while others allow unlimited simultaneous users. We wanted to develop a process for prioritizing e-books that allows maximum flexibility for our users and provide the best value for our investments. In summer 2018, we initiated a project to deduplicate our e-book holdings. We were able to remove more than 80,000 duplicate records from our catalog. While this was a marked improvement, we know that we can do more. Since our e-books are a dynamic collection with thousands of new titles added annually, we also need to make the deduplication process more efficient. In phase 2 of the project, we will continue to reduce duplication and simplify access to our collections, improving the user experience for the LMU community.

Augmenting Online Catalog Records



Form/genre headings are used in libraries to tell both systems and users what an item “is” rather than what it is “about.” The Library of Congress has developed them over the past several years, becoming part of national cataloging standards, and they have gradually appeared in our most recent catalog records. Library discovery layers and newer catalog interfaces often utilize these headings as facets to help users narrow down search results.

This past year, we added many new form/genre headings to our records, most of them relating to literature titles, such as “love poetry,” “novels,” “sports fiction,” and “ghost stories.” Additionally, our head of cataloging has developed more than 3,200 local “diversity” form/genre headings to help our users find literature and films about the experiences of many different marginalized groups, such as “African American fiction films,” “Jewish fiction television programs,” “Gay drama,” “African American poetry,” and “American Indian fiction.”

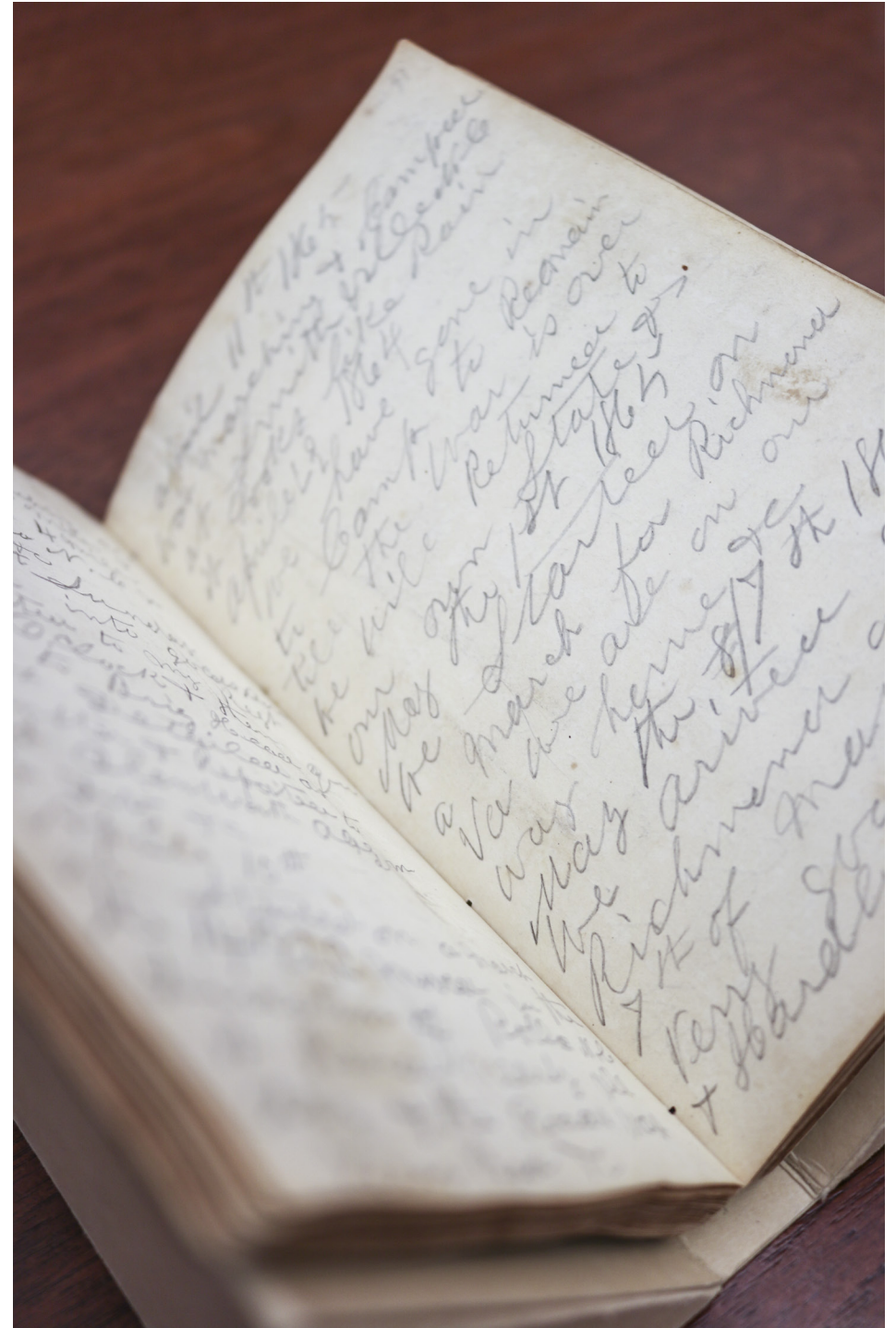
In the coming year, we will finish adding form/genre headings and assess their effectiveness using system search data. By adding these new forms of metadata access to older records, we hope to increase the visibility of more library materials, especially those cataloged before these new standards were developed.

SIGNIFICANT ACQUISITIONS AND GALLERY EXHIBITIONS

The William H. Hannon Library's acquisitions in Archives and Special Collections emphasize our support of LMU's curriculum, mission, and identity. We value faculty engagement and encourage student participation in our collection-building decisions through exhibition curation, course design, and gifts.

This year we would like to give a special shout-out to Lindsay McConnell, class of '21, who donated her family's Civil War diary along with supporting material. The diary is a fascinating artifact with evidence of prior ownership and use before it fell into the hands of Lindsay's ancestor during the war. It is our first diary directly connected to a Loyola Marymount University student's personal history, and we are thrilled to be its legacy caretaker.

Below are additional highlights that reflect some of our efforts this year to deepen significant holdings as well as to fill historical gaps in our collections.



Athanasius Kircher, S.J.
***Arithmologia*. Rome, 1665**



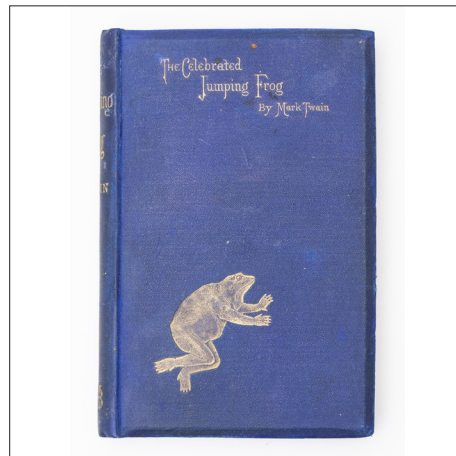
With generous support from LMU's Jesuit Community, we acquired this rare work by the great Jesuit polymath. Kircher's illustrated treatise on numbers seamlessly blends medieval traditions of mysticism with scientific modernity.

Isabelle de Vernon. [Seal Matrix, 13th–14th century]



Artifactual evidence of women's lives in the Middle Ages is scarce. This bronze seal matrix belonged to an English noblewoman and depicts her image in its design. It retains traces of red wax, which she would have used to seal her documents. The matrix was purchased with monetary assistance from Professor Stephen Shepherd.

Mark Twain. *The Celebrated Jumping Frog of Calaveras County*. New York, 1868



Our fall 2019 student-curated exhibition will feature Mark Twain and the American West. Look for this important first edition in our gallery.

***The Whole Booke of Psalmes [with The New Testament]*. London, 1638**



This is our first example of an English embroidered dos-à-dos (back-to-back) binding. It is a lovely addition to our "history of the book" specimens.

Sincere & Emotional: Stories of Connection (August–December 2018)



In partnership with the 2018–19 Bellarmine Forum, our fall gallery exhibition celebrated art works, rare books, and other artifacts that resonate themes of collaboration in the creative arts. Curator Nina Keen, an English department graduate student conducting an internship with Special Collections, selected works by the Brontës, Lord Dunsany, Thomas More, Harriet Tubman, and Beatrice Wood among many others. The Corita Art Center, Will Pupa, and the Marymount Institute loaned additional works.

Making a Scene: The Process of Stage Design (January–May 2019)



The spring exhibition was curated by Charles Erven, professor of theatre arts at LMU, and Lauren Zuchowski Longwell, curator of the Charles E. Erven Collection. Featuring selections from the recently donated Charles E. Erven Theatre Collection with additional loans from Erven's personal collection, the exhibition presented the creative process of set design from start to finish. This unique exhibition celebrated the career of Charles Erven and provided glimpses into the art of stage design often lost to time and utility.

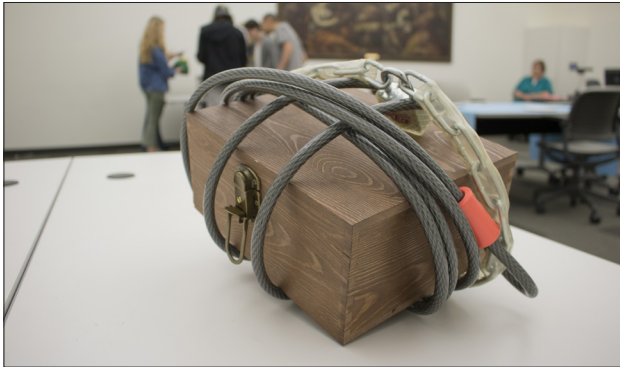
From Their Perspective VII: Art Posters for a Brighter Future (June–July 2019)



This year's summer exhibition featured visually stunning posters created by Los Angeles artist John August Swanson. Eighteen library student workers explored the art posters with powerful messages of social justice. They shared personal stories and perspectives on urgent social issues that we face, compelling us to work together for a thriving future for our local and global communities. The exhibition was directed by Rachel Wen-Paloutzian, Archives and Special Collections Instruction Librarian.

INNOVATION IN THE CLASSROOM

Escape [Room] from the Archives

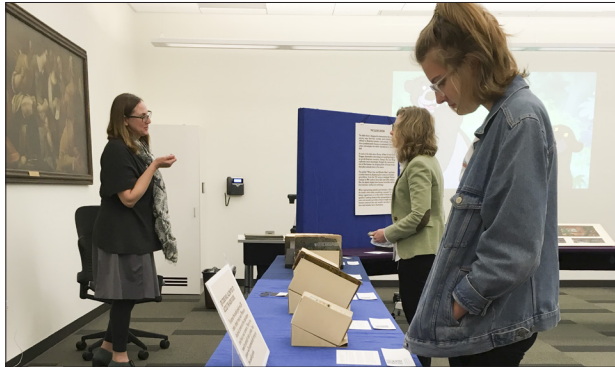


Last summer, Elizabeth Drummond, associate professor of history, contacted us with an intriguing question: Could we create an escape room experience for her students in History 2910 (“Telling History in Public”) as a fresh approach to engaging with special collections artifacts? We were instantly hooked.

Three librarians joined Drummond to develop a dynamic escape room that pitted teams of 6-7 students against one another and the clock. Their goal was to solve puzzles set within a fictional story related to the history of enslaved peoples in the United States. Students had to solve a series of three puzzles and in the proper order to complete the assignment and “escape” the classroom. We tasked students with examining real and modified artifacts from our collection, including bills of sale, historical almanacs, and fugitive slave advertisements.

Viewing the original artifacts during a follow-up visit, the students discussed how the game engaged the literacy skills—textual analysis, understanding relationships between documents, and historical empathy—that are crucial to a historian’s research. This also provided a springboard for a broader discussion of archival work and preservation. Congratulations to the students who escaped Special Collections.

A Class-Curated Pop-up Exhibit



Throughout the spring semester, we collaborated with Amy Woodson-Boulton, associate professor of history, and the students in her “Museums and Society” course to curate a pop-up exhibit titled “Where Fear and Wonder Meet: 400 Years of Animals and Monsters at W.H. Hannon Library.”

In preparation for the exhibit, students learned about the history and theory of museums in modern Europe and traveled to Berlin, Germany in March to visit museums and preservation sites. In collaboration with librarian Lauren Zuchowski Longwell, each student selected and researched an item from our collections, wrote label descriptions, and, in small groups, created a slideshow, recorded audio guides, and developed publicity materials.

The pop-up exhibit was held on May 1, 2019, in the Archives and Special Collections classroom and displayed rare books, archives, and artifacts dating from 1609 to 1968. It included monster-related archival materials from the Samuel Z. Arkoff Papers, “Planet of the Apes” items from the Arthur P. Jacobs Collection, a sketch from the Hal Pereira Film Sketches, netsuke from the Robert and Miriam Kinsey Collection, and nine books, including Johann Schenck’s *Monstrorum historia* (1609), Charles Bonnet’s *Oeuvres d’histoire naturelle* (1779), Aesop’s *Fables* (1884), and Edgar Allen Poe’s *Tales of Mystery and Imagination* (1939).

Student Conservators and Religious Vestments



It is uncommon for libraries to have expert curators on staff who can handle some non-traditional library formats, such as textiles. To preserve these treasures, we must develop alliances, seeking external support to make them available for research.

This spring, we provided a major preservation boost to our amazing collection of 18th–19th century vestments from California missions and the Del Valle family’s rancho. Leon Wiebers of theatre arts co-created the seminar course THEA 498 “Costume and Textiles Conservation” with librarian Cynthia Becht and Elise Rousseau, principal conservator at Art Conservation de Rigueur. Under the expert guidance of Rousseau, an authority on California vestment conservation, a selected group of students analyzed, documented, conducted basic cleaning, and rehoused the majority of items within the vestment collection. They learned critical methodologies of costume research as well as curatorial issues faced by special collections and museums.

This inspiring course provided an essential first step toward conservation for an important California heritage collection as well as life long skills for students who may become our future conservators and curators. THEA 498 was made possible by the generosity of donors to the library and the theatre arts program in support of preservation and textile arts.

Algorithmic Bias in Online Search Engines



In summer 2018, LMU partnered with Google in a pilot program called the Computer Science Summer Institute (CSSI), a three week on-campus summer experience program for first-year students focusing on STEM studies and computer science. The library was proud to support this new program by providing information literacy instruction sessions focused on search engine algorithmic bias and the use of Google in academic research.

Librarians Elisa Slater Acosta and Jennifer Masunaga led students in activities that highlighted how popular search engines like Google can produce racially and/or culturally insensitive search results due to biases in the metadata and code structures. Our librarians discussed the importance of critically evaluating all resources found online. However, they also highlighted the helpful and convenient aspects of online tools by showing students how to find highly cited journals and articles in STEM subjects using Google Scholar.

Asynchronous Learning through Video Tutorials



We have a mission of inclusion at the William H. Hannon Library, one that seeks to meet our users' expectations for accessing content in their desired format.

This past year, librarian Darlene Aguilar developed six online instructional videos on some of the most frequently asked questions in the library. Topics included how the printers work; how to use interlibrary loan; and how to use Google Scholar. The videos allow us to provide users with multiple means of representation and obtaining knowledge. Instead of only providing information in text and pictures, we now include videos to students who may have difficulty reading, to international students for whom English is their second language, or to students who just prefer to view videos. Additionally, these videos benefit our distance education students who may not have the ability to speak with a librarian in person.

Project CORA Wins National Award



It has been four years since we launched CORA, the Community of Online Research Assignments. CORA is an open educational resource of information literacy assignments and teaching tools for faculty and librarians sponsored by the Statewide California Electronic Library Consortium and LMU.

In April 2019, CORA won the 2019 Multimedia Educational Resource for Learning and Online Teaching (MERLOT) Information and Communications Technology Literacy Classics Award. The MERLOT Classics Awards program recognizes and promotes outstanding online resources designed to enhance teaching and learning. Susan Gardner Archambault accepted this award, granted to authors and developers for their contributions to the academic community. Regarding CORA, the MERLOT Editorial Board had this to say:

CORA IS A WELL-KNOWN AND WELL-USED OPEN ACCESS RESOURCE FOR FACULTY AND LIBRARIANS. THIS COLLABORATIVE SPACE FACILITATES ADAPTING AND EXPERIMENTING WITH RESEARCH ASSIGNMENTS, AND SUPPORTS SHARING THE SUCCESS OR LESSONS LEARNED SO THAT OTHERS MAY BENEFIT. ”

COLLABORATIVE PROGRAMMING AND STUDENT SUCCESS

Haunting of Hannon VI: Inferno



This year's Haunting of Hannon Library was hell. Under the direction of Kevin Wetmore, professor of theatre arts, and taking the lead from Dante Alighieri, the William H. Hannon Library was transformed into an inferno for one evening in October.

Our tour guides (aka "the Virgils") led guests through a hellscape of theatre that only the devilish mind of Wetmore could devise, descending through the library's basement where they might encounter a sadistic Malacoda, or a possessed spirit, only to ascend through the library to discover even more horrors. We saw the transformation of Dr. Jekyll, the ravages of the bubonic plague, and Cleopatra in the afterlife.

This marks our sixth year collaborating with LMU's theatre arts program to host the haunted library, which is one of our most popular annual programs, drawing more than 200 guests. The script, costumes, stage design, and performances are all produced by theatre students, faculty and staff, and based on the items on display in our fall Archives and Special Collections exhibition. We even had two librarians in the cast this year.

The Haunting of Hannon continues to showcase the creativity of our campus community and offer an alternative means to engage with our collections.

Women's Voices of 20th Century Theatre



Just as the subject of the Haunting of Hannon aligns with our fall Archives and Special Collections exhibition, the subject of the Women's Voices program in March aligns with our spring exhibition and celebrates Women's History Month. This year, to synchronize with our gallery exhibition, "Making a Scene: The Process of Stage Design," our Women's Voices event brought to life the narratives of women working in stage design in the 20th century.

Written and produced by Kevin Wetmore of theatre arts, LMU students performed the writings and speeches of four noteworthy women whose contributions to the theatre industry and theatre education should not be ignored: lighting designer Jean Rosenthal, stage designer Patricia Zipprodt, Professor May Nickell Rankin, and educator and director Patricia McIlrath. The student performers offered dramatic readings of the women's published works and spoke afterwards about the process of researching and becoming each voice.

As one student attendee remarked, "When I think of theatre back in the day, I don't associate it with women being pioneers because of what we're taught. Women are usually left out of that dialogue. Hearing about Jean Rosenthal was especially eye opening. She was badass."

Celebrating the Work of Chuck Erven



It should be no surprise by now that the theatre department is one of our favorite collaborators. The opening reception for our spring 2019 exhibition, "Making a Scene: The Process of Stage Design," was an opportunity to celebrate the career of Charles E. Erven, professor of theatre arts at LMU, and to highlight some of the works from his collection, donated to Archives and Special Collections in 2018.

The opening reception featured a panel discussion, moderated by Erven, between professionals with a variety of experiences within theatre about their careers and their previous work with Erven. Pamela Shaw, associate professor at Santa Barbara City College, discussed her extensive experience in costume design. Shaw worked as assistant costume designer for the television show "The Vampire Diaries" and for the film "The Artist," which won a 2011 Academy Award for Best Costume Design. Danila Korogodsky, the artistic director of Theatr Pokoleniy in St. Petersburg, Russia, spoke about working as a director and stage designer all over the world. Christian Lezano, artistic director of Sierra Madre Playhouse, spoke about his experience directing, producing, and acting. Finally, J Mills Fagan, LMU '04, spoke about his experience in theatrical and film set design, men's fashion, and marketing.

Long Night Against Procrastination



For the past five years, we have hosted a Long Night Against Procrastination as part of our spring finals programming. Fifty to 60 students are invited to attend this four-hour, late-night event and enjoy all the comforts and services the library can provide in a private, intimate space: a quiet room, access to research librarians and writing tutors, healthy “brain food,” and a never-ending flow of coffee and teas. Students receive a free goody bag, which contains a mix of useful and fun items: highlighters, pens, notepads, stress balls, and snacks.

After a brief introduction — during which we talk about strategic goal-setting — the students get to work on the finals projects. We have scheduled breaks and raffles throughout the evening and order in pizza midway through. After midnight, we ask students to reflect on the goals they set at the beginning of the evening and determine how successful they were in achieving those goals.

Some of the tasks students completed this year included: finishing a biology lab PowerPoint presentation, completing a six-page paper, creating a game plan to finish finals, organizing 19 pages of exam notes, and completing a full revision of a philosophy term paper in consultation with a writing tutor.

The feedback from this event has been consistently positive over the past half-decade and it is always one of our most popular student events. When asked “What was the best part of the Long Night Against Procrastination in 2019?” many students appreciated the use of structured breaks throughout the evening. Not surprisingly, many also enjoyed the free food and coffee. Most of all, the students valued the ability to focus in a distraction-free environment. As one student noted, “It was supportive and everyone was there hustling and it was a great place to be in the work.” Let’s do it again next year.

Library Open House



Library anxiety affects every student. It is especially detrimental to our first-year and transfer students, who have never set foot inside the William H. Hannon Library, let alone attempted to use our resources. After all, libraries can be daunting: millions of resources situated in seemingly labyrinthian digital and physical spaces. Even students who may come to LMU with research experience would not be familiar with the unique structure and resources available at our library.

To help students overcome this anxiety, we hosted our first-ever open house in October 2018 to introduce newly-admitted students to the “places and faces” of the William H. Hannon Library. We gave attendees the opportunity to learn about library services, meet with library staff, and explore spaces in a fun, no-risk environment. Students had the opportunity to play “Archives Trivia,” ask questions at the Information Desk, explore the book stacks, win library-branded swag at our outreach booth, and take selfies with Iggy the Lion and Buster the therapy dog. Of course, we also had food (vegan burritos). Attendees who successfully completed the activities at each station had the opportunity to enter a raffle for a wide range of giveaways, from Starbucks gift cards to Razor scooters.

We surveyed students at the conclusion of the event: When asked, “To what extent do you feel comfortable asking staff for help in the library,” 79 percent said they felt “very comfortable” asking for help. Based on the same survey data, we discovered that students also learned about our study room reservation system, 24/7 access to our online resources, how to locate books in the stacks, and where to start their research.

As one student noted, “I am so glad that the library threw this event because it gave students a chance to ask questions that they might be embarrassed to ask on the daily.” Mission accomplished.

MEET OUR NEW LIBRARIAN: PETER ROLLA

Peter Rolla was hired in November 2018 as our new Cataloging Librarian. He is the liaison to Modern Languages and Literatures. Before coming to LMU, Rolla worked at Stanford University, the University of Colorado at Boulder, Harvard University, and most recently, UC San Diego. Rolla earned his M.LIS. from Simmons College, and additionally has a M.A. and M.Phil. in Spanish from Yale University, a B.A. in Spanish from University of Arizona, and a B.A. in liberal arts from Sarah Lawrence College.



UNDERGRADUATE LIBRARY RESEARCH AWARDS

Now in its 13th year, the Undergraduate Library Research Awards recognize and reward 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.





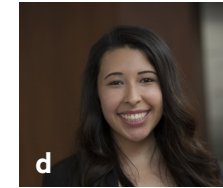
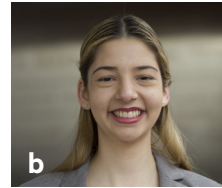
**Grand Prize:
Emily Rawson (a)**

For 2019, the grand prize of \$1,000 was awarded to Emily Rawson, for her work titled “The Golem: An Exploration of Lotte Reiniger and German Expressionism.” Rawson was nominated by Tom Klein. For this award, Rawson produced a creative short animated film that, according to the Awards Committee, “reflected her understanding of German Expressionism and Reiniger’s animation techniques.” The committee was impressed with Rawson’s diverse bibliography and how she engaged with other film historians to supplement scarce written resources. Rawson is a junior animation major who produced this work for HNRS 2000.

**Group Award:
Jessica Griggs (b) and Annie Shane**

The group award of \$1,000 was awarded to Jessica Griggs and Annie Shane (not pictured) for their project, “Service Dog–Human Relationship.” Nominated by Maire Ford and produced for PSYC 4100, Griggs and Shane created “a solid research project that reflects disciplinary standards in psychology research proposals.” Their reflective essay provided a good explanation of the value of library resources and their literature review identifies gaps in the published literature.

Thank you to our generous donor, Thomas P. Campora '66, for his support of the awards.



**Honorable Mention:
Zachary Bishkin (c)**

Zachary Bishkin was nominated by Joshua Spizman for his work “Evaluating Morningstar Wide Moat Stocks through the Business Cycle.” Bishkin’s application included a strong letter of recommendation that provided excellent context for the project within the discipline as well as noting his personal initiative and dedication to the project. The Awards Committee noted “the essay is a thoughtful reflection about the process of research and discovery, and the resources and services of the library as they relate to this process.” Bishkin is a senior finance and accounting major who produced this work for HNRS 4100.

**Honorable Mention:
Jeannette A. Martinez (d)**

The second of our honorable mentions, Jeannette A. Martinez, was nominated by Gil Klein for her work “Willem Surenhuys’ Latin Translation of the Mishnah: The Ideal City of Panel 10.” The Awards Committee recognized Martinez’s diverse use of library resources, including archives and interlibrary loan, and was particularly

impressed by her ability to distinguish her own interpretations through thoughtful analysis of primary sources. Additionally, the committee noted that Martinez’s essay “demonstrates dedication to the research process and commitment to scholarly authority.” Martinez is a senior art history and theology double major who produced this work for THST 3101.

**Honorable Mention:
Daniel A. Siciliano (e)**

The third honorable mention went to Daniel A. Siciliano, who was nominated by Erin Stackle for his work “Moral Virtue: The Virtue of What?” Siciliano submitted a compelling paper that made a challenging philosophical argument approachable and a reflective essay demonstrating his engagement and dedication to his research. According to the Awards Committee, “through their research process and creative search strategies, the student demonstrated persistence and understanding of conducting research in the philosophy field.” Siciliano is a senior philosophy major who produced this work for SURP 2018.

2018–19 BY THE NUMBERS

EXPENDITURES

\$1,664,274

E-resources

\$4,304,993

Personnel
(salaries and fringe)

\$3,757,976

Capital print and
electronic materials

\$990,638

Operating expenses

PROGRAMMING

53

public
programs

5,565

attendees total
across all programs

19

Public exhibitions
on display

PHYSICAL COLLECTION

598,162

Books

104,629

Bound periodicals

28,716

CDs, DVDs,
and other media

5,601

Archival collections
(in linear feet)

791

Current print
periodical subscriptions

1,042,256

Postcards

ELECTRONIC RESOURCES

593,317

E-books

53,193

E-periodical titles

351

E-reference
databases

SERVICES

47,766

Check-outs and
in-library use

571,938

E-book usage

398,987

E-journal usage

228,613

LibGuides usage

14,397

Reference questions

563,613

Total visitors

5,784

Students receiving
library instruction

2,071

Laptop loans

21,230

Main stacks
retrieval requests

SELECTED WORKS BY LIBRARIANS AND STAFF

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

Presentations

Acosta, Elisa S. (2018, July). *Missing Information has Value: Climate Change and the EPA website*. Presentation at the Library Instruction West Conference, Grand Junction, CO.

Aguilar, Darlene. (2019, March). *Improving Library Tutorials: Multimedia Design Principles*. Library 2.019: Shaping the Future of Libraries with Instructional Design, [held online].

Alston, J., **Blas, Nataly**, Bradshaw, K., Duffus, O., Holmes, G., & Velez, L. (2019, April). *Reframing the Residency Narrative: Creating, Sustaining and Reinventing the Profession Through Library Residency Programs*. Panel presentation at 2019 Association of College & Research Libraries (ACRL) Conference, Cleveland, OH.

Archambault, Susan G. (2019, May). *Brick by Brick: Building a Local Information Literacy Test*. Presentation at the Qualitative and Quantitative Methods in Libraries Conference, Florence, Italy.

Archambault, Susan G. (2018, June). *Discover CORA: the Community of Online Research Assignments*. Presentation at the Workshop on

Instruction in Library Use (WILU) Conference, Ottawa, Canada.

Archambault, Susan G. (2018, September). *Going Local: Designing a Homegrown Information Literacy Test for Your Own Institutional Context*. Presentation at the European Conference on Information Literacy (ECIL), Oulu, Finland.

Blas, Nataly, Conner-Gaten, Aisha, & Hubbard, Melanie. (2018, August). *So You Wanna Do a Poster Session: A Design Primer*. Presentation at 2018 New Librarian Summit, San Jose, CA.

Blas, Nataly, Conner-Gaten, Aisha, & Young, Jessea. (2019, May). *Creating Brave Spaces: The POC in LIS Summit as Community Building*. Presentation at California Academic & Research Libraries – Diversity in Academic Libraries Interest Group (CARL DIAL-IG) Spring 2019 Program, Los Angeles, CA.

Blas, Nataly, Galoozis, E., Halpern, R., Jones, K., & Pierce, S. (2019, April). *Reconceptualizing the Conference Experience: Employing Grassroots Efforts in Conference Planning to Promote Inclusivity and Accessibility*. Panel presentation at 2019 Association of College & Research Libraries (ACRL)

Conference, Cleveland, OH.

Borgerding, J., **Jackson, John**, Peters, J., & Garczynski, J. (2019, April). *Recasting the Parentative: Seeking Balance Amidst the Busyness*. Panel presented at the meeting of the Association of College & Research Libraries, Cleveland, OH.

Brancolini, Kristine R., & Kennedy, Marie R. (2019, March). *Becoming a Productive Librarian-Researcher*. Keynote presentation at the Empirical Librarians Conference, Richmond, VA.

Colbert, J., **Conner-Gaten, Aisha**, Ganin, N., Libby, G., & Sorrell, R. (2018, June). *Developing a Tribal Libraries, Archives, & Museums (TLAMS) Directory*. Presentation at American Library Association Annual Conference 2018 American Indian Library Association (AILA) President's Program, New Orleans, LA. Also presented at the Emerging Leader Poster Session at the same conference.

Conner-Gaten, Aisha, Olmos, N., Palacios, C., & Rios-Alvarado, E. (2018, September). *Power of the Grassroots: A Call to Action and Organizing*. Closing Keynote Brunch Presentation at 2018 Joint Librarians of Color Conference (JCLC), Albuquerque, NM.

Conner-Gaten, Aisha, & Ramirez, Marisa. (2019, March). *Assessing the Diversity of the E-Collection of the William H. Hannon Library; a Phased Project*. SCELCC 2019 Colloquium Lightning Talks. Los Angeles, CA.

Conner-Gaten, Aisha, Tate-Louie, K., & Van Ness, S. (2018, June). *Battling Impostor Syndrome in the Workplace*. ALA Library Leadership & Management Association Webinar, online.

Conner-Gaten, Aisha, & Young, Jessea. (2018, August). *Internet Me Is Doing Great: Developing An Online, Professional Persona*. Presentation at 2018 New Librarian Summit, San Jose, CA.

Davidson, C., Kruse, J., **Jackson, John**, Mastel, K., & Wainwright, A. (2018, June). *We're All in It Together: Focusing Outreach & Assessment to Your Institution's Strategic Goals*. Panel presented at the meeting of the American Library Association, New Orleans, LA.

Draper, Daniel, Gritz, Stephanie, Lewis, Ron, & Mitchell, Jason. (2019, March). *Reducing Redundancy: Practices and Methods to Remove Duplicate Vendor Supplied Bibliographic*

Records. Presentation at the Electronic Resources & Libraries (ER&L) Conference, Austin, TX.

Fitzroy, D., **Lewis, Ron**, Servizzi, N., & Stroh, J. (2018, November). *Automatic Institution-Specific Holdings Feeds Are a Win for Everybody!* Presentation at the Charleston Conference, Charleston, SC.

Gatten, Jeff. (2019, March). *Two-Tiered Approach to Library Space Assessment*. SCEL C 2019 Colloquium Lightning Talks, Los Angeles, CA.

Hazlitt, Jamie. (2018, December). *We're All in this Together. Using Systems Thinking and Data Visualization to Influence the Ordering Habits of Liaisons*. Poster presented at Library Assessment Conference, Houston, TX.

Hazlitt, Jamie, & Mitchell, Jason. (2018, November) *E-book is not a Four-Letter Word. Or, How We Reduced Anxiety and Increased Liaison Confidence in Acquiring and Engaging our Users with E-books*. Presentation at Charleston Library Conference, Charleston, SC.

Hubbard, Melanie. (2018, November). *Antisemitism on Twitter: Teaching Students How to Analyze Online Hate Through A Simple Information Literacy Assignment*. Digital Library Federation Forum, Las Vegas, Nevada.

Hubbard, Melanie, & Lee, J. (2018, November). *Archives, Race, and Justice*. Digital Library Federation Forum, Las Vegas, Nevada.

Justice, Alexander. (2018, December). *Are We Speaking the Same Language? Analysis of Librarian and Library User Conversation*. Presentation at CARLDIG-South, Los Angeles, California.

Kennedy, Marie R., Brancolini, Kristine R., & Kennedy, D. P. (2018, November). *The Research Networks of Productive Librarian-Researchers*. Paper presented at the 2nd North American Social Networks (NASN) Conference. Washington, DC.

Kennedy, Marie R., & Ramirez, Marisa. (2018, December). *Assessing the Diversity of the E-Collection of the William H. Hannon Library*. Poster presented at the Library Assessment Conference, Houston, TX. <https://libraryassessment.org/wp-content/uploads/2018/11/51-Kennedy-AssessingDiversityECollection.pdf>

Longwell, Lauren Z. (2018, October). *Re-imagining the University Archives: Balancing the Histories of Loyola University and Marymount College*. ICA/SUV 2018 Annual International Conference, Salamanca, Spain.

Longwell, Lauren Z. (2019, April). *No Reprocessing Without Representation! Discovering Hidden Narratives During Routine Work*. Society of California Archivists Annual General Meeting, Long Beach, California.

Masunaga, Jennifer, & Archambault, Susan G. (2019, March). *Taking a (Cognitive) Load Off: Improving User*

Experience in LibGuides. Presentation at the Designing for Digital Conference, Austin, TX.

Wen-Paloutzian, Rachel. (2019, April). *Finding the Way: Guidelines, Instructional Practices, and Tools for Primary Source Literacy*. Society of California Archivists Annual Conference, Long Beach, CA.

Wen-Paloutzian, Rachel, & Poladian, L. (2019, March). *Seeing, Touching, Imagining: Rhetorical Pedagogy Inside Special Collections*. You Are Here: An Interdisciplinary Conference on Place, Space, and Embodiment, Creighton University, Omaha, NE.

Publications

Acosta, Elisa S., Conner-Gaten, Aisha, Garibay, Javier, Rosen, Rhonda, & Zingarelli-Sweet, Desirae. (2018). A Change Is Gonna Come: Renewing Information Workers' Commitment to Social Justice. In M. Hight (Ed.) *Proceedings of the California Academic & Research Libraries (CARL) Conference, April 14, 2018*. <http://conf2018.carl-acrl.org/conference-proceedings/>

Blas, Nataly, Deras, Rachel, Conner-Gaten, Aisha, & Young, Jessea. (2019). Empowering Collaborations and Creating Brave Spaces: POC in LIS Summit. *College & Research Libraries News*, 80(5), 270-273. <https://doi.org/10.5860/crln.80.5.270>

Caragher, K., **Conner-Gaten, Aisha**, & Drake, T. (2018). Push Comes to Shove: Supporting Patrons of Color at Your Institution. In K. M. Hughes (Ed.) *Quick Reads for Busy Librarians; PLA 2018: Ten Essential Programs*. (17-24). Public Library Association.

Kennedy, Marie R., & Brancolini, Kristine R. (2018). Academic Librarian Research: An Update to a Survey of Attitudes, Involvement, and Perceived Capabilities. *College & Research Libraries* 79(6): 822-850. <https://crl.acrl.org/index.php/crl/article/view/16855>

Lewis, Ron, & Kennedy, Marie R. (2019). The Big Picture: A Holistic View of E-Book Acquisitions. *Library Resources & Technical Services* 63(2): 160-172. <https://journals.ala.org/index.php/lrts/article/view/6765/9484>

McClung, S., Gau, K., Blanton-Kent, B., & **Johnson-Grau, Glenn**. (2018). Communicating Collections to Stakeholders: The Good, the Bad, and the Spreadsheets. In Meyer, L. (Ed.) *Charleston Voices: Perspectives from the 2017 Conference*. Michigan Publishing, University of Michigan Library. <http://dx.doi.org/10.3998/mpub.11281794>

Smith, K. A., & **Conner-Gaten, Aisha**. (2019) Black to the Future: A Librarian's Guide to Building an Afrofuturist Collection and Exhibit. In O. Miller & S. Grimm (Eds.) *Comics and Critical Librarianship: Reframing the*

Narrative in Academic Libraries, (65-93). Sacramento, CA: Litwin Books, 2019.

Walker, Walter, contributor. (2019). *Homosaurus: An International LGBTQ Linked Data Vocabulary*, 3rd edition (abridged). <http://homosaurus.org/v2>

Wen-Paloutzian, Rachel. (2018, September/October). Are You Ready for a Fifth Grader? Engaging Fifth Grade Students in Special Collections. *Archival Outlook*, 10, 29.

Awards and Honors

Susan Gardner Archambault. 2019 Multimedia Educational Resource for Learning and Online Teaching (MERLOT) Information and Communications Technology (ICT) Literacy Classics Award, for “Project CORA: Community of Online Research Assignments.”

Her article was named one of the “Top 20 Articles of 2018” by American Library Association’s Library Instruction Round Table: Developing a Community of Online Research Assignments. *portal: Libraries and the Academy* 18(3): 451-471.

Jeff Gatten. Recipient of \$8,000 SCEL C Project Initiatives Fund (SPIF) grant to bring *Assessment in Action: Demonstrating and Communicating Library Contributions to Student Learning and Success* (ACRL Workshop) to LMU [April 5, 2019].

Jamie Hazlitt. Best of Category (Library Collections) for Hazlitt, J. (2018, December). *We’re All in this Together. Using Systems Thinking and Data Visualization to Influence the Ordering Habits of Liaisons*. Poster presented at Library Assessment Conference, Houston, TX.

Accepted to SPARC Open Education Leadership Program, cohort 3 (2019–2020).

Marisa Ramirez. Earned Master of Library Science (MLS) degree. (December 2018). University of North Texas.

Kathryn Ryan. 2019 Student Supervisor of the Year Award, Loyola Marymount University.

Yun Ji (Angie) So. Earned Master of Library Science (MLS) degree, with Phi Kappa Phi Honors. (June 2019). San José State University.

Jesse Young. Accepted to the biennial Minnesota Institute for Early Career Librarians from Traditionally Underrepresented Groups at the University of Minnesota Libraries, held July 16–20, 2018.



THANK YOU TO OUR DONORS

The William H. Hannon Library values the contributions of its 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, 2018 and ended May 31, 2019.

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