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William H. Hannon Library

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By the Numbers

EXPENDITURES

\$1,658,361 E-resources

\$4,292,738 Personnel
(salaries and benefits)

\$4,075,027 Capital print and
electronic materials

\$862,747 Operating expenses

EVENTS AND EXHIBITIONS

45 Virtual public programs

39 In-person public
programs

4,184 Total attendees

12 Public exhibitions

ELECTRONIC RESOURCES

711,356 E-books

965 Course Adopted E-books
(No cost to students)

53,141 E-periodical titles

342 Research databases

PHYSICAL COLLECTIONS

600,480 Books

6,072 Bound periodicals

28,925 CDs, DVDs,
and other media

5,662 Archival collections
(in linear feet)

607 Current print
periodical subscriptions

1,042,608 Postcards

SERVICES

23,454 Check-outs and
in-library use

128,798 E-book usage

345,198 E-journal usage

136,777 Research
guides usage

20,105 Reference questions

307,774 Total visitors

5,286 Students receiving
library instruction

DIGITAL COLLECTIONS

21,256 Items

731,420 Downloads, including:
• 220 countries
• 17,587 institutions

2021–2022

YEAR IN REVIEW



Loyola Marymount University
William H. Hannon Library

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Message from the Dean



The academic year 2021-22 has been one of reflection, renewal, and re-commitment to our values. What have we learned from our experiences with COVID-19? Can we ever go back to “the way things were before?” Would we even want to?

We address these questions and more in this year’s “Year in Review.” We asked ourselves these questions within the context of restarting our in-person services and operations and completing our new unit-level strategic plan. Three members of the library’s management team designed

and implemented an inclusive process to build a new strategic plan, aligned with the university’s recently adopted five-year plan, “Creating the World We Want to Live In.”

Alongside this work, there were operational challenges. One of our first tasks was to fill positions that went vacant the previous year. We reorganized and recruited an outstanding, diverse group of librarians and staff. Throughout the year, we worked to re-establish campus partnerships and collaborative relationships, fully reopening to our users with in-person services, while maintaining options for hybrid and online in just about every service area. While “pivot” was the keyword to 2020-21, in 2021-22 we were all about “flexibility.” We learned during the pandemic that both modalities offer benefits and disadvantages.

In 2021, the library won the prestigious Award for Excellence in Academic Libraries from the Association of College and Research Libraries in the university library category. This was the result of thoughtful, creative, and innovative efforts to advance the mission, vision, values, and goals of the university. Our new unit-level plan will shape our work for the next four years, as we endeavor to extend our record of

outstanding services and collections in support of our users and influence our profession beyond the bluff.

We are user-centered but we are also staff-centered. One of our plan’s most important goals is to “nurture an equitable and inclusive organizational culture” (Goal 6). The people who work in the library, including more than 100 student assistants each year, are the key to our success. Without them, the building would be an empty shell. They are the crème de la crème and they deserve the best of everything. One of my most important jobs is to support them in reaching their personal and professional goals, so that they can, in turn, support our students and faculty in pursuit of academic excellence and lives of meaning.

Looking forward, we have a significant project to complete next year: We will be implementing a new integrated library system (Alma), one that will be used to perform just about every function in the library, including the acquisition of information resources in all formats, cataloging, and processing those resources, circulating and housing them, and much more. In less than a year, the new system will be up and running, serving the libraries on the Westchester and the Loyola Law

School campuses. It will change how we do everything in the library. At the same time, Alma will offer numerous benefits for library operations and for every student, faculty, and staff member. In summer 2023, we look forward to unveiling our new system and its many improvements for the entire university community.

A handwritten signature in black ink that reads "Kristine Brancolini".

KRISTINE BRANCOLINI
Dean of the Library

DEIA Updates and Ongoing Work

EXPLORE
THE IHIP
COLLECTION



Last year in our DEIA Statement of Commitment, we pledged to create a brave and welcoming space for the LMU community by committing to the principles of diversity, equity, inclusivity, and anti-racism (DEIA) in our collections, our spaces, our operations, and throughout all our work. In this section, we highlight a few of the campus collaborations and DEIA-related actions we have taken. As we transition to a new unit-level strategic plan, we are committed to continuing to interrogate and dismantle white supremacist structures that enable oppression and inequity in the library.

Building Inclusive and Anti-Racist Structures

In 2022, we received an Inclusive Excellence Grant from the university to create a digital, open educational bibliography of published and archival resources on the Tongva peoples. This project will update a 2015 version of the bibliography and highlight Indigenous voices and perspectives. We have added more than 300 citations (including Tongva art, podcasts, and YouTube channels) to the previous 600 citations in the bibliography. We are also tagging and organizing the works using the Union of British Columbia Indian Chiefs Classification Plan to make them easier for researchers to browse by specific topics.

The LMU community uses library resources such as books and scholarly databases to conduct research and build their knowledge. To adequately support these needs, library collections must be comprehensive, representative of a variety of perspectives and embodied experiences, and accessible to users to help support diversity, equity, inclusion, and anti-racism. This year, cataloging staff have improved creator/contributor information to make it easier to search for own-voices material in the collections.

Collection development staff and librarian subject liaisons have also taken steps to improve the collections through an ongoing, multi-pronged approach. We continue to focus on identifying open educational resources that help lower the cost of class materials through our Open and Affordable Textbook Initiative and the Open Textbook Workshops, sponsored by a grant from the Statewide California Electronic Library Consortium. Librarians attended refresher anti-racist collection strategy training and frequently receive book lists highlighting diverse materials in their subject area through our vendors. We also continue to hone tools that assess the diversity of

our collections, including evaluating call number ranges for coverage. Read more about our e-resource collections strategy on page 11.

Our DEIA Statement of Commitment, drafted by the library DEIA Committee, is posted throughout the building and on the library website, where we track our DEIA-related accomplishments. We also built a DEIA research guide to educate and promote anti-racism, anti-ableism, anti-queermisia, and anti-transmisia by offering book and scholarly article suggestions, as well as videos and tools to help students find support and fight discrimination. Furthermore, as a result of the DEIA committee's recommendations, librarians will be required to include evidence of how they have worked to promote DEIA in their performance reviews and annual department reports starting this year.



Community Collaborations

The Inclusive History and Images Project (IHIP) is part of LMU's anti-racism project seeking to address important gaps in understanding our own institutional history by gathering stories and images from alumni and the greater LMU community. Librarians Lizeth Zepeda, Neel Agrawal, and Cynthia Becht joined the IHIP Steering Committee and have helped kick-start the initiative this year. We digitized existing images from University Archives and showcased those images in LMU Digital Collections, making them accessible online to a global audience. IHIP will continue to collect images, items, and stories from LMU alumni and community members, particularly items that show daily life at LMU, with a focus on under-engaged LMU communities, including: Black, Latino/a and Latinx, Asian American and Pacific Islander, Indigenous, LGBTQ+, and persons with disabilities.

At the 2022 CSJ Center Symposium, librarians Darlene Aguilar and Marie Kennedy, and Professors Amanda Apgar and Susan Scheibler discussed academic libraries' role in serving people with

disabilities. Hybrid learning presents benefits and challenges for students. For example, virtual chat offers synchronous, remote interaction but slow internet connections can limit access. Librarians have worked to make library instruction more accessible by using tools such as universal design for learning, adding in multiple engagement options like videos and chat, and flipped classroom methods that allow students time to process new material outside the class session. In the realm of electronic resources, such as online journals and databases, we have worked to include ADA and web content accessibility guidelines (WCAG) requirements in licensing contracts, as well as working with consortium partners to use our collective power to require more information about accessibility from electronic resource vendors.

While we continue to take steps to improve access and inclusivity in the library, there is still more to do. As a result, we have embedded this work in our 2021-26 unit-level strategic plan. Read more about our new strategic plan on page 7. During the drafting process of our new unit-level strategic plan, we met with

groups of students, staff, and faculty to create a plan that represented the needs of the university community and the library organization. This new plan identifies areas where we can increase diversity, equity, inclusion, and anti-racism: updating library staff hiring and support structures; integrating DEIA practices into information literacy instruction; implementing anti-racist and inclusive descriptive practices into collections metadata; reviewing collection areas for gaps; and training subject liaisons on best practices for building a diverse collection. We will also assess library spaces online and in-person for inclusivity and accessibility by implementing previous accessibility assessment recommendations, training library staff, and continuing to consult with LMU community members about their needs. Our work to improve diversity, equity, inclusion, and anti-racism within the library collections, spaces, services, and staffing will continue.



Significant Acquisitions

EXPLORE OUR ARTIFACTS



Our long-time Robert and Miriam Kinsey Collection and the recently donated Jim and Jeanne Pieper Collection have provided a rich foundation of Asian manuscripts, books, art and artifacts to share with courses such as ARHS 4307 “Arts of Japan,” ASPA 3200 “Masterpieces of East Asian Literature,” ASPA 4870 “Asian Mythology,” and THST 3282 “Buddhism.” This year, we enhanced this growing area with a number of late 19th/early 20th century Japanese fairy tales translated for the English-reading market, maps and pilgrimage routes to Buddhist shrines printed in the 1820s [a], and an amazing, five-volume “Illustrated Compendium of Buddhist Images.” First published in 1690, “Butsuzou Zui” 仏像図彙 is a landmark publication of Buddhist iconography in Japan [b]. Our copy is the revised and expanded 1783 edition, and includes hundreds of black-and-white woodblock illustrations.

In honor of the 400th anniversary of the canonization of Sts. Ignatius of Loyola and Francis Xavier, we acquired an edition of “Relatio Facta,” a 1622 printed report of the formal arguments presented to Pope Gregory XV in favor of the two Jesuits [c]. The papal review of these arguments, which include details of miracles worked by Ignatius and Xavier,

Opening the campus to in-person instruction gave us the joyful opportunity to reconnect students with physical artifacts. While we celebrate the innovative, meaningful ways with which we are able to share our collections virtually, the hands-on experience we provide in the special collections classroom adds an extraordinarily profound element to student learning and we were so glad to be able to share the magic of in-person encounters with history.

resulted in their elevation to sainthood. See “Gallery Exhibitions” on page 6 for a description of the curated exhibition that reflected upon the legacy of the early Jesuits and the 1622 canonization.

Katie Khojasteh, our English Department graduate student intern this year, researched 19th century book-bindings for her spring 2023 exhibition. Her work inspired us to seek more specimens of traditional binding from regions outside Europe and the United States. We added a Persian poetry manuscript with a gorgeously decorated Kashmir lacquer binding as well as examples of Islamic and Ethiopian Orthodox prayer books [d].

Katie’s research also helped us to find two unsigned bindings identified as likely the work of the Guild of Women Binders [e]. Stay tuned for Katie’s beautiful exhibition next year.

To help contextualize the moving history highlighted in the Ichikawa Family Papers that were donated to us during the early months of the pandemic, we added a large run of the “Heart Mountain Sentinel.” [f] It consists of 40 issues of the Wyoming incarceration camp newspaper in English and 22 in Japanese, together spanning from July 1944 to July 1945.

One of our favorite donations this year brought an artifact “home” when Margaret Dugan donated an early 1960s Loyola University letterman jacket [g]. Jay McDonald donated a beautiful, limited-edition

portfolio, “I Am You,” featuring Gordon Parks’ photographs, in honor of the retirement of Elena “Lane” Bove, LMU’s long-time senior vice president for Student Affairs.

We are also deeply grateful to the John August Swanson Trust for donating a large number of the artist’s serigraphs to our existing collection, along with the JAS Studio’s extensive database documenting his life, artistic process, and artworks and a wonderful little sculpture he had made as a child. In addition to being an internationally known artist, John August Swanson touched the lives of many members of the LMU community, inspiring us with his gentle grace and celebration of beauty. We are proud to preserve the work of a beloved, much-missed former student, collaborator, and neighbor.

Our acquisitions and gallery exhibitions this year reflect the happy collaboration between faculty in the classroom, student research, and our collecting and exhibition goals to promote greater inclusivity within our holdings.



a



b



c



d



e



f



g

Gallery Exhibitions

EXPLORE THE EXHIBITION

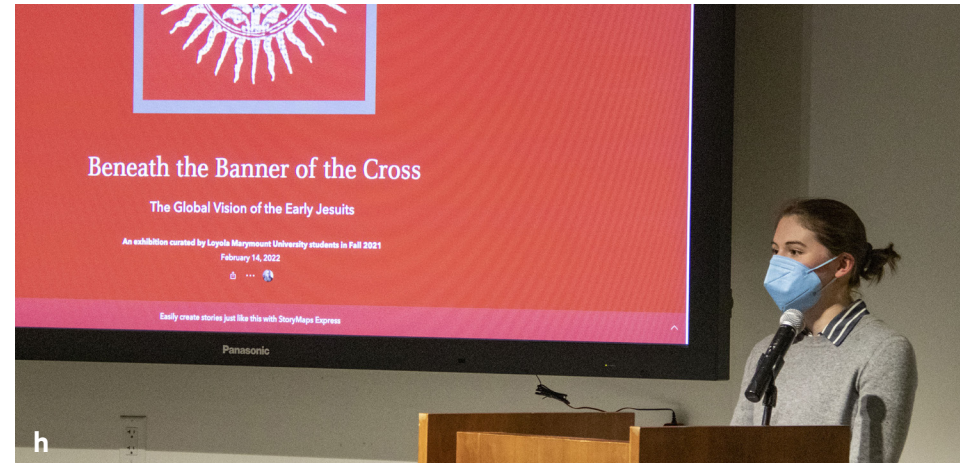


Fall 2021: “Storm Cloud: Understanding Climate Change Conversations through Historical Sources”

We were thrilled to re-open our Archives and Special Collections gallery with "Storm Cloud," a student-curated exhibition we had postponed due to the pandemic. Tracing human connections to weather, climate studies, and climate change, English Department graduate student Adefalokemi Ogun '21 researched historical sources of nearly 400 years covering a multitude of formats and perspectives. From Civil War diaries, personal letters, and whaling ship logs to groundbreaking scientific inventions and artistic responses, Kemi explored how voices of the past have informed our contemporary attitudes toward climate. She highlighted environmental racism by examining the inextricable relationship between centuries of institutionalized slavery and climate change wrought by deforested plantations. Kemi's exhibition suggested ways these diverse sources may help us to record and better understand climate change through a long historical lens.

Spring 2022: “Beneath the Banner of the Cross: The Global Vision of the Early Jesuits”

Professor Amy Woodson-Boulton and the students of her Topics in Public History course HIST 4910 “Exhibiting Sainthood,” immersed deeply into special collections in fall 2021 to curate an extraordinary exhibition on the far-reaching influence of the early Society of Jesus [h-j]. The students analyzed dozens of rare Jesuit materials in the collection, selected and researched their exhibition objects, and worked closely with our staff to develop the gallery design. Their thoughtfully presented exhibition revealed a complex history of Jesuit support for and resistance to colonial powers. The student curators asked probing questions related to the Jesuit's missionary activities as well as the order's commitment to knowledge, education, and social justice. We created “Beneath the Banner of the Cross” in spring 2022 in recognition of the 400th anniversary of the canonization of St. Ignatius of Loyola and St. Francis Xavier. In addition to special collections objects, it featured commemorative canonization medallions of the early 17th century, loaned by Chancellor Michael Engh, S.J., and Matthew Parlow '96, executive vice president at Chapman University and LMU alumnus. HIST 4910 also produced a digital companion exhibition using StoryMaps.



Library Strategic Planning 2021–26

It has been 13 years since the William H. Hannon Library first opened its doors to the campus. Having passed our first decennial milestone, we find ourselves asking: what needs to evolve and change in order to meet the future needs of our students and faculty?



READ OUR 2021-26 STRATEGIC PLAN

The challenges and opportunities we face include: the shift in collection priorities for archival, digital, and general collections to amplify the voices of historically marginalized communities; the changing landscape of publishing and research as it moves toward more open models of scholarship; and our need to support librarians' engagement with the profession and the academy as practitioners and scholars. Moreover, the status quo in libraries and higher ed is built upon centuries of white supremacy and presents substantial barriers. The library's new strategic plan outlines concrete actions that we can take to meet these challenges through instruction, spaces, collections, and our internal organizational culture.

In fall 2021, the librarians and staff of the William H. Hannon Library started the unit-level strategic planning process by appointing a sub-group of the library's Management Council to design and lead an inclusive, consultative process of crafting the 2021–26 plan. After conducting a literature review on strategic planning frameworks and processes for academic libraries, the group adopted a process inspired by a case study at Oviatt Library at California State University, Northridge (Dole, W. V., Dabbour, K., & Kott, K. (2017). Dialogic Approaches to Strategic Planning in Academic Libraries: An Appreciative Inquiry Case Study at Oviatt Library. *Journal of Library Administration*, 57(4), 468–480.) The authors outline a

“dialogic” method of planning (rather than “diagnostic”) using “appreciative inquiry” that invites stakeholders to imagine a future desired state.

In November and December 2021, the strategic planning leads invited all library staff to undertake a series of collaborative exercises to discover (what are we already doing?) and dream (what could we be doing?). At an all-day workshop in December, the library's leadership team took the output of the workshop and developed the first draft of the plan. From December 2021 through April 2022, a portion of each weekly leadership meeting was dedicated to continuing to work through the unit-level plan.

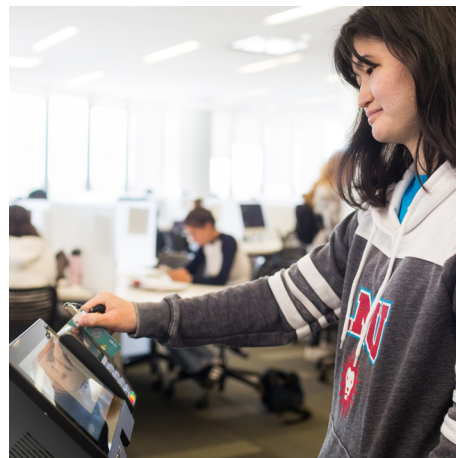
In February 2022 we shared the draft for a discussion with the Faculty Library Committee (FLC) — who then solicited

feedback from their faculty constituents through our Faculty Library Representative network — and hosted a library all-staff meeting with interdepartmental breakout groups to facilitate small-group discussion about the plan's direction. We used this feedback to inform the final design of the plan.

In March 2022, we met with student leaders in ASLMU and GSLMU, surveyed library student employees, and hosted a strategic planning discussion at the monthly Library-ITS Management meeting. This feedback, along with what we received from the LMU Planning Advisory Council, offered additional refinements through the design phase of the planning. We have also developed an implementation plan detailing how we will meet these goals and objectives, how we will scaffold and prioritize this work over five years, what resources we will need,

and what metrics we will use to measure success as we move through the final phase. Our thoughtful engagement with these stakeholders — ASLMU, GSLMU, FLC, ITS, staff, and our student employees — lays the groundwork for engagement throughout our implementation of the plan and establishes our accountability to all of these groups.

As Associate Dean Jamie Hazlitt notes: “We are in this transitional time when we are still figuring out what ‘normal’ is two years into a global pandemic, one that is changing higher education and our relationship to our work. Additionally, we are reckoning with issues related to diversity and equity. Through investing in our staff and librarians alike, and critically thinking about how we work, we are situating ourselves to have what we need to thrive and succeed, and to enable us to achieve the strategic goals that focus on our students and faculty.”



Notable Library Events and Programs

WATCH OUR
EVENTS ON
YOUTUBE



As students returned to on-campus instruction in the fall semester, we were able to welcome the community back into the library building for signature events. Over the course of the year, we offered a mix of virtual and in-person events.

Library Open House

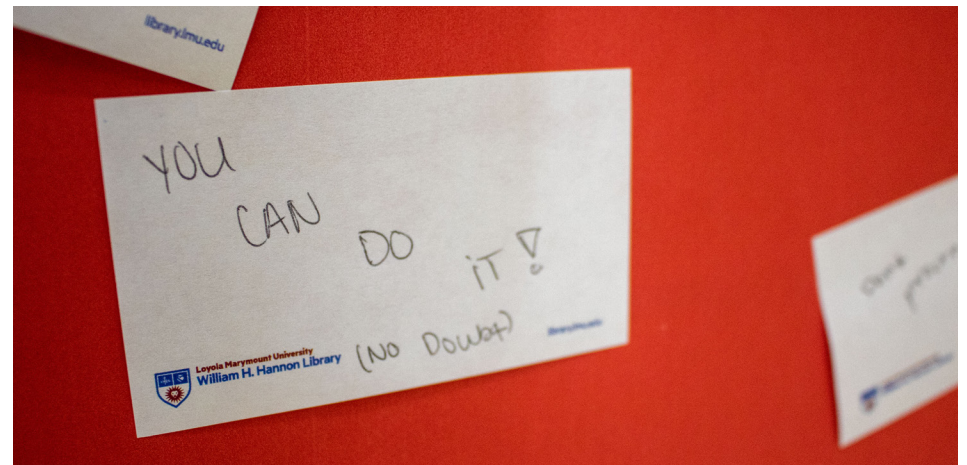
We hosted our third annual Library Open House in October 2021. Hundreds of students attended the event where they learned about setting up research consultations, reserving group study rooms, the variety of unique items held in special collections, and more. Over 95 percent of those who attended reported feeling "comfortable" or "very comfortable" asking staff for help at the library, showing that the event met its goal in alleviating library anxiety. As one attendee noted, "This open house was a great way to learn about the library and it also provided a nice getaway from the stresses of exam week. Thank you guys so much for putting on this event!"

80 Years Later: Reflecting on Japanese-American Internment

In March, we hosted an event to remember and reflect upon the impact of Japanese American incarceration in 1942 and Executive Order 9066. Professors Julia Lee of LMU English and Eric Haruki Swanson of LMU Theology spoke about how students in their courses made use of special collections materials, such as the Ichikawa Family Papers and the Honda Papers loaned by Patty Arra, to explore this history. Professor Curtiss Takada Rooks of LMU Asian American Studies addressed the significance of incarceration and reparations in light of today's anti-racist and DEI movements. Additionally, we heard testimony from first-, second-, and third-generation Japanese Americans about the legacy of internment on American soil. A pop-up exhibition highlighting some of the materials from the Ichikawa Papers accompanied the event.

POC in LIS Summit

Originally scheduled for 2020, the second biennial POC in LIS Summit was delayed due to the COVID-19 pandemic and transformed into a virtual conference. In July 2021, 124 attendees from 66 institutions, across 25 states attended the online conference. The mission of POC



in LIS Summit is to create a productive and brave space for people of color, especially women and marginalized identities, working in the information sector. The 2021 virtual edition provided an alternative space for colleagues and workers surviving a disastrous year with little to no opportunities for professional development and social growth. Presentations by library workers included creating POC-spaces in community archives, disrupting power imbalances within the library residency experience, designing better mentoring experiences for BIPOC librarians, and more.

Digital Citizenship Workshops

To address systemic problems with online misinformation, we once again hosted a multi-part Digital Citizenship workshop series focusing on skills students can use to navigate online information spaces. This year, in addition to “The Misinformation Pandemic: Who Can You Trust” and “Raising the Bar: Understanding Data Visualization,” we created an additional workshop: “Rise Against the Machines: Understanding Algorithmic Bias.” This new module helped students understand how algorithms perpetuate bias and discrimination and learn how to critically evaluate online search results.



Medieval Women’s Voices

To celebrate Women’s History Month, we collaborated with the Department of Theatre Arts to highlight four Catholic theologians and holy women: Teresa of Ávila, Hildegard of Bingen, Catherine of Siena, and Julian of Norwich. LMU theatre students performed dramatic readings from the works of these notable figures. Each performance was contextualized by Professor Anna Harrison of Theological Studies who provided background on each of the theologians’ works and beliefs. Following the dramatic readings, director Stacey Cabaj of Theatre Arts joined the women for a panel discussion.

Haunting of Hannon

Not only did we bring back our haunted library in person, but this year we took over the entire library building! More than 370 students, faculty and staff attended the ninth annual Haunting of Hannon, titled “Last Ride on the Cyclone.” We introduced guests into an abandoned amusement park, destroyed by hurricanes, and took them on a ride through the horrors of extreme weather: blizzards, storms at sea, lightning, hurricanes, and more.



Students from the Theatre Department offered chills and thrills by performing the roles of monsters, zombies, drowned men, and a swamp monster for good measure. It was “Amazing!” and “Freaky!” as some students told us. One attendee even noted: “I’m calling Netflix to make this a limited series.”

IRDL Speaker Series

Our IRDL Scholars Speaker Series shines a spotlight on voices and ideas that challenge traditional ways of conducting research. Now in its second year, this virtual series brought together more than 200 librarians from around the world to learn from four notable scholars on topics that included interpreting narratives in research, centering race and gender in qualitative methods, Latinx language and identities, and racist and sexist stereotypes in survey research.

Workshops for Faculty

In collaboration with our partners in the Center for Teaching Excellence, we hosted three workshops for faculty this past year. In the fall, we helped faculty learn how to utilize Zotero, an open-source program for



saving citations and creating bibliographies, and integrate it into research assignments. In the spring, our librarians co-led discussions on the use of social annotation tools in the classroom that help build digital communities of readers. Most notably, we collaborated with librarians from Saint Mary’s College of California to host a joint virtual workshop about open textbooks and how open educational resources can contribute to student learning and success and affordability.

Faculty Pub Night

While not completely “back to normal,” our Faculty Pub Night series continued into its 13th year with a series of virtual and in-person events celebrating the scholarly achievements of our faculty. This year’s eight programs attracted more than 390 attendees and covered topics including the impact of immigration and politics on K–12 classrooms, cultural humility in art therapy, Latino paparazzi, plant-derived drugs, novels, emergency care response data, and the opioid epidemic.



Lessons Learned Working Hybrid

EXPLORE OUR
RESEARCH
TUTORIALS



As Head of Archives and Special Collections Cynthia Becht noted, "teaching hybrid has been freeing." Offering instruction online allowed us to host multiple classes in a single day since we were not limited to scheduling the physical archives classroom. Moreover, we found it easier to share and discuss documents with students using Zoom's screenshare functions, rather than passing around a single object or producing copies of worksheets and finding guides.

The benefits of hybrid instruction extended beyond our students. In Kirstin Noreen's ARHS 3200 "Medieval Art" course, for example, students were able to work with dyes outside the library while attending library instruction virtually, thus protecting our rare and valuable materials from damage.

Our faculty colleagues recognize that learning can take longer in an online environment, and so were open to "flipped" classroom models, in which a substantial portion of the work is done by students in advance. We took the time to standardize and create additional instructional videos, thus ensuring that every student receives the same foundational information. Moreover, creating digital versions of these learning materials enabled us to focus on ensuring

our instruction was accessible to a variety of student needs. On one hand, we may be trading classroom fun for the efficiency of the Zoom room. On the other hand, we are providing space to accommodate various student, faculty, and staff needs.

Students have told us that they not only enjoyed learning this way, but would also like to see more instruction like it. We will continue to offer in-person research consultations, library instruction, and events, but we now have a wider range of options available to us vis-a-vis modality, time, and space. Of particular note, we redesigned our "RADAR Challenge" tutorial in the style of "Who Wants to Be a Millionaire," making it a more engaging experience. The tutorial tasks students with researching the topic of food insecurity, a subject that is both relevant and in line with LMU's social mission. Moreover, we can examine which information literacy concepts



There is much we have learned while supporting student research in a hybrid environment these past two years. Although we have regained the ability to meet and teach our students in person, the lessons we learned along the way offer opportunities for innovation, flexibility, and care. The future of library support has been irrevocably changed by the pandemic, from simple tasks, such as how we conduct meetings, to more complex work, such as creating a student experience that is both engaging and informative.

students struggle with the most and modify our in-person instruction based on this data.

Internally, we found that working hybrid required us to modify project priorities and strategically re-evaluate how we spend our time. Supervisors have the space to reflect upon and improve the project management aspects of their work. We shifted our attention to projects that required long stretches of uninterrupted focus, such as database and metadata cleanup, systems work, and improving catalog records; and the need to enhance off-campus access to materials required us to spend more time improving access to e-books and streaming media.

The way that we collaborate has changed as well. Zoom offered the ability for teams to look at a document together. We could appraise acquisitions from vendors in other cities without needing those items shipped to us or having to

travel. Not spending one to two hours each day commuting allowed us greater concentration and less anxiety. We no longer have to worry about the availability of the conference room or how long it will take to travel between back-to-back meetings. And while the need for teams to work around constantly changing hybrid schedules can be difficult, it has forced us to improve how we communicate and track the progress of our projects. "People just feel better about work," said Glenn Johnson-Grau, head of acquisitions and collection development.

Libraries and archives have existed for centuries, and they have adapted to constantly changing methods and mediums of information access. As institutes of higher education work to remake our educational spaces, we will be here supporting our students and faculty with all our tools and expertise.



Diverse and Accessible E-Resources



LEARN MORE
ABOUT TEXTBOOK
AFFORDABILITY

Online library resources are increasingly the quickest, most accessible options for students, faculty, and staff, with more than half a million e-books, nearly 60,000 digital periodical titles, and more than 300 research databases available to the LMU community. The pandemic made online resources not only convenient but a necessity for students and faculty doing research all over the world. We have been fortunate to have vigorous university support and careful library stewardship focused on collecting e-resources for years; the pandemic and expanding online education have made this even more important. We are focused on helping to reduce textbook costs for students and strengthening the diversity of library electronic resources by addressing gaps in the collection and regularly evaluating course needs in partnership with faculty.

Increasing Collection Diversity

In 2017, LMU awarded an Inclusive Excellence Grant to a group of librarians to assess whether our e-resource collections were aligned with the institution's vision and the needs of its diverse campus population. Library student employees conducted searches in about 200 databases with keywords relating to disability, religion, people of color, women's studies, and LGBTQ+ topics. This assessment found weaknesses in our collection, in particular around LGBTQ+ and disability research topics.

Unlike print books, which can be purchased individually to fill specific subject gaps, research databases are often distributed to libraries as packages or bundles. LMU librarian Glenn Johnson-Grau and Amy Pham of the Statewide California Electronic Library Consortium discussed this issue at the 2022 Acquisitions Institute at Timberline Lodge in a presentation that compared two major e-book collections marketed as "diverse." Libraries often aim to address historical inequalities in publishing and scholarship by adding collections like these, but it can be difficult to purchase one collection and expect it to solve a wide variety of gaps.

Looking critically at what makes these e-book collections diverse can help us determine the extent to which they will fill gaps in an existing collection. We can share those findings to help other libraries make similar decisions.

Since our 2017 databases assessment project, the demand from libraries for LGBTQ+ and disability primary source databases has encouraged vendors to create these collections, which we can purchase to fill the gaps in our existing resources. We continually collect materials focusing on Indigenous history, particularly of the Southwest, as they become available. Some of these research databases, especially around disability issues, are interdisciplinary resources that will be valuable for a variety of courses at LMU.

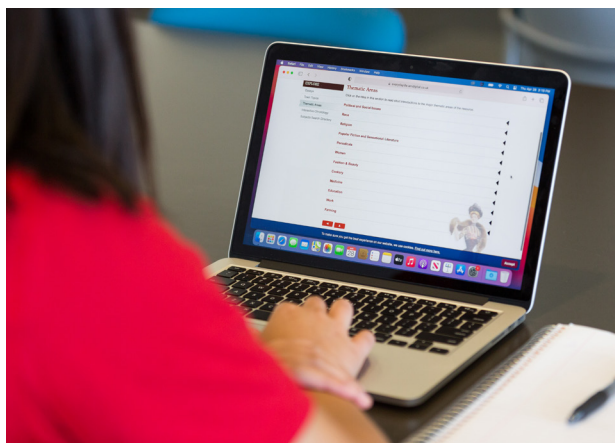
Strategic Approaches to Resource Costs

Online courses and programs continue to expand. As students become more accustomed to digital resources for the bulk of their research, they will require research databases and electronic resources to meet emerging demands. Library access to e-resources can be a challenge — electronic resources can vary widely in cost and value. Books and media that are freely

available and inexpensive to individual consumers may be costly or completely unavailable to libraries. Many anti-racist books written for a popular audience, for example, are often available for very limited one-user licenses or not available at all to academic libraries using our typical vendors. Films that were once available on DVD relatively cheaply will be available through more expensive streaming platforms or unavailable for streaming. We continue to adjust our processes to account for these challenges with the least impact to students and faculty.

Our Open and Affordable Textbook Initiative aims to address some of these concerns by increasing the use of online textbooks and open access course materials, thus reducing course materials costs for our students. LMU faculty have adopted more than 900 e-books for their courses over the past few years. Additionally, we have continued to provide grants and workshops for faculty to make it easier to locate and create open access course materials.

Next year, we plan to roll out Pressbooks: a new publishing platform for our faculty. Pressbooks is an easy-to-use e-book authoring tool that can be used to write and publish openly licensed books for Loyola Marymount University courses. Stay tuned!



The 2022 Library Research Awards

DISCOVER
PREVIOUS
AWARD
WINNERS



Undergraduate Library Research Awards

For the 2022 Undergraduate Library Research Award, the grand prize of \$1,000 went to Kaylee Tokumi [a] for her project, “Tonbo: A Story about Obon Odori and Grief.” Kaylee is a senior double major in psychology and English, who produced this work for Professor Aimee Ross-Kilroy’s ENGL 3346 “Children’s Literature” class. This beautifully illustrated children’s book, including back matter and glossary for readers, demonstrated Kaylee’s inventive use of a variety of library resources, such as JSTOR, the Curriculum Materials Collection, interviews with librarians, archives and special collections, and the use of Calisphere for digitized historical photographs. Library programming also contributed to her evaluation of source material. This project

showed keen insight and sensitivity to historical and cultural perspectives, making original contributions to the field of children’s literature on death and grief as well as Japanese and Japanese American culture.

Victor Hernandez [b], a senior double major in philosophy and psychology, won honorable mention and was awarded \$450 for his work which demonstrated original research by applying the ideas of Frantz Fanon to Martin Heidegger’s concept of collective authenticity. In “Feasibility, Necessity, and Rebellion of Collective Authenticity as Understood Through Heidegger,” Victor impressed the committee by the specificity of the project and by his initiative in researching and expanding on an important topic in professor Ian Moore’s PHIL 4756 “Heidegger” class. Using both primary and secondary source material, this student showed intense engagement of the topic in a very well-written paper that contributes to scholarship in the field.

Kelly Jehle [c], a senior in health and human sciences, won honorable mention and was awarded \$450 for her paper “Can Green Tea

Now in their 16th year, the Library Research Awards recognize and reward Loyola Marymount University 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. The Library Research Awards are generously supported by Thomas Peter Campora ’66.

Extract Promote Weight Loss?” This straightforward, well-written scientific review paper included a strong bibliography using various sources to analyze benefits and detriments of green tea extract in a wellness regimen. The reflection essay outlined the methodology well, including using search terms to locate reliable resources and ensuring validity in sources. This paper was nominated by Professor Hawley Almstedt in her HHSC 430 “Advanced Nutrition” course.

Nicole Keegan [d], a senior double major in history and communication studies, was awarded \$450 and honorable mention for her paper “Mending the Clay Pot: Katsi Cook’s use of Indigenous Midwifery as an Act of Sovereignty in the United States and Canada, 1970–2020.” This historiography contextualized the biography of Indigenous midwife and activist Katsi Cook within the late 20th century American Indian civil rights movement, with a focus on Cook’s activism for cultural and political sovereignty as well as environmental and reproductive justice. It was produced for HIST 5400 and nominated by Professor Nicolas Rosenthal. In telling

Cook’s story, Nicole showed creativity in finding and incorporating a variety of source materials, such as the PubMed database, the American Indian Histories and Cultures database, a Native American newspaper, an oral history project, and statistical data.

Lauren Rechner [e], a senior art history major, was awarded honorable mention and \$450 for her paper “Redefining Naum Gabo: A Critical Consideration of Vasily Kandinsky’s Theories.” This paper included an impressive bibliography showing comprehensive use of library resources, such as museum catalogs, dissertations, Illiad, LINK+, LibGuides, and archives and special collections touching on Russian art, German expressionism, and Bauhaus. The committee was impressed with the initiative of the student who contacted and engaged with an art historian, which is a hallmark of a good researcher and bold for undergraduate-level research. This paper was nominated by Professors Amanda Herring and Damon Willick for an ARHS 4800 seminar course.





Graduate Library Research Awards

For the 2022 Graduate Library Research Award, we awarded the grand prize of \$1,000 to Passion Lord [f] for her paper “Peer Mentoring: Adapting Retention Practices to Support and Retain Black Students from High School to University.” She was nominated by Elizabeth Stoddard from her EDLA 6995 course. The selection committee felt that this project contributed significant research on understanding and implementing successful retention practices to support Black students’ post-secondary experience. Using search tools such as ERIC and PsychINFO, as well as consultations with a librarian, Passion’s reflective essay demonstrated skillful use of advanced search techniques. Additionally, the faculty letter of support said that Passion’s work “adds to the field’s understanding

of beneficial support interventions for Black students, building a solid foundation for her intervention plan.”

Katherine Howard [g] won honorable mention and was awarded \$450 for her paper “Humor as Non-Reactive: Analysis of Indigenous Myth and Louise Erdrich’s ‘Love Medicine,’” a well-written conference paper centering research on Indigenous-authored scholarship as an anti-colonial critical lens to discuss humor within Louise Erdrich’s novel “Love Medicine.” Katherine’s strong faculty letter of recommendation provided insightful contextualization of her research, noting that the critical methodology utilized “is necessary and reparative in nature.” The faculty letter lauded Katherine’s decision to re-center analysis founded upon scholarship by “Indigenous critics

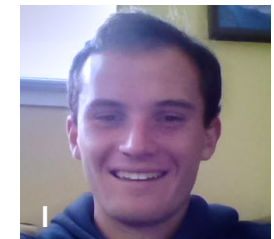
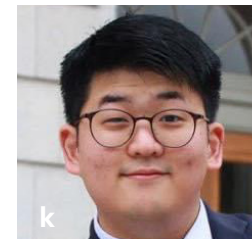
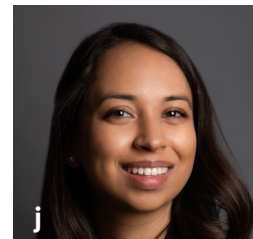
who insist that we read Indigenous humor as potentially independent of a colonialist past. She understands the responsibility that non-native readers have to listen to Indigenous stories and calculate their meanings through an Indigenous-centric lens rather than a Euroamerican lens.” Katherine was nominated by Professor Robin Miskolcze and produced this work for ENGL 6600 “Critical Methodology.”

Emily M. Bishop [h] and Enrique Magdaleno [i] won in the category of “Best Group Project” and were awarded \$1,500 for their paper “We’re Queer, but is our Safety Here? Examining the Conditions Necessary to Preserve the Safety of Queer Educators.” Produced for EDUR 5018 “Research in Urban Education,” and nominated by Professor Joy Ee, this work was engaging and well-written, addressing a critical gap in scholarship to identify problems and propose solutions related to safety and empowerment for LGBTQ+ educators. The selection committee was especially impressed with Emily and Enrique’s advanced execution of its project design with compelling and thoughtfully constructed interviews grounded in appropriate interdisciplinary theory. The faculty letter of support called it “remarkably comprehensive,” citing the topic as one of critical significance to the field. Their work “confronted an adverse school climate and opened a space where queer educators could share their voices and empower themselves through participation.”

Ariana Calderón [j], Kenny Kang [k], and Evan Vercellini [l] won honorable mention and

were awarded \$1,200 for their group project, “When Should Schools Close? Questioning Criteria and Analyzing Stakeholder Perspectives.” This work was nominated by Maryann Krikorian and produced for EDUR 5020 “Research Project in Urban Education.” The selection committee found that their work “amplifies stakeholder experiences via case studies alongside research on school administration decision-making in order to bridge scholarship gaps.” Their reflective essay demonstrated appropriate use of databases based on information need as well as expert quantitative and qualitative evaluation of sources. The faculty letter of support notes that “this research places a significant emphasis on acknowledging complex cultural and power relations, the researchers thought to collaborate with marginalized groups and communities, producing a more genuine context that can be used to work towards a more equitable reality.” The letter further states that the students demonstrated a “unique ability to acquire complex skills in a very short period of time.”

Congratulations to our 2022 winners! The awards committees chose these entries because they demonstrated advanced information literacy practices, creative use of library collections and services, and clear evidence of significant learning. These works are available online at LMU Digital Commons.



Selected Works by Librarians

The names of William H. Hannon Library librarians are in bold. Posters and presentations are in chronological order within the author entry.

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PUBLICATIONS



Conference Presentations

Abeyta, Swetta, **Elisa Slater Acosta**, **Nataly Blas**, **Shelby Hallman**, & **Jamie Hazlitt**. (2022, February 16–17). “Access, Affordability, and Academic Success: Exploring Open Textbooks.” LMU Center for Teaching Excellence, Virtual.

Acosta, Elisa Slater. (2021, June 1–4). “Using Google Jamboard to Promote Student Engagement and Collaboration.” The Summer Institute, San Diego, CA.

Acosta, Elisa Slater, Susan Gardner Archambault, Sina Kramer, **Shelby Hallman**, & Rebecca Stephenson. (2022, March 7). “Citations in the Wild: Wrangling Your Citations with Zotero.” LMU Center for Teaching Excellence, Virtual.

Agrawal, Neel. (2022, March 13). “Leveraging Digital Archives for South Asian Studies Research.” 15th Annual

Conference of the South Asian Studies Association (SASA), Loyola Marymount University, Los Angeles, CA.

Agrawal, Neel. (2022, April 27). “Music, Identity, and Social Justice.” Presentation on research methods in Dr. Megumi Smith’s “Global Music” course, California State University, Dominguez Hills, CA.

Aguilar, Darlene, & Nicole Murph. (2021, December 3). “Information Desk: Student Training Fails and Progress.” CARLDIG-S Fall Program, Virtual.

Aguilar, Darlene, Susan Archambault, Kirstin Noreen, & Shan Wang. (2022, January 26). “Research Ready: LMU Library Tutorials and Videos.” LMU Center for Teaching Excellence, Virtual.

Andrade, Raymond. (2021, June). “LMU Sue: Ditch the Bullet Points and Develop a Library Orientation Story.” San Diego & Grossmont Cuyamaca Community College District Summer Virtual Institute.

Andrade, Raymond, & J. Brown. (2021, July). “Connecting Academic and Public Libraries for Future POC in LIS: a Discussion of a Partnership Between LAPL and LMU’s William H. Hannon Library.” POC in LIS Summit, Virtual.

Apgar, Amanda, **Darlene Aguilar**, **Marie R. Kennedy**, and Susan Scheibler. (2022, February 2). “Accessibility and Inclusivity on University Campuses: Academic Libraries Role in Serving People with Disabilities.” Panel presented at the 2022 CSJ Center for Reconciliation and Justice Symposium, Loyola Marymount University, Virtual.

Archambault, Susan Gardner, Elisa Slater Acosta, John Jackson, & Alexis Weiss. (2021, July 15–17). “The Misinformation Pandemic: Who Can You Trust?” National Association of Media Literacy Education (NAMLE) Annual Conference, Virtual.

Archambault, Susan Gardner. (2022, April 27). “Exploring Algorithmic Literacy for College Students: An Educator’s Roadmap.” 2022 LMU Doctoral Symposium, Los Angeles, CA.

Beal, Timothy, Peter Berkery, Louise Shouten, & **Alexis Weiss**. (2021, November). “Libraries and Librarians in the Publishing Landscape.” Annual Conference of the American Academy of Religion.

Johnson-Grau, Glenn. (2022, March 14–17). “The Details of Data-Driven Deselection: Print Book Withdrawals in a Print and E-Book World.” Electronic

Resources and Libraries, Virtual.

Jung, Steve, Robin Hartman, Stacie Schmidt, & **Alexis Weiss**. (2021, June 17). “Maintaining Service While Sheltering in Place: How SCATLA Member Libraries Thrived under the Country’s Most Stringent COVID Lockdown.” Atla 2021 Annual Conference, Virtual.

Kennedy, Marie R. (2021, November 2). “A Modern Electronic Resources Usage Statistics Dashboard.” 14th International Conference on Performance Measurement in Libraries, Virtual.

Mizota, Sharon, Mario Ramirez, **Marisa Ramirez**, & Elizabeth Valencia. (2022, May 20). “Working Together to Mentor BIPOC Archivists: A Discussion and Interactive Group Mentoring Session.” Society of California Archivists Annual Meeting, Palm Springs, CA.

Pham, Amy, & **Glenn Johnson-Grau**. (2022, May 21–24). “Racial Equity in Collections: Building the Collections our Libraries Need.” Acquisitions Institute at Timberline Lodge, Timberline Lodge, OR.

Weiss, Alexis, & Mimi Hoang. (2022, January). “Creating a Transgender Affirmative Campus: Pronouns,

Bathrooms, and Beyond.” Presented for the Center for Teaching Excellence, Loyola Marymount University, Los Angeles, CA.

Wen-Paloutzian, Rachel. (2021, June). “‘We Can Do It!’: Active Learning of Social Issues with Postcards in Special Collections.” Poster presentation at Association of College & Research Libraries/Rare Books and Manuscripts Section (ACRL/RBMS) Conference, Virtual.

Wen-Paloutzian, Rachel, and Laura Poladian. (2022, February). “From Objects to Stories: First-Year Writing with Archives for Digital Exhibits.” Poster presentation at 2022 Writing Innovation Symposium at Marquette University, Virtual.

Publications

Archambault, Susan Gardner. (2021). “Student Privacy in the Digital Age.” *Brigham Young University Education and Law Journal*, 2021(1), 1–50.

Archambault, Susan Gardner. Ed.D. in Educational Leadership for Social Justice, School of Education, Loyola Marymount University, May 2022. Dissertation Title: *Exploring Algorithmic Literacy for College Students: An Educator’s Roadmap*.

Blas, Nataly, & P. Martinez. (2022). “Gathering Data on Mentoring Needs and Experiences of Early-Career Librarians: The Needs Assessment Stage

of Developing a Mentoring Program.” In L. Rod-Welch & B.E. Weeg (Eds.), *Academic Library Mentoring: Fostering Growth and Renewal* (Vol. 2, pp. 181–203). Chicago: ACRL.

Hallman, Shelby, Erica Y. Hayes, Walt Gurley, & Micah Vandegrift. (2022). “Managing Digital Scholarship Projects at Many Levels: The Immersive Scholar Cohort, Residencies, and the Shift to ‘Project Development.’” *Interdisciplinary Digital Engagement in Arts & Humanities (IDEAH)*, 1–28.

Hazlitt, Jamie, & **John Jackson.** (2021, September). “Hiring Student Graphic Designers: Benefits, Challenges, and Lessons Learned.” *Journal of Library Outreach & Engagement*, 1(2), 8–13.

Hoffmann, Kristin, Selinda Adelle Berg, **Kristine R. Brancolini,** and **Marie R. Kennedy.** (2021, June). “‘I mean, pandemic’: How COVID-19 Has Disrupted Librarians’ Research.” *College & Research Libraries News* 82(6), 272–273.

Jason, Don P., III, **Marie R. Kennedy,** & **Kristine R. Brancolini.** (2022). “Mentoring Academic Librarians for Research Success,” in L. J. Rod-Welch and B.E. Weeg (Eds.) *Academic Library Mentoring: Fostering Growth and Renewal* (pp. 241–262). Chicago, Illinois: Association of College and Research Libraries.

Wen-Paloutzian, Rachel. (2021, July). “RBMS 2021 Virtual Conference: A Fountain of Knowledge and

Connection.” *Primary Source News and Notes*.

Young, Jessea, & **Stephanie Gritz.** (2022, January 1). “Digital Collection Self-Migration at Loyola Marymount University: Assessing Platforms and Managing Implementation.” *Journal of Digital Media Management* 10(3), 252–60.

Zhuplev, Anatoly, & **Nataly Blas.** (2021, October). “Business Education in the USA: Evolution, Strategic Disruptors, and Implications.” In A. Zhuplev & R. Koepp (Eds.), *Global Trends, Dynamics, and Imperatives for Strategic Development in Business Education in an Age of Disruption* (pp. 1–33). IGI Global.

Awards and Grants

Abeyta, Swetta, **Elisa Slater Acosta,** **Nataly Blas,** **Shelby Hallman,** & **Jamie Hazlitt.** SCELCE Projects Initiative Funds (SPIF) Grant (2021–2022, awarded November 2021) for “Building Infrastructure and Enthusiasm for Open Education across two California Catholic Colleges.”

Aguilar, Darlene. Award from PRIMO

(Peer-Reviewed Instruction Materials Online): PRIMO Site of the Month, November 2021. “Advanced Research Tips Tutorial.”

Blas, Nataly. SPARC Open Education Leadership Program Fellow, September 2021–May 2022.

Blas, Nataly, Aisha Conner-Gaten, Jennifer Masunaga, & **Jessea Young.** SCELCE Diversity Funds for the 2023 People of Color in LIS (POCinLIS) Summit.

Hazlitt, Jamie, Nicolas Rosenthal, & **Jessea Young.** (2022). Loyola Marymount University Inclusive Excellence Grant. “People of the Earth: A Gabriellino-Tongva Annotated Bibliography.”

Kennedy, Marie R., and **Kristine Brancolini.** (2021–2024). “Expanding Access to Research Training for Academic Librarians (IRDL Online).” Institute of Museum and Library Services, Laura Bush 21st Century Librarian Program Grant, continuing education. Grant number RE-250170-OLS-21.



New Librarians and Staff

LEARN MORE ABOUT OUR NEW COLLEAGUES



Neel Agrawal

Neel Agrawal (*he/him*) joined Archives and Special Collections in November 2021 as the digital projects librarian, where he

manages the library's array of digital collections. Before coming to Loyola Marymount University, Neel launched the South Asia Open Archives (SAOA), served as the global law librarian at the L.A. Law Library, and completed a fellowship at the Harvard Library Innovation Lab. Neel earned an M.L.I.S. in law librarianship from the University of Washington as well as a J.D. and B.A. from Michigan State University.



Kim Carter

Kim Carter (*she/her*) transplanted to the South Bay in October 2021, hailing from Las Vegas, Nevada, and began her Hannon

Library journey as a copy cataloging library assistant the following January. After completing a data cleanup project for the library's ILS migration as a practicum, Kim will graduate with a M.L.I.S. from the University of Wisconsin-Madison's iSchool in fall 2022.



Jonathan Davila

Jonathan Davila (*he/him*) was hired with Collections Management as a main stacks supervisor. Shortly after, he

transitioned into a document delivery services supervisor role, where he now oversees materials loaned between our library and other institutions. Before becoming a full-time staff member, Jonathan worked on the Collections Management team as a student supervisor. He is a Los Angeles native who earned a B.S. in physics and is currently working towards a degree in computer programming.



Julianna Dunivin

Julianna Dunivin (*she/her*) was hired as a receiving assistant in July of 2021. From Southern California, Julianna graduated

from Loyola Marymount University in fall 2020 with a dual degree in psychology and economics. She worked for the Acquisitions Department as a work-study student and also for the Outreach Department as a student ambassador. She brings that experience in supervising work study students in the acquisitions team, in addition to receiving all physical materials entering the library.



Asia Jones

Asia Jones (*she/her*) joined Circulation Services as an evening supervisor in October 2021. After working for four years in the

Collections Management department she now brings her Hannon Library knowledge to patrons at the front desk. Asia trains and manages Circulation's work-study students and navigates a variety of patron questions and situations. A Colorado native, LMU animation B.A. graduate, and critical theory enthusiast, Asia navigates Circulation with her dynamic team skills and penchant for learning.



José Rincón

José Rincón (*he/him*) was hired in February 2022 as our new reference and instruction librarian for business. He is the

liaison to the Accounting, Finance, Information Systems and Business Analytics, Management, and the Marketing/Business Law departments. Prior to coming to LMU, José worked at Marymount California University, where he was the director of library services. He earned his M.L.S. degree from Indiana University, Bloomington, an MBA from Marymount California University, and a B.A. in liberal studies from California State University, Northridge with a multiple-subject teaching credential.



Lizeth Zepeda

Lizeth Zepeda (*she/her/hers*) is the new university archivist at Loyola Marymount University. Lizeth holds a M.L.I.S.

from the University of Arizona's School of Information and is a Knowledge River Scholar. Her interests include working with traditionally under-documented communities, campus and community outreach, Spanish-language materials, born-digital materials, Latinx, Queer(ing) and LGBTQ+ archives.

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