Application for the ACRL Excellence in Academic Libraries Award
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Editors: John Jackson and Kathryn Ryan
Designer: Saata Bangura
It has been just over a decade since the William H. Hannon Library first opened its doors to Loyola Marymount University students, faculty, staff, and the Los Angeles community. Before that grand opening celebration, while the building was still under construction, library staff developed a new vision statement that aligned with the university’s threefold mission and 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, supporting student academic success through its collections, services, spaces, and programs.

"The Library as Bridge: The library bridges disciplines and departments to contribute to learning outcomes."

As you will see in our letters of reference, if there is one thing faculty and staff constantly praise us for, it is our willingness to collaborate. We partner with more than 50 unique campus units each year to provide integrated academic support services for our university community. We foster intellectual and cultural collaborations throughout the campus not only to raise awareness of our resources, services, and programming, but also to support LMU’s mission of the encouragement of learning, the education of the whole person, and the service of faith and the promotion of justice.

The centerpiece of our work with academic departments and faculty 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, our Collection Development Librarian, who leads our FLR program, was appointed by the Faculty Senate as an ex-officio member of the Senate’s Faculty Library Committee, integrating the FLR program with the shared work of university governance. We 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."

At the core of our work as an academic library is our ability to support LMU’s mission of “the encouragement of learning.” As you will see in Section 1, we extend and enrich the learning experience at LMU using high impact, high touch practices. Building upon our substantial and productive relationships with faculty, our leadership in developing and implementing exemplary classroom experiences, and other opportunities for information discovery, we consistently meet students where (and when) they are, to establish deep connections with library collections and to reinforce information literacy skills.

We have redoubled our efforts to anticipate and meet our users’ information needs through both analog and digital formats. While still giving primacy to print monographs, we have significantly increased our e-collections in recent years, a fortuitous decision given the unexpected realities of COVID-19. In addition to purchasing and licensing content, we are creating it—through digitizing our special collections, hosting open access online journals, and building a digital repository of faculty scholarship and creative works. Award programs like our Undergraduate and Graduate Library Research Awards not only extend and incentivize the utilization of information literacy skills outside the classroom, but give us the opportunity to share LMU student scholarship with a global audience through our online institutional repository.
“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.

At LMU, we talk about the “education of the whole person,” recognizing that there is more to learning than simple acquisition of knowledge: there are affective, emotional, and spiritual elements to one’s learning process as well. As you will see in Section 2, programs like our fall Open House, Feel Good Finals, and Long Night Against Procrastination help reduce “library anxiety” throughout the entire semester, giving students the mental bandwidth to focus on their intellectual and creative pursuits. Moreover, we recognize students need to take ownership of their educational process. We not only help them showcase their creative and intellectual work, but we also encourage them to play key roles in the stories we tell through student-curated exhibitions and events. We extend this opportunity especially to our library student employees.

“The Library as Enterprise: The library maximizes its effectiveness through learning-centered operations informed by best practices.”

LMU’s educational philosophy is rooted in a Jesuit educational tradition steeped in 500 years of history. One notable element of that tradition is the concept of *magis*: to be more for the greater good. Not only do we prioritize collection building and student experiences that promote justice, as you will see in Section 3, we apply the philosophy of *magis* to our own operations, as you will see in each of the “Beyond the Bluff” sections. We turn the same critical tools we teach our students on ourselves, employing reflection and assessment to improve our services, to go beyond simple usability and satisfaction, and to create space for others to participate in this work.

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 LMU’s 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 has driven us toward exceptional and innovative services, collections, and programming. The following application will undoubtedly show how we have consistently engaged with our campus community not just to support academic success, but to also enable our students to create the world they want to live in.
University Mission

UNIVERSITY CORE VALUES

Academic Excellence: We hold ourselves to an uncompromising standard of excellence in teaching, learning, creativity and scholarship. We challenge members of the university community to stretch their intellectual boundaries through diverse experiences of engaged, rigorous, critical, expansive and transformative learning.

Faith and Reason: We affirm our commitment to the faith that does justice, which is rooted in our Jesuit and Marymount traditions. Further, we both inherit and contribute to the ever-developing Catholic intellectual tradition which views the pursuit of truth as an inherent good, emphasizes both the harmony and creative tension between faith and reason, and embraces ecumenical and interfaith dialogue.

Commitment to Students: We endeavor to educate the whole person by nurturing mind and body while challenging students—intellectually, spiritually, emotionally and socially—to become ethical and compassionate leaders.

Community: We foster an inclusive community for faculty, students, staff, administration, alumni and friends that is characterized by open dialogue, respect for individual differences, and collaboration across organizational boundaries.

Service to Others: We promote a culture of service in which we apply our knowledge and skills to better the human condition, with a particular emphasis on confronting social injustice and threats to human dignity.

MISSION OF THE UNIVERSITY
Loyola Marymount University provides a transformative academic experience for students committed to lives of meaning and purpose. We invite men and women diverse in talents, interests, and cultural backgrounds to enrich our educational community and advance our mission: the encouragement of learning; the education of the whole person; and the service of faith and the promotion of justice.
Library Mission

Library Mission

MISSION OF THE LIBRARY
At the William H. Hannon Library, we seek to foster excellence in academic achievement through an array of distinctive services that enable learners to feed their curiosity, experience new worlds, develop their ideas, inform their decision-making, and inspire others.

LIBRARY STRATEGIC PLAN

Goal 1: At graduation, every student will have achieved standards-based information literacy proficiencies.

Goal 2: The library’s physical spaces will provide optimal utilization of resources and services.

Goal 3: The library will engage in sustainable stewardship of physical and digital collections in support of academic excellence, local and global citizenship, and the Catholic intellectual tradition.

Goal 4: The library will promote LMU’s competitiveness through excellence and accountability in performance.

Goal 5: The library will contribute to formative and transformative education of the whole person through outreach and programming.

Goal 6: The library will provide online tools and resources for a user-centered digital learning environment for search, discovery, and utilization.
University Facts and Figures

LMU is a National University/High Research Activity (R2). This classification reflects LMU’s commitment to high-level research and its growth in doctoral degrees. LMU offers doctorate degrees in educational leadership for social justice and juridical science at LMU Loyola Law School. LMU ranks No. 66 in “Best National Universities in the U.S.” (U.S. News and World Report, 2021). Location: Los Angeles, CA. President: Timothy Law Snyder (2015 – )

**ACADEMICS**

600
Full time faculty

Undergraduate Programs

60
major undergraduate degrees and programs

55
minor undergraduate degrees and programs

Graduate Programs

51
master’s degree programs

3
doctorate programs, in education, juridical science, and juris doctor (J.D.)

12
credential programs

**COLLEGES & SCHOOLS**

**BCLA**
Bellarmine College of Liberal Arts

**CBA**
College of Business Administration

**CFA**
College of Communication and Fine Arts

**SCSE**
Frank R. Seaver College of Science and Engineering

**LLS**
Loyola Law School

**SOE**
School of Education

**SFTV**
School of Film and Television

**STUDENT POPULATION**

6,638
Undergraduate

1,926
Graduate

1,118
Law School

9,682
Total

**ETHNICITY OF STUDENTS**

6.8%
African American/Black

9.7%
Asian

22.7%
Hispanic/Latino

43.0%
White/Non-Hispanic

6.9%
Multi-race
# Library Facts and Figures

<table>
<thead>
<tr>
<th><strong>LIBRARY STAFF</strong></th>
<th><strong>PHYSICAL COLLECTION</strong></th>
<th><strong>SERVICES</strong></th>
<th><strong>PROGRAMMING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>22 Librarians</td>
<td>598,162 Books</td>
<td>47,766 Check-outs and in-library use</td>
<td>53 Number of public programs</td>
</tr>
<tr>
<td>20 Library support staff</td>
<td>104,629 Bound periodicals</td>
<td>571,938 E-book usage</td>
<td>5,565 Total number of attendees across all programs</td>
</tr>
<tr>
<td>134 Student employees</td>
<td>28,716 CDs, DVDs, and other media</td>
<td>398,987 E-journal usage</td>
<td>19 Public exhibitions on display</td>
</tr>
<tr>
<td><strong>BUILDING SIZE</strong></td>
<td><strong>ELECTRONIC RESOURCES</strong></td>
<td><strong>SERVICES</strong></td>
<td><strong>PROGRAMMING</strong></td>
</tr>
<tr>
<td>120,000 square feet</td>
<td>5,601 Archival collections (in linear feet)</td>
<td><strong>SERVICES</strong></td>
<td><strong>PROGRAMMING</strong></td>
</tr>
<tr>
<td></td>
<td>791 Current print periodical subscriptions</td>
<td>47,766 Check-outs and in-library use</td>
<td>53 Number of public programs</td>
</tr>
<tr>
<td></td>
<td>1,042,256 Postcards</td>
<td>571,938 E-book usage</td>
<td>5,565 Total number of attendees across all programs</td>
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<tr>
<td><strong>BUDGET</strong></td>
<td><strong>ELECTRONIC RESOURCES</strong></td>
<td><strong>SERVICES</strong></td>
<td><strong>PROGRAMMING</strong></td>
</tr>
<tr>
<td>$6,828,062 Total library budget (including salaries/benefits — excluding acquisitions)</td>
<td>593,317 E-books</td>
<td>398,987 E-journal usage</td>
<td>19 Public exhibitions on display</td>
</tr>
<tr>
<td>$5,415,447 Current total library acquisitions budget</td>
<td>53,193 E-periodical titles</td>
<td>228,613 LibGuides usage</td>
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<tr>
<td></td>
<td>351 Databases</td>
<td>14,397 Reference questions</td>
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<tr>
<td></td>
<td></td>
<td>563,613 Total visitors</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>5,784 Students receiving library instruction</td>
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Theme 1: 
The Encouragement of Learning
“At LMU, the encouragement of learning takes place in the context of an intellectual tradition that insists on critical thinking and the development of imagination and artistic expression and engages in ethical discourse and embraces the search for values. At LMU the encouragement of learning is a radical commitment to free and honest inquiry—but always with reverence before the mystery of the universe and openness to transcendent reality.”

—LOYOLA MARYMOUNT UNIVERSITY MISSION

“The William H. Hannon Library fosters excellence in academic achievement through an array of distinctive services that enable learners to feed their curiosity, experience new worlds, develop their ideas, inform their decision-making, and inspire others. These services are driven by the library’s culture of collaboration and its attention to learner experience sustained by immersion in campus communities of practice.”

—WILLIAM H. HANNON LIBRARY MISSION
The First Year Experience and the Library

In Fall 2013, LMU implemented a new core curriculum which, for the first time in our history, systematically integrated information literacy into the curriculum. Most importantly, information literacy became a key component in two required first-year classes: First Year Seminar and Rhetorical Arts. Our information literacy program has been recognized by ACRL as an “Exemplary Program” in two categories: Goals and Objectives, and Articulation within the Curriculum.

FIRST-YEAR CORE: INFORMATION LITERACY FROM DAY 1
First Year Seminar (FYS) courses give new undergraduate students an early introduction to academic excellence and intellectual rigor through small classes with a faculty member in their discipline. The library created and maintains information literacy tutorials for these courses, embedding the online modules into every FYS Brightspace course page. Through these modules, students learn about scholarly discourse, how to distinguish between peer-reviewed and popular sources, and how to search for books and articles through the library. In Spring 2020, 90% of students at LMU had completed at least one module, with 86% completing all four. Average scores for the four modules ranged from 87% (Finding Articles) to 92% (Starting Your Assignment).

These library modules, which were recognized by the ACRL Instruction Section’s PRIMO in 2013, give students an early introduction to scholarly communication and doing research at the library, while working closely with their faculty to learn the work of a scholar. We frequently survey FYS students and faculty to assess where our tutorials can be improved. We carefully review this feedback and adapt our modules as necessary. For example, we recently eliminated a separate quiz in Brightspace in order to give more emphasis to the graded portions in the modules themselves. In the most recent surveys from 2018, students reported higher agreement with statements like “the module videos were informative,” “the tutorial modules increased my ability to differentiate between primary and secondary sources,” and “the tutorial modules increased my ability to cite sources in my assignments” than in previous years.

The other required course in the First Year Experience, Rhetorical Arts, focuses on rhetorical concepts, encouraging students to consider how they use arguments to further their own writing. Rhetorical Arts draws on the Jesuit rhetorical tradition of eloquencia perfecta, or “the good person writing and speaking well for the public good” to frame the course, encouraging critical thinking and moral discernment. Each Rhetorical Arts class comes to the library for an in-person information literacy session focused on finding and evaluating sources using a customized “RADAR challenge” (Adapted from Mandalios, J. (2013). RADAR: An approach for helping students evaluate Internet sources, Journal of Information Science, 39, 470–478). Our RADAR challenge is an interactive online game that students play in teams to consider the rationale, authority, date, accuracy, and relevance of sources. The activity uses game design thinking to increase student engagement, including motivational feedback, collaboration, and competition.

A library instruction session is a required part of each Rhetorical Arts course. According to assessment surveys conducted with instructors, 89% of respondents encouraged their students to use the RHET 1000 LibGuide to help with information literacy assignments, and 89% thought the library instruction was at least somewhat valuable in helping students complete course assignments. We also conduct summative assessment periodically on a source analysis task completed by students during the instruction session (we apply a rubric to a random sample of student responses). This assessment provides a more thorough picture of where students may have succeeded or struggled with the activity. After the most recent assessment, librarians streamlined the source activity to focus more on information literacy outcomes and to give students time to focus on the reading and analysis of their source.

In the recent COVID-19 period, with most students completely online, we reimagined Rhetorical Arts by creating a flipped classroom environment for shorter sessions, with two new videos embedded into each Brightspace course about RADAR assigned as homework, and using class time to enhance the discussion. Seven years of experience with First Year Seminar tutorials and incorporating online learning into Brightspace pages meant we were poised to transition online with the onset of COVID-19. We had already created a variety of how-to videos for students, and added half a dozen...
more for students navigating a solely online research environment, gathering hundreds of views in just a few months. These videos covered topics like “How To: Access Library Resources in the Time of COVID-19,” “How To: Evaluate Sources Using RADAR,” and “How To: Find E-books.” We also hosted a series of workshops for other librarians and staff to collectively improve our video creation skills, enabling us to reach out to students in a time when students needed virtual support more than ever before.

In order to assess the success of the library’s information literacy instruction in the new core classes, we conducted a homegrown information literacy test on the last graduating class of seniors passing through the previous core system and then on a class of seniors who had passed through the revised core curriculum. There were statistically significant increases between the 2016 and 2018 tests on using the library catalog to retrieve a book, and distinguishing between primary, secondary, and tertiary sources. An outside assessment, the iSkills test developed by ETS, also found increases between a 2012 (pre-core) and 2017 (core) administration of the test.

**COMMON BOOK: COMMUNITY EXPERIENCES THROUGH READING**

The William H. Hannon Library co-leads another aspect of the experience of first-year students: the Common Book. This program creates space for common experiences by bringing together students, faculty, and staff to discuss the themes of one select book each year. Some themes discussed in previous years included mysticism and mystery (Ozeki, “A Tale for the Time Being”), colonialism (Endo, “Silence”), race in Los Angeles (Revoyr, “Southland”), and confinement at our southern border (Luiselli, “Tell Me How It Ends”).

The Common Book programs serves as a nexus of connection for departments across campus. The 2019 Common Book, “Tell Me How It Ends,” was adopted by a number of Rhetorical Arts courses, as well as classes in graphic design and First-Year Seminar, and more than 250 people attended one of two author events held on campus. Students in graphic design classes read the Common Book each semester and then design a new book cover based on the themes. We exhibit their works in the library each year. To encourage group discussion of the book, we circulate a “book club in a bag” — a set of ten copies of the Common Book available for checkout together, along with a custom reader’s guide. Like the core classes for first-year students, the Common Book encourages intellectual dialogue within and among a variety of disciplines across the university, giving students a rigorous start to their years on campus.
Library Engagement through Classroom Collaborations

Creating and integrating unexpected learning experiences into the classroom can help bring class topics to life in new and exciting ways. We facilitate these experiences through the class visits to our Archives and Special Collections. We encourage students to interact with objects, both physical and digital, at all stages of the research process, from creation to preservation to critical analysis, helping them to situate their work in a larger historical narrative.

ARCHIVES AND SPECIAL COLLECTIONS IN THE CLASSROOM

LMU is a Catholic institution with Jesuit and Marymount heritage, based in Los Angeles. Our collections bring students closer to the rich history of our locations and heritage, from archival documents related to the history of Los Angeles, to vestments used by a prominent Californio family in the late 19th century, to 20th century postcards. We encourage classes to reflect on the social, cultural, and economic issues related to our collections in their instruction session with librarians.

In a spring course taught by an LMU professor of costume design, and in collaboration with an external art conservator, we led a small group of LMU students as they worked with several sets of California mission-era liturgical garments donated by the Del Valle family. The Del Valles were a prominent Californio family in the early 19th century who played a significant role in the early history of Los Angeles from the Mexican period through California’s transition to statehood. The students learned the history of Alta California’s Spanish missions, and the nomenclature for and liturgical symbolism of the vestments, through hands-on work with our collections. The students additionally learned how to describe, surface clean, and re-house the garments, noting their condition and preparing them for future digitization.

Courses also have the opportunity to dive deeply into special collections and create exhibitions for our archives and special collections gallery. The most recent class to take on this challenge was History 2910, “Telling History in Public” in Fall 2019. In this course, students were tasked with taking a critical look at LMU’s own history with its mission of the “promotion of justice” through the lens of our University Archives. As the exhibit description explains,

An examination of LMU history shows that the university has often taken noble and principled stances on social justice issues. But there have also been some issues where students’ and the university’s understandings of justice have not always aligned. The “Promoting Social Justice?” exhibition seeks to complicate the LMU narrative, by showcasing how LMU has sought to define itself in relation to important social justice issues, including highlighting commonalities and differences between students and administrators. By grappling with our own history, we can better live our mission in the present and future.

The exhibit was on display in the library for Spring 2020, and also available in an online format, with essays by students incorporating archival photographs, primary sources, and secondary sources to look at these instances of LMU history within their local and global context.

With the start of COVID-19, our Archives and Special Collections were inaccessible for a period of time, but the librarians and staff still found ways to bring our collections to students and faculty. We partnered with one faculty member to incorporate object analysis into their course weekly, comparing between digital images and physical artifacts, images of facsimiles and original objects within the LMU collection, book illustrations and metal objects meant to be worn, and how all of these are useful for research and costume design. As the faculty member noted: “This is a great way to teach primary versus secondary research using the various types of objects dress historians and costume designers refer to for research and inspiration.”

INFORMATION LITERACY COMICS IN THE CLASSROOM

As any librarian knows, library instruction can be at turns terrifying and boring for students, but it is usually not... illustrated? For students in one communication studies course, “Introduction to Research in Communication Studies,” the library instruction session became a core piece of their creative coursework. Students were tasked with describing the process of writing a literature review by creating a comic about their experience, based on what they learned from our instruction session and related LibGuide. Requiring students to describe their research...
visually is a unique and engaging way of encouraging students to formally conceptualize what is both a personal and repetitious process. It helps them process and reflect on their own research fears, mistakes, or triumphs.

In the following semester, we coordinated an exhibition of the students’ comic strips. We also featured them in our Digital Commons and on the library website. Moreover, we partnered with the same faculty instructor to publish an open access text, “The Myth of the Student Hero and the ‘Dreaded Lit Review’” featuring some of the student comics and an analysis of those comics in the light of classical mythological storytelling. As the faculty member explains, “I use their stories, which are created as comics, or ‘comix’ (a ‘mix’ of words and images), to show how students’ comix portray their pursuit of knowledge as a heroic narrative, a myth of combat and conquest, a myth of becoming.”

**DIGITAL HUMANITIES IN THE CLASSROOM**

Since Fall 2014, we have intentionally worked to incorporate digital scholarship into LMU teaching and scholarship.

The Digital Watts Project, the creation of a graduate-level English class taught in summer of 2016 in collaboration with the library, focused on the 1965 Watts Uprising. The students in the class worked with the Southern California Library to make available primary sources intended to expand the narrative around the events of 1965 and to situate them in a broader context of the history of race and racism in Los Angeles. In collaboration with English faculty, we designed a class that drew on literary texts, history, information science, as well as a number of speakers with disciplinary expertise and firsthand experience to inform the generation of metadata for this project. This project, rooted in the local history of Los Angeles, helped students gain a perspective on the relationships between archives, community, and ownership.

Our digital scholarship efforts also led to partnerships with other courses, such as the Spring 2019 course “Digital Humanities and the Anthropocene,” co-designed and co-taught with another professor of English. This course engaged upper-division undergraduate and graduate students in digital humanities work through projects grounded in the study and analysis of literary texts. Students developed research skills using digital tools (including textual analysis tools and mapping tools) and integrated quantitative methods with qualitative analysis and close reading. Their individual and collaborative projects explored themes including networks mapping and power; the environmental impact of digital technologies; and literature, theory, and ecology in the Anthropocene era.
ADDITIONAL COLLABORATIONS IN THE CLASSROOM

• The “2nd Annual Citation Roundtable: The Politics of Citation,” inspired students to think about the implications of research practices as they developed their understanding of social justice and their responsibility as advocates for themselves and others. This event was a partnership with a Rhetorical Arts faculty member, with a panel consisting of student, faculty, and staff panelists and an external library director. The event was supported by a number of units around campus, including University Core Curriculum, Chicano Latino Student Services, LMU First to Go, Academic Resource Center, Center for Teaching Excellence, and the Bellarmine College Office of Engaged Learning.

• For the LMU Computer Science Summer Institute Extension Program, we combined instruction about searching in Google Scholar for scholarly and discipline specific sources with an activity about algorithmic bias in Google Search images and autocomplete results, based on “Algorithms of Oppression: How Search Engines Reinforce Racism,” by Safiya Umoja Noble.

• Inspired by a request from international students in the Summer Undergraduate Research Program (SURP), we developed “Open Access: Strategies and Tools for Life after College,” a workshop intended to teach about open access, paywalls, and information privilege. The attendees learned about open access scholarship and how to search in open access tools to find research content once their university access to library resources ends.

PHOTOS
Top: Students explore the Del Valle vestments collection.
Middle: A student-curated pop-up exhibition on monsters in literature.
Bottom: Students practice critical thinking and evaluation exercises.

See an example of student scholarship at promotionofjustice.eadrummondhistory.lmu.build
Asynchronous and Digital Learning

Through our institutional repository, called Digital Commons, and our Digital Collections, LMU students and scholars around the world can engage with other scholars’ research and the historical documents of our special collections, wherever they are.

DIGITAL COLLECTIONS: NEW PLATFORMS OF DISCOVERY

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, to ensure consistency and improve 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.

While the library building was closed due to COVID-19, the Digital Collections became even more useful for all LMU students to access the library’s digitized special collections for their research. We have even been able to quickly add personal photos taken while processing manuscript and other collections to help students access needed research material while staff couldn’t be on campus.

Class conversation about what is gained or lost through working with digitized images of objects has been particularly illuminating. For example, while discussing objects related to the ancient world, students examined photographs of our Chinese battle helmet from various angles in Zoom. It was not readily apparent to the students that the object was made of metal. Some reasonably believed it was made of leather, something one could easily assume based on the photograph. Therein lies one example of the limitations of online object analysis, but then something magical happened.

As the class began discussing the inscribed writing on the helmet, we pointed out that the writing is actually upside down. Now, in a normal face-to-face class, we would never turn the helmet upside down: it’s much too fragile. But in the Zoom session, the faculty member suggested flipping the image to read the writing as it was meant to be read (and a couple of Chinese-speaking students were able to decipher parts of the ancient writing). As our Special Collections Instruction Librarian summed it up:

“The magic happens when we make discoveries with students together in class. Deciphering the upside-down inscription on the Chinese battle helmet was one such exciting moment. While hands-on experience with rare objects is unique and irreplaceable, as we experienced... the online environment could facilitate new ways of looking, thinking, and connecting with students to build new knowledge. It was exhilarating to participate in this collaborative learning process.”

DIGITAL COMMONS: FACULTY SCHOLARSHIP ON A GLOBAL SCALE

The Digital Commons is LMU’s institutional repository, holding open-access works of our students, faculty, and staff, including several hosted journals. These works are open to the public, allowing them to be downloaded from anywhere in the world, a total of almost 5 million global downloads across 236 countries.

We have digitized 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 also work with academic departments to obtain born-digital theses and dissertations from recent graduates. Student works, including these dissertations, saw over 98,000 downloads over June 2019-May 2020.

We support several LMU community journals through the Digital Commons, some of which are student-led. One of these journals, “First-Gen Voices: Creative and Critical Narratives on the First-Generation College Experience,” is a publication devoted to the art and scholarship of individuals who identify as “first-generation college” as well as those who support them. The journal is described as “a space where our community can celebrate the creative and critical scholarship that emerges from these experiences, where students, faculty, and staff
can engage one another in conversation through a shared social identity, and where engaged academic citizenship can foster a sense of camaraderie and pride in the accomplishments of pioneering students.” Sponsored by the First to Go Program at LMU, this journal highlights the intellectual and creative work of first-generation college students, celebrating their contributions to the LMU community. In total, LMU journals, including three law reviews published by the Loyola Law School, saw over over 462,000 full text downloads from June 2019–May 2020.

UNDERGRADUATE AND GRADUATE LIBRARY RESEARCH AWARDS
In order to encourage deep use of the library’s resources, we offer two awards for student scholarship: the Undergraduate Library Research Awards, started in 2007, and the Graduate Library Research Awards, offered beginning in 2020. 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.

The Undergraduate and Graduate Library Research Awards were awarded in Spring 2020 to students in a variety of disciplines from philosophy and history, to education, theatre, and English. One 2020 Graduate Library Research Award winner won for a work entitled “Maori Pedagogy and Its Effects on Student Achievement,” which focused on Maori pedagogy and empowering communities while also striving to center Maori voices. Their reflective essay demonstrated “outstanding and expert use of library resources as well as dedication to the research process,” including a critical analysis of author and personal bias.

Both the Undergraduate and Graduate Library Research Awards promote intensive research and scholarly contributions to the student’s field while they are at LMU. Housed in our Digital Commons, the winning papers can add to the scholarly conversation and creative imagination of future LMU students and others worldwide.
Beyond the Bluff: Encouraging Learning within the Profession

In order to best serve the LMU community, our librarians and staff commit to ongoing professional development and contribute to the knowledge of the profession. As part of this effort, we are involved in partnerships with other libraries to help support the profession as a whole and increase access to research and best practices for all library professionals.

INSTITUTE FOR RESEARCH DESIGN IN LIBRARIANSHIP

In 2013, the library received the first of two grants from the Institute of Museum and Library Services to support a year-long continuing education experience for academic librarians, the Institute for Research Design in Librarianship (IRDL). The institute helps novice librarian-researchers improve their research skills and complete a research project of their design. Each summer from 2014–2019, we welcomed a diverse group of academic researchers to conduct their studies throughout the week-long training program, that kicked off the week with one-on-one assistance to revise their research proposals. From 2014 to 2019, we welcomed a diverse group of academic researchers to conduct their studies throughout the week-long training program, that kicked off the week with one-on-one assistance to revise their research proposals. The second grant added one-on-one research mentoring, which has been identified as an effective form of research support.

During the summer of 2019, we hosted 23 scholars for the week-long training program, that kicked off the year-long program, about various research methods (both qualitative and quantitative), scholarly publishing strategies, and tools for strengthening their personal learning networks. They also met for small-group and one-on-one assistance to revise their research proposals. Following the in-person training, participants return to their institutions to conduct their studies throughout the upcoming academic year. Throughout their project’s development, IRDL scholars have access to a formal mentor program as well as scholars from previous years, to leverage the growing IRDL community of researchers for support, mentorship, and advising. Additionally, past scholars provide feedback to and advise the co-directors on ways to improve the experience of subsequent cohorts. Feedback from previous attendees has been positive, and demonstrates the empowerment this program can lend to librarians:

“If I had to say one word about IRDL, it would be ‘empowering.’ I feel so much more knowledgeable reading articles, judging the quality of surveys that come through, and contemplating new research projects.”

“I feel so much better equipped to do my job after IRDL. I have gained greater understanding of the methods researchers use and I know how to effectively gather data to influence and shape the future of libraries.”

“IRDL’s expert instructors provided the training I needed to jump-start my research agenda. I now have the skills needed to rigorously investigate any research question I have.”

With our grant funding completed, we transitioned IRDL to a cost-recovery program in 2020. Sixteen participants were selected and making plans to attend the summer research workshop at LMU when the pandemic hit. We plan to revive IRDL when it is safe to do so. Meanwhile, based upon our experiences during the shift to remote learning, we are exploring the creation of a virtual summer workshop and completing our summative evaluation of the program for reporting to IMLS. We are now working on a project to address the needs of intermediate researchers who want to further enhance their skills and productivity.

PROJECT CORA: BUILDING ON THE SHOULDERS OF GIANTS

With the implementation of the new core curriculum in 2013, information literacy was incorporated as a learning outcome for LMU’s core classes. In order to encourage collaboration and cross-pollination between faculty and librarians in building classroom assignments around information literacy outcomes, we created an Access database of information literacy assignments at LMU as a resource for others to use and build upon. However, as an Access database, its accessibility was limited and difficult for faculty to utilize; and so, we searched for other options to expand access to these assignments.

In 2016, we won a SCELC Project Initiatives Fund grant to develop an open, searchable repository, and worked with a vendor to build a website that was open to everyone:

The campus of Loyola Marymount University sits atop a bluff, overlooking the Pacific Ocean and the greater Los Angeles region. We often refer to our work within the greater community as work that happens “beyond the bluff.” More than that, this phrase embodies the Jesuit ideals of magis and being men and women for and with others. Our mission calls us to go above and beyond.

IMPACT

LMU faculty and library staff, as well as other library professionals, collaborate to develop, practice, and share information literacy and assessment best practices for improving library services.

STRATEGY

Library personnel contribute to the knowledge base of the profession. (ACRL Standards for Libraries in Higher Education 8.4)
faculty and librarians at LMU and around the world. This became Project CORA: Community of Online Research Assignments.

Project CORA has won numerous awards, including a 2017 ACRL IS Innovation Award and 2019 MERLOT ICT Literacy Classics Award. As the MERLOT ICT Literacy Editorial Board said in a press release,

“This collaborative space facilitates adapting and experimenting with research assignments, and supports sharing the success or lessons learned so that others may benefit. The database contains multiple, reliable and reproducible research assignments that will not live as isolated entities, but are enhanced by user feedback in order to build a rich corpus of best practices. Importantly, all lesson plans align to frameworks and standards documents frequently used in the information literacy community.”

The Head of Reference and Instruction conducted a survey of attendees at the 2016 European Conference on Information Literacy from over 24 countries, in an effort to make the Project CORA interface applicable for people across the world, as well as those in the United States. Seventy-five percent agreed that the listed IL concepts were relevant to the standards or framework used in their own country, while more pointed out issues in terminology for ability level. This resulted in changes to the ability level framing to make it more useful for international audiences.

Project CORA has been widely used by librarians around the world, with over 600 contributors registered, adding 187 assignments and 169 teaching resources. Between June 2019 and May 2020 alone, there were 30,248 sessions and 90,996 page views of Project CORA.
Theme 2: 
Education of the Whole Person
“With roots in the spiritual humanism of the earliest Jesuit colleges, LMU’s pedagogical tradition has an abiding concern for the education of the whole person. Today we understand this as a simultaneous process of information, formation, and transformation. The education of the whole person encourages personal integration of the student’s thinking, feeling, choosing, evolving self. It does this by fostering not only academic and professional development but also physical, social, psychological, moral, cultural, and religious/spiritual growth.”

—LOYOLA MARYMOUNT UNIVERSITY MISSION

“In its work, the library exemplifies principles of the Jesuit and Marymount traditions, supporting education of the whole person, meeting others where they are, promoting critical inquiry and reflection, and striving for continuous improvement.”

—WILLIAM H. HANNON LIBRARY MISSION
Programming for Students

At LMU, we promote the “education of the whole person,” recognizing not only the intellectual, but also the creative, affective, and emotional elements of one’s education. At the William H. Hannon Library, we develop evidence-based programs that give students the space to explore all facets of their personal growth. We recognize that there are essential needs which must be met before true, “sticky” learning can occur. Events like our fall Open House, Feel Good Finals, and Long Night Against Procrastination help reduce “library anxiety” at key touchpoints throughout the semester, giving students the mental bandwidth to focus on their intellectual and creative pursuits.

LIBRARY OPEN HOUSE: REDUCING LIBRARY ANXIETY

Library anxiety is especially detrimental to our first-year and transfer students, who have never set foot inside the library, let alone attempted to use our resources. In 2018, to help students overcome this anxiety, we hosted a Library Open House to introduce newly admitted students to the “places and faces” of the William H. Hannon Library. We gave students the opportunity to learn about library services, meet with library staff, and explore spaces in a fun, no-risk environment. They had the opportunity to play “Archives Trivia,” ask questions at the Information Desk, explore the book stacks, win library-branded swag, and take selfies with Iggy the Lion and Buster the therapy dog (two of our local mascots). 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 (donated by a local vendor).

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 “comfortable” or “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.”

In 2019, we repeated the event and made significant modifications to the development process so that more library staff were engaged in the programming development process. In the previous year, the event was planned by four members of the outreach team. In 2019, each library department was asked to designate a team leader, who in turn, led their department in developing both an activity and a custom zine for their unit, explaining some of the functions and services of their area (e.g. reference, cataloging, circulation, etc). The zines from each department were collated into a publication that was given to every student attendee. This time, as much as 84% reported “comfortable or very comfortable” when asked “To what extent do you feel comfortable asking staff for help at the William H. Hannon Library?” Here are two comments from our 2019 attendees:

“It was a very well-organized event that was both informative and very engaging! I had lots of fun and I’m really glad that I dropped by for it. Thank you! Everyone was very friendly.”

“I thought it was a super engaging way to get people more knowledge!”

The 2018 and 2019 open house events were so successful that we plan to make this an annual event.

FEEL GOOD FINALS: SUPPORTING STUDENTS’ ESSENTIAL NEEDS

Our attempts to reduce library anxiety continue throughout the semester, culminating in various end-of-term events, including our “Snacks ‘N Swag Cart,” which travels throughout the library handing out healthy food and library giveaways; our Milk and Cookies night, where library staff bake more than 200 dozen cookies for our late-night students; and our Feel Good Finals programming, which includes coloring and origami stations, massage sessions, and therapy animals (thus far, we have hosted therapy dogs, cats, pigs, goats, and sheep).

One of our signature spring events is our Long Night Against Procrastination, a collaboration with LMU’s Academic Resource Center. For the past five years, we have invited students 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. 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 dinner midway through. We target outreach for this event to our most vulnerable student communities, including first-generation students, commuters and transfers, and international students.

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 past 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. 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.”

PUB NIGHT: BUILDING COMMUNITY AROUND FACULTY RESEARCH

Of course, we have not neglected the “purely intellectual” events. Our Faculty Pub Night series, now in its eleventh year, promotes faculty research to a diverse campus audience that includes students, faculty, staff, and community members. Each Faculty Pub Night has the potential to educate about the research and publication or creative process, build collegial and interdisciplinary relationships across campus, showcase our faculty research and creative work to the community, and expand the boundaries of traditional academic programming in the library.

Begun on a shoestring budget in 2009, we have broadly expanded our outreach strategy to promote Pub Night and have more than doubled our average annual attendance, safely bringing in between 40-60 attendees on average, and in recent months, more than 80 attendees per event. While the primary goal is to promote faculty research, Pub Night has become more than just a lecture:

- A professor of art history curated a local show and published an exhibition catalog about the San Fernando Valley art scene during the mid-to-late 20th century. Around the same
time, a close friend of his (unaffiliated with the university) published a critically regarded novel that took place in “The Valley,” and the art history professor approached us with the idea of his event as a dialogue between the two of them. The program, which could have easily been presented as a straightforward lecture, ended up being a lively, personal conversation between two talented scholars and writers, all through the touching and entertaining lens of decades-long friendship.

- The timing for one of our speakers coincided with his family preparing to launch a new study-abroad program in Argentina. The Pub Night was the last of the spring semester, and the theological studies professor and his wife (also on the faculty at LMU) took the opportunity to use the program not only as a celebration of scholarship and publication but also as a going-party, supplemented with homemade food and favorite Argentinian wines. The audience was treated to a thought-provoking academic lecture and left with a feeling that they were a part of a community send-off for this LMU family.

- A journalism professor published a biography of the all-girls punk band The Runaways. We approached our campus independent radio station KXLU (an award-winning station with a long history and cult status in the city) and an unforgettable program resulted. We brought in a KXLU DJ (and LMU alumna) to interview the professor from our library’s event space, and the conversation was broadcast live on the radio station. After the program, the crowd of nearly 100 adjourned to an outdoor plaza on the bluff overlooking the city. While the professor signed books, we were treated to a sunset concert by the all-girls contemporary punk band Upset.

At each Faculty Pub Night event, we ask attendees what they learned. Typical responses from students include: “Our professors at LMU are doing things other than teaching!” and “That despite our different backgrounds, we are deeply connected in our human experiences.” and “What it means to be an activist and an academic.”
Students at LMU do not simply attend library events: they create and participate in the development of them as well. In fact, members from across our campus community, including faculty and staff, play key roles in the learning experiences of our students.

**HAUNTING OF HANNON: COLLABORATIVE CREATIVITY**

Our Haunting of Hannon, an annual collaboration with the Department of Theatre Arts and Dance, brings together faculty, staff, students, and librarians to transform the library into a literary Halloween experience. One of our most popular programs, it draws more than 200 guests from both the campus and the neighborhood each year.

Based on the topic of our fall Archives and Special Collections exhibition each year, scenes are performed by theatre students throughout the evening for two nights. We work strategically with our College of Communication and Fine Arts to create programming around and in coordination with students’ creative coursework, which further engages them with library resources and collections. The Haunting of Hannon is so integrated, in fact, that it is now a credit-bearing activity and has been institutionalized into the academic experience for theatre students (in addition to being a fun assignment).

Past hauntings have included “Haunting of Hannon VI: Out of Time,” based on early modern books from our exhibition “So Short a Lease: Early Reflections on the Human Timeline,” which brought to life stories of time lost, time forgotten, and time running out. Last year, we hosted “Dead in the West,” during which the ghost of Samuel Clemens led guests on a tour of the monsters and horrors of the old (and new) West, inspired by Mark Twain’s travel writing.

In 2018, we created “Haunting of Hannon VI: Inferno” in which guests met many of the inhabitants of Dante Alighieri’s hell, but with some unique modifications based on critical race and gender theory. Our tour guides (aka “the Virgils”) led guests through a hellscape of theatre that only the devilish mind of our faculty 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 (she regrets nothing).

Fall 2020 will mark our eighth year collaborating with LMU’s theatre arts program. 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 have librarians in the cast occasionally! The Haunting of Hannon continues to showcase the creativity of our campus community and offer an alternative means to engage with our collections.

As writer and faculty director Kevin Wetmore noted: “I am truly grateful to the library at my school, as they have given me the October of my childhood again. Best of all, I have dozens of people working with me to make a literary haunted house each year, and as a result we are able to give hundreds more that experience of horror, fear and a love of scary literature. I’ve done my job well if the audience is scared. I’ve done my job even better if some of those people go home and pick up Poe, Lovecraft, Stoker or Hodgson.”

“There are creative, inspirational people who are all around us. We just should pause and listen more.”

**LMU SPEAKS: STORYTELLING TO BREAK DOWN SILOS**

In addition to working with faculty and students to share the stories of our collections, we invite the LMU community through a program we call “LMU Speaks” to share their stories. Similar to “The Moth” or NPR’s “Snap Judgment,” LMU Speaks is a storytelling program that brings together students, faculty, and staff from across
campus units to foster connections between departments and open new channels of communication. Our goal is to invite our campus colleagues to be a part of the library community, to contribute to the institutional memory of LMU, and to strengthen the library’s position as an intellectual hub within the campus community and a bridge between disciplines and departments. Storytelling is elemental to any society and the library is a place where stories can be shared and preserved.

Each year, we work with the directors of LMU’s Ethnic and Intercultural Services unit to identify 2–3 students, usually from among the unit’s “Intercultural Facilitators” cohort: a group of students, highly skilled in principles of facilitation, to effectively engage other students in critical cultural conversations. In addition, we invite one faculty member and one staff. Together these 4–5 individuals tell a story around a central theme. For example, our first LMU Speaks was “The Fork in the Road.” Speakers told stories about a time in their lives when they needed to make an important decision. Other themes included “Off the Rails” and “The Unspeakable.”

At each LMU Speaks, we ask whether attendees spoke to at least one person they had never met before. More than 75% consistently answer “yes.” We additionally ask what attendees learn from attending the event. Past responses included:

“There are creative, inspirational people who are all around us. We just should pause and listen more.”

“Oral storytelling is important for building the LMU culture. It is okay to say no. Follow your dreams.”

“I received further confirmation of the amazingly diverse and gifted individuals (students, staff, and faculty) we have at LMU.”

Want to watch this year’s Haunting? Go to https://youtu.be/c75jd071v3g
Supporting Our Library Student Employees

Our support for students extends internally to our own student employees, as we create opportunities for them to develop knowledge, skills, and attitudes that contribute to their post-baccalaureate work or career development. One of our signature annual programs is our “From Their Perspective” exhibition, which allows student workers to practice curation and critical reflection with historical objects.

FROM THEIR PERSPECTIVE: STUDENTS AS CURATORS
Each spring, we invite our library student assistants to curate an exhibition of our special collections materials. Last year, for example, students selected objects from a recently donated collection of social justice art posters by Los Angeles artist John August Swanson. These art posters convey powerful messages on pertinent social issues, such as environmentalism, immigration, living wage, and the death penalty. Eighteen undergraduate students participated as curators in the exhibition. Each student presented a poster of their choice and shared their reflection on social justice issues that resonated with them. Their selections and reflections were then used to create a summer exhibition that was open to the community throughout the summer. We have hosted a “From Their Perspective” exhibition every summer for the past seven years. Other exhibitions have featured modern advertising postcards, early 20th century sheet music, university yearbooks, and our Hal Pereira film sketches collection.

Additionally, we created archival research projects like “LA History at Its Tastiest” (highlighting local restaurants) and “LA Landmarks: Then and Now” for which student employees researched archival collections, monographs, and credible online sources to create and design exhibition captions. Creating the labels and captions, as well as modifying the image files for print production, required students to synthesize information from a variety of sources and present that information in a way that would be of interest to the public.

CAREER DEVELOPMENT: SUPPORTING ESSENTIAL SKILLS
We are dedicated to making career-building experiences for our library student employees. We develop and present annual orientations for library student employees. For example, we have facilitated a job search planning workshop for them in conjunction with LMU’s Career and Professional Development unit. As one student told us, “Oh it was so great! I was raving to my friends about how many epiphanies I had during that hour. I didn’t realize how many things I was doing wrong when it comes to a job search and now I know exactly how to fix it.”

Additionally, we invite student library employees to act as “event correspondents” during library programs. Students are asked to speak with attendees about their impressions and experiences and draft a summary report. This not only provides qualitative feedback on our events from attendees, but also offers the LMU community a student voice on library programming. Library student workers collectively wrote eighteen articles for the LMU Library News website this past year.

“Workshops and novel work experiences allow students to develop a number of important skills: writing, customer service, critical reflection, conversation techniques, public speaking skills, and leadership.”
For students who are considering library and archival work as potential career paths, we host regular “Careers in Information Science” panels that offer an opportunity for both LMU undergraduates and local MLIS/iSchool graduate students to hear from a panel of information professionals from a variety of backgrounds (including librarians and archivists with academic, public, medical, and corporate experience). A number of our student attendees go on to pursue careers in libraries and archives. In fact, this past summer we invited one of our past students, now an archivist, to be a panelist on this year’s “Careers in Academic Libraries” event.

**STUDENT EMPLOYEE SUPERVISORS WORKING GROUP: STRATEGICALLY CONSOLIDATING OUR EFFORTS**

In 2013, we established a “Student Employee Supervisor Working Group” charged with developing and maintaining a positive and productive working environment for student employees, standardizing student employment processes, and maintaining communication with student employee supervisors across all units of the library. In 2019, one of our student supervisors was named LMU’s Supervisor of the Year in recognition for her remarkable work leading and developing library student employees.

In 2018, the working group hosted a “Research Like a Pro” workshop for library student employees with librarians from our Reference Department. In a post-session survey, students rated the segments at an average 4.5 on a 5-point Likert scale, and asked for more sessions.

Workshops and novel work experiences allow students to develop a number of important skills: writing, customer service, critical reflection, conversation techniques, public speaking skills, and leadership. Toward the latter, we also train “library ambassadors” to lead library tours, support library programming and events, and represent the library at campus events such as Family Weekend and Freshman Orientations.

Our investment in our student workers paid off again in 2020 when one of our four-year, multi-departmentally employed students won LMU’s Student Employee of the Year Award. In recognition of this award, LMU’s Student Employment Services stated:

“[Student] held two positions in the library’s Outreach Department, working as both as library events assistant and as a library ambassador. They developed a variety of strengths in their role: collaboration, creativity, design and execution, time management, enthusiasm, communication, leadership, critical thinking, and interpersonal skills.”

**PHOTOS**

Top: An LMU student employee. The library employs more than a hundred students each year.
Middle: The intro wall from our “From Their Perspective” student-curated exhibition.
Bottom: Artist John Swanson, library student curators, and Librarian Rachel Wen-Paloutzian in conversation.
Beyond the Bluff: Educating the Whole Library

At LMU, we often refer to the Jesuit concept of magis, or doing more for the greater good. Determining how we can do more at the William H. Hannon Library requires critical reflection and discernment. By creating a culture of assessment within the library and by routinely analyzing and utilizing collected data to inform our decision-making, we can contribute to the education of the “whole library” and more fully support our users.

LIBGUIDES: BUILDING ON USER EXPERIENCE

Last summer, we revamped the design of our LibGuides by making significant changes to how research databases are displayed. 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.

MEASURING INFORMATION SERVICE OUTCOMES (MISO): KNOWING OUR USERS

In February 2019, we surveyed LMU undergraduates, graduate students, and faculty to gather information about the library services we provide. The purpose was to address the following research questions: (1) What services and resources are important to the LMU community, and how successfully do we deliver them? (2) How effectively do we communicate with the campus about our services and resources? (3) How skilled is each group (undergraduates, graduate students, and faculty) in the use of library resources? What additional skills do they wish to learn, and how do they wish to learn?

Responses to the survey were representative of population demographics, including across colleges/schools. Subjects were asked how often they use selected services, how important each service is to them, and how satisfied they are with the services. The results revealed an impressively high level of satisfaction among all three groups. Less important items still scored very high on satisfaction. As one student noted, “I studied in LMU’s library for a couple years as a medical student before I became a student here. The library was the reason I decided to apply to my MA program.”

After examining survey results and reviewing open-ended user comments, we worked with LMU’s Facilities Management to fix lighting problems in public spaces, including the installation of LED bulbs. As a result of the study, we also decided to conduct an audit of the technology in our group study rooms.

Additionally, based on feedback that asked for more access to technology, we increased the accessibility of hardware tools for our students. We increased the number of laptops available for lending, as well as their lending period. We made more camera equipment available to students who need them for class projects, and we increased the number of computers with specialty design software for our Fine Arts students.

Here is a just a sample of some of the other things we learned:

- 51% of grad students frequently access library resources from off-campus and prefer self-directed online tutorials
- 35% of undergrads learn about library services through classmates or faculty and 74% are interested in learning more about evaluating sources for credibility
• 95% of faculty would recommend library services to a colleague and 34% access our e-journals at least 1-3 times per week

Next steps, based on survey results, will include building increased support for graduate students into our next strategic plan; engaging the Faculty Library Committee in discussions centered on the open-ended comments from faculty, graduate, and undergraduate students and discrepancies in the scores among the three populations; and uncovering the “why” behind the quantitative survey responses.

BUILDING SURVEY: UNDERSTANDING OUR SPACES
The Library collects and analyzes key operational data consistently to inform operational decisions. This includes such things as gate counts, number and types of inquiries at service desks, circulation of materials, the amount of interlibrary lending and borrowing, the volume of usage among our e-resources, the number of instructional sessions we provide and the number of faculty and students reached through our outreach efforts. For example, in 2015 we conducted a space assessment of our Information Commons through direct observations of student behavior and surveys of library users. The results of this study informed the reallocation of furniture to create an environment more conducive to group and individual study needs.

In 2018, our Library Assessment Committee conducted a comprehensive study on the use of the building’s public spaces. The study utilized both observational data collection and survey methodologies. During 3,352 observations of various locations, 2,374 persons were observed engaged in 7,036 activities. In addition, sixty-one users responded to an online survey, providing valuable commentary supporting and enhancing the observational data.

We are able to look at both macro and micro levels of space usage in order to make long-range plans based on our strategic objectives as well as act on more immediate issues that have surfaced from the study. For example, we launched comprehensive audit of all public spaces to identify and fix nonfunctioning outlets (a high complaint/demand item from users) and identify public seating that needs replacing or reupholstering.
Theme 3: Service of Faith and the Promotion of Justice
“The service of faith also honors the reality of religious pluralism on our campus and embraces ecumenical and interfaith dialogue in formal and informal contexts. We believe that participating in the struggle for justice in ways appropriate to our academic community is a requirement—not simply an option—of biblical faith. In this struggle LMU makes common cause with all who share a commitment to local and global justice, whether they are motivated by faith or other noble ideals.”

—LOYOLA MARYMOUNT UNIVERSITY MISSION

“The Library provides a portal to rich collections in a variety of formats and representing diverse topics and perspectives, in support of LMU’s mission of the encouragement of learning, the education of the whole person, and the service of faith and promotion of justice.”

—WILLIAM H. HANNON LIBRARY MISSION
Social Justice in Special Collections

At the William H. Hannon Library, we engage in sustainable stewardship of our physical and digital collections to support student academic excellence, local and global citizenship, and the Jesuit intellectual tradition. We collect in a number of archival and special collections areas that directly connect with the character and mission of Loyola Marymount University so that we can utilize these materials in our Special Collections classroom.

TEACHING WITH INTENTION: CRITICAL INQUIRY AND EXPRESSION

Through active learning and artifact analysis, we engage LMU students with race relations materials from our special collections, especially those related to civil unrest in Los Angeles, such as the Watts Uprising, our Catholic Human Relations Council collection, “ethnic humor” (aka racist) and ethnography postcards, and materials from the Civil War related to enslaved peoples. As a result of the necessity to move instruction online during COVID-19, we digitized a number of these materials related to the Black American experience for an African American history course.

Currently, we are working with Rhetorical Arts classes to co-curate a Spring 2021 exhibition on social justice. Each section of the class is focusing on a different collection: our Venegas Family Papers (Mexican immigration to Los Angeles during the Cristero Rebellion), our J. D. Black Papers (related to the Los Angeles Aqueduct and Owen Valley water wars), and the Robert Singleton Papers (Freedom Riders). We plan to introduce the students to some of the donors of these collections (or their descendants) to learn about family histories and understand how these collections are connected to real people. It’s an extremely exciting venture for our first-year students.

We have also utilized our Shanghai Photograph and Negative Collection with undergraduate classes to help them create digital scholarship projects based upon the images of Jewish refugee life in Shanghai during World War II.

The experience of faith is part and parcel of LMU’s social justice mission. This semester, we are working with a class called “Meeting Christ in Faith and Art” to build a stronger connection between religious experience and justice via our special collections. In collaboration with theology faculty, we are pairing art objects with historical artifacts, each “expressing a profound statement on justice.” For example, pairing a Genesis image of an African Adam and Eve in our Saint John’s Bible Heritage Edition with an 1838 slave bill of a 17-year-old named Molly; or our Last Supper multi-piece sculpture by Japanese netsuke artist Kodo Okuda with the 1942 Civilian Exclusion Order (Japanese-American relocation order broadside). Students will then be asked to explore the connections between these two objects through the creation of art objects of their own making.

ACQUIRING WITH INTENTION: SOCIAL JUSTICE COLLECTIONS

This past year, we received a donation from Robert Singleton, retired professor of economics at LMU and Freedom Rider. Highlights from the collection include newsletters from groups involved in the civil rights movement, such as the “CORE-later,” published by Congress of Racial Equality; fliers and pledge cards regarding boycotts and protests; and professional publications and reports written by Singleton. These materials will directly support the just-initiated “Black at LMU” program that aims to bring more Black experiences into the curriculum.

“The experience of faith is part and parcel of LMU’s social justice mission.”

We also acquired a significant collection of papers from the Honorable Anthony L. Coelho in order to support LMU’s Coelho Center for Disability Law, Policy and Innovation. Coelho is a former six-term United States Congressman from California (1978–1989) and the primary author and sponsor of the Americans with Disabilities Act. These materials will directly support...
SOCIAL JUSTICE IN SPECIAL COLLECTIONS

Loyola Law School’s goal to center disabled voices, to foster students and practitioners interested in working with the disability community, and to provide training to enhance campus-wide efforts to improve a positive climate at LMU for people with disabilities.

ESCAPE FROM THE ARCHIVES: PRIMARY SOURCE MATERIALS AS PUZZLES
In summer 2019, a history professor contacted us with an intriguing question: Could we create an escape room experience for her students as a fresh approach to engaging with special collections artifacts? We were instantly hooked. We developed 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. We tasked students with examining real and modified artifacts from our collection, including bills of sale, historical almanacs, and fugitive slave advertisements. Solving the clues required textual and materials analysis, historical knowledge, and a bit of deductive reasoning.

Viewing the original artifacts during a follow-up visit, the students discussed how the game engaged their 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, preservation, and representation in the archives.

PHOTOS
Top: A locked box in our archives “escape room” activity.
Middle: A note of encouragement from the LMU community to our DACA students.
Bottom: Students in our special collections classroom try to solve an escape room puzzle.
Programming for Social Justice and Cultural Engagement

The William H. Hannon Library engages in collaborations both on campus and across institutional boundaries in order to promote social justice, religious plurality, and marginalized voices. We prioritize programming to be intentional, inclusive, and integrative with the Jesuit and Marymount traditions of Loyola Marymount University. This work is evidenced through three of our most popular annual events: our Sunday Jewish Book and Discussion Group, our Wikipedia edit-a-thons, and our Women's Voices collaboration with the Department of Theatre Arts and Dance.

**JEWISH BOOK AND DISCUSSION GROUP: COMMUNITY CULTURAL ENGAGEMENT**

In 2007, LMU began sponsoring numerous interfaith dialogues and events to reach a broad spectrum of Southern California Jews, including an event with Holocaust survivor and Nobel Peace Prize laureate Elie Wiesel. At the time, one of our faculty members noted: “Jewish-Catholic relations are a focus of much attention now and we see [a Jewish Studies] program as a vital addition to that intellectual discussion. That’s why Jewish Studies has a very central place in a Catholic university.”

In order to support this nascent academic program and to connect with our local Jewish community, we began hosting monthly book and discussion groups focusing on works that centered Jewish culture and experiences.

In addition to our desire to promote LMU’s new Jewish Studies minor program, we wanted to establish the library — under construction that same year — as a gathering place for people who wanted to exercise their intellectual curiosity. We strove to spotlight the campus as an eventful, welcoming place that celebrates religious plurality. The Jewish Studies department is an interdisciplinary program that pulls faculty from across the curriculum, giving us a pool from which to invite faculty from a variety of disciplines to lead our discussions.

As the neighborhood surrounding our campus has grown, so has the book group, allowing us to form new partnerships. Two of our longtime book group members signed up for a new Jewish senior living residence community being built near the LMU campus. Looking for activities to attract people to the residence community, the marketing director asked them what kind of events in the neighborhood they enjoyed, and they informed her about our Jewish book discussion group. We have joined forces, promoting not only the book group, but also inviting the 175 seniors in the neighborhood to the many activities offered by the Jewish Studies department and to the campus at large.

Over the past decade, our group has read and discussed 73 books and hosted 11 authors. As it moves into its 12th year, it continues to welcome readers, Jewish and Christian, young and old, who are interested in Jewish literature, Jewish history, and Jewish culture.

**WIKIPEDIA EDIT-A-THON: SUPPORTING DIVERSE PERSPECTIVES**

In today’s information landscape, there is no avoiding Wikipedia. As early as 2011, more than half of the U.S. population was already using Wikipedia for research, according to a Pew Research Center project. But what are we to do with the knowledge that the individuals behind those entries are mostly men in their mid-20s? Enter the Wikipedia edit-a-thon. For the past few years, educational and cultural institutions have brought together women, people of color, LGBT communities and other underrepresented groups to collectively edit and improve Wikipedia’s content, with an eye toward greater inclusivity and broader perspective. The skills that librarians can bring to Wikipedia — specifically the ability to critically evaluate and synthesize multiple sources, locate credible information and deconstruct bias — and their talent to teach those skills make them uniquely qualified to host an edit-a-thon.

For the past three years, we have hosted a Wikipedia edit-a-thon in partnership with the Women’s and Gender Studies department. Preparations for this edit-a-thon included hosting three workshops for library staff. In 2018, more than 150 students representing at least five sections of Women’s and Gender Studies courses attended the event. Students created seventy-seven new editor accounts and made more than 300 edits, with the addition of 2,870 words. These edits have been viewed more than 103,000 times.

Promoting information literacy is social justice work. By helping students to more critically engage with Wikipedia and the creation of knowledge, we are able to amplify and embolden underrepresented voices.
For the past five years, we have collaborated with theatre arts faculty and students to highlight women’s voices and connect students with Archives and Special Collections materials. Usually coinciding with our spring exhibition and held during Women’s History Month, each year we select a theme or period in history and identify 3-4 women from that era to recognize.

Last 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 theatre arts faculty, 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.”

Other Women’s Voices themes included “Women’s Voices of Early California,” for which we invited Antonia Castañeda (UC Santa Barbara, UT Austin) to speak with students about understanding women’s experiences in the California of the late Spanish and Mexican periods, and aligned with our “The Del Valle Vestments: The Devotion and Performance of a Matriarchy” exhibition; and “Women’s Voices of Late Imperial China,” for which we invited an assistant professor of Asian and Asian American studies to set the stage for understanding Chinese women’s experiences during the Ming and Qing Dynasties. In 2020-2021, our Women’s Voices event will focus on the narratives of Black suffragists Sojourner Truth, Francis Ellen Watkin Harper, Anna Julia Cooper, and Mary Church Terrell.
Equity and Access within Collection Building

Creating Open and Affordable Options for Course Materials

According to the most recent data published by the LMU Office of Financial Aid, an LMU undergraduate spent an average of $1,971 on books and other course materials in the 2019-2020 academic year. This is significantly higher than the non-profit, four-year national average of $1,210. As librarians who understand issues related to economic and sustainable models of scholarly communication, and as advocates for access to information resources for our students, the William H. Hannon Library has led the charge on LMU’s campus in the exploration and adoption of affordable course materials.

In an effort to help reduce student spending on textbooks, in 2017 we launched an initiative to cross-reference the faculty course-adopted text (CATS) lists from the campus bookstore with multi-user e-books that we either already have in our collections, or that we can purchase. When we find a match, we notify faculty via email so that they can have the option to share the link to the e-book with their students through Brightspace. We also embed a key into our e-book records so that faculty can quickly decipher e-book licensing and identify appropriate candidates for CATS independently.

In Fall 2019, 24% of titles adopted for course use were available as unlimited user e-books through the library. 110 faculty across 28 academic departments were notified about these books. In some cases, we were able to help faculty reduce the cost of their course materials to $0. To date, the library has acquired over 750 course adopted e-books for our faculty and students.

Building on the success of CATS, in 2019 we launched the LMU Open/Alternative Textbook Initiative as a $10,000 pilot grant to empower change at the departmental level. The grant, based on the capstone project of an LMU librarian who was a SPARC Open Education Leadership Fellow in 2019, was designed to incentivize multiple faculty within departments to explore innovative and less costly ways to deliver quality learning materials to students through adoption of open educational resources, materials already licensed by the library and university, or other free digital materials available for educational use. In addition, this initiative introduced faculty to the benefits that open educational resources (OER) can bring to the teaching and learning experience beyond affordability, including materials that put greater emphasis on access, inclusion, interactivity, and student success.

“As librarians, we have a responsibility to select and support the access to materials on all subjects that meet... the needs, interests, and abilities of all persons in the community the library serves.”

In addition to hosting Nicole Allen, Director of Open Education for SPARC, at LMU to speak with faculty about OER for Open Education Week, we hosted information sessions in collaboration with LMU’s Center for Teaching Excellence for any faculty interested in applying for the grant. This past summer, we supported three faculty from the Department of Art History in reworking learning materials for five undergraduate courses. We are also collaborating across institutional boundaries with librarians and faculty at other institutions who are developing an Open Directory of Art History resources for ARLIS, and we are working out how the LMU art historians and librarians can integrate our work into this national project.

Outcomes

Students and faculty recognize the role they play as consumers, learners, and teachers in an information ecosystem that is always changing and in need of constant critical review.

Impact

Faculty view library staff as the local experts in issues related to open access, scholarly communication, and information architecture.

Collaboration

The library partners with the Provost’s Office and the Office of Intercultural Affairs to build initiatives that critically examine current practices in libraries and higher education.

Strategy

We aim to lead our campus in the exploration and application of emerging mechanisms of scholarly communication. (Library Strategic Objective 3.5)
EQUITY AND ACCESS WITHIN COLLECTION BUILDING

ASSESSING THE DIVERSITY OF OUR E-COLLECTIONS: STUDENT PERSPECTIVES

Librarians have a responsibility to select and support the access to materials on all subjects that meet, as closely as possible, the needs, interests, and abilities of all persons in the community the library serves. To ensure that our materials collection aligns with the library’s mission (Library as Bridge and Gateway), our institutional vision (i.e. a Commitment to Local and Global Citizenship), and meets the research needs of our diverse campus population, we recently conducted a targeted assessment of our electronic collection through the lens of diversity.

Most importantly, we included students in the assessment work. We hired library student employees to conduct keyword searches through approximately 200 library databases. The keyword phrases were coded into categories of diversity, so that the library could better understand its e-resource collection: categories like “Disability,” “People of Color,” and “Gay, Lesbian, Bisexual, and Transgender.” The student evaluation team responded to reflective prompts along the way, answering questions like, “Based on the search results, do you consider the database to be ‘diverse’?” and “Would you recommend this database to someone doing research about diversity or inclusion, in your major? Why or why not?”

While the potential impact of this assessment on our collections is significant (e.g. we need to increase representation of LGBTQ+ and disability research in our e-resources), the impact on our student workers is notable as well. For some of the student employees who participated, this project appears to have made a positive impact. In one reflection, a student wrote, “I think the work that’s being done here is thought-provoking and essential to an equal environment for all types of students.” Another student employee embraced the prompt to think critically about the keyword search results from the databases they were charged with evaluating, stating, “After conducting this research I have realized that it is really important to scrutinize the academic bodies of work that we use in our own research—they can easily skew our perspectives.”

PHOTOS
The diversity of our collections must reflect the diversity of our communities. Through efforts like our e-collections project and Wikipedia edit-a-thons (bottom), we help our users reflectively engage with information resources.
Beyond the Bluff: Promoting Justice within the Profession

According to a 2010 American Library Association survey, 88 percent of credentialed librarians identify as white. While there are many conferences for information workers, very few highlight the voices of marginalized identities and provide a platform for discussion for their research interests. To meet the need of library workers who identify as coming from a marginalized group, we decided we wanted to create a productive and brave space for people of color, especially women and marginalized identities, working in the information sector.

POC IN LIS SUMMIT: BUILDING BRAVE SPACES

In July 2018, we hosted the People of Color in Library and Information Science Summit (POC in LIS). As our librarian organizers noted, “Very often at conferences, information workers are intimidated or discouraged to present about their experiences for a variety of reasons including, but not limited to: lack of professional development support, financial restrictions, mentoring deficits, noninclusive institutional practices, and so forth. It was our intent to diminish the social and institutional barriers, as well as address the imposter syndrome felt by many of the POC peers.”

Attendees to the inaugural POC in LIS Summit had the opportunity to explore their work in libraries and their intersecting identities as POC+. Additionally, the summit invited participants to challenge their roles and actions as information workers. The space was created to support the research of POC librarians and create a network of POC information workers for future collaboration and self-care. In our vision for the summit and the future of libraries, we encouraged the representation of diverse topics and perspectives, and as a part of this work acknowledged that the racial disparities we see in the library and information science field reflect inequities in other parts of society. These discrepancies challenge our ability to empathize, converse, and collaborate.

The summit welcomed 78 information workers from over 40 institutions to LMU’s campus. Attendees included academic, public, special, and school library workers; PhD candidates; a library dean; and MLIS students, some traveling more than 2,700 miles to attend. Presentations included topics such as: “Life in the Tenure-Track Lane, Does it Lead to Crash and Burn Out?: A Preliminary Investigation and Conversation of Academic LoC Daily Experiences,” “Keep Shining, Keep Smiling: LIS Collegiality through a Relational-Cultural Lens,” and “Research and Equity Funding in a Community College for the Queer Student Club.”

Attendees explored honest and open conversations around racism, sexism, leadership, and self-care and presented on themes around recruitment and retention of POC in LIS, collegiality as self-care, critical analysis of diversity and inclusion work in LIS, and beyond. Attendees felt empowered to contribute their experience and expertise to a growing community of LIS professionals looking to change the field for the better. As a result of the summit, several presenters collaborated at larger LIS conferences, including the Association of College and Research Libraries Conference and the National Joint Conference of Librarians of Color.

The POC in LIS Summit promotes the William H. Hannon Library as a space to explore and articulate issues of diversity, equity, and inclusion in the information sector. As one attendee noted: “I have never in my professional career been in a room full of beautifully diverse information professionals. I am part of a greater movement and our voices are powerful. That due to our determination, this profession is changing. Thank you for holding up a mirror to allow me to see dignity, grace, and strength within myself.”

We received grant funding from SCELC to offer POC in LIS again in the summer of 2020. As with all other events, this one was canceled due to COVID-19. We plan to host the 2021 summit virtually so that we can continue to support the professional journeys of our colleagues.

SUPPORTING LAPL’S DIVERSITY AND INCLUSION APPRENTICESHIP PROGRAM

In order to support diversity, equity, and inclusion, the Los Angeles Public Library (LAPL) launched the Diversity and Inclusion Apprenticeship Program (DAIA), a paid summer program “to expose students who reflect the diversity of our communities to careers in librarianship.” This program is open to high school seniors as well as college students, who work 15 hours at a branch of LAPL, attend meetings and master classes, and go on field trips to special libraries.
For several years, we have hosted a “Careers in Librarianship” panel for LMU and local MLIS students. When the DAIA program reached out to us in 2019 for a tour of the library, we took the opportunity to add on to the experience with a panel of librarians for a custom careers talk. We invited a number of panelists to the event including an instructional design librarian, a reference and instruction librarian, a digital initiatives librarian, and an archives processing assistant. Our event was moderated by the LAPL Associate Director of Engagement and Outreach and introduced the interns to the expectations, experiences, and possibilities of academic library work.

“I have never in my professional career been in a room full of beautifully diverse information professionals. I am part of a greater movement and our voices are powerful.”

In 2020, LMU librarians and LAPL worked together again for another panel, albeit virtually due to COVID-19. This time, the panel consisted of a student engagement librarian, an instructional design librarian, and one of our former student employees and recent MLIS graduate. Since the event was held virtually, we offered the library’s online 360 library tour instead, to give the students a sense of the library spaces and services, even though they could not be there in person. In a follow-up survey, the attending students were happy with the panel and wished there had been more time for further questions. They mentioned an interest in everything from applying to grad school and interviewing for library positions, to the everyday work of librarians and the path each takes in their career.
Future Work and Strategic Directions

The year 2020 has been one of those years, like 1968, in which many events changed the trajectory of our country, our university, and our library: The COVID-19 pandemic, which resulted in most college and university campuses to close around March; the murders of George Floyd, Breonna Taylor, and other Black people by the police, which led to renewed demands from the Black community nationwide and at our university; and the projected election of Joe Biden and Kamala Harris to succeed the Trump administration in the White House. The experience of COVID-19 has accelerated many of the trends that we anticipated in coming years. While we believe that we will return to “normal” sometime within the next year or so, we also believe that the university and the library have been changed. Diversity, equity, and inclusion have been a major focus in the Hannon Library for more than a decade, but we are giving these issues increased attention as we write our new strategic plan and consider ways to influence policy changes locally, nationally, and globally. Finally, we have been battling the effects of misinformation and disinformation, asking ourselves what librarians and other information professionals can do to halt and reverse the assault on trusted sources of information.

LESSONS LEARNED FROM COVID-19

Closing our campus precipitously in March 2020 was difficult, but we learned valuable lessons about Hannon Library’s ability to quickly shift our services to support online learning and remote research. We found that we were prepared—or that we were well-positioned to become prepared. For example, we are part of the AJCU Virtual Reference coalition that provides 24/7/365 reference service to our community. We were already offering research consultations to students and it was easy to shift to Zoom consultations. Our instruction program required more work, as it was designed to be hands-on and interactive. But the reference and instruction librarians found that their Zoom instruction for the Rhetorical Arts program was even more effective and engaging than the face-to-face instruction.

Online courses are likely to be more numerous for both undergraduate and graduate students in the future and the librarians will be looking for new ways to support these courses, especially through innovative and engaging instruction. This trend will likely lead to licensing more streaming video—subscriptions and purchases, new kinds of e-resources—such as the “Journal of Visualized Experiments,” and increasing cross-departmental collaboration within the library. The loss of many of our student employees and the transition of many staff to hybrid virtual/on campus work schedules have accelerated the need for cross-training of full-time staff. While we hope that this is a short-term problem, we believe that we will be called upon to be a more nimble and flexible organization.

THE LMU ANTI-RACISM PROJECT

In summer 2020, our campus created the LMU Anti-Racism Project, which seeks to identify and address the impacts of systemic racism on the LMU community. Together with our campus colleagues, we have committed ourselves to the long-term project of shaping our society into one that is just and upholds justice, one that recognizes and values the full humanity of each person, and one that sees and celebrates the beauty and contributions of each community.

For more than a decade, the library has prioritized diversity, equity, and inclusion in personnel matters, including hiring, retention, and climate; information literacy instruction and workshops; programs; and collection building, as noted above. However, this work is never finished. In order to address the specific concerns of Black Lives Matter groups on campus—students, faculty, and staff—the library’s DEI Task Force will become a standing committee, with both librarians and support staff. This group will make recommendations for activities and policy changes that will be incorporated into the library’s next strategic plan—and all future plans.

FOCUS ON NEW LITERACIES: MISINFORMATION, DISINFORMATION, AND PROMOTING SOCIAL JUSTICE

Building upon DEI efforts in the library in the areas of instruction, programming, and outreach, the library will be looking for ways to reverse the continuing negative impact of misinformation and disinformation in civic life. We must also redouble our efforts to ensure that students at every level, in every discipline have access to a diverse array of academic information sources and that they know how to find and use them to support their academic success. Our recent survey of LMU’s School of Education faculty revealed that the majority of faculty surveyed are interested in having their graduate students learn more about discipline-specific research strategies, library databases, incorporating their research into practice, and evaluating sources for bias, accuracy, credibility, and relevance. So, we expect that our librarians will need to develop deep knowledge of differing and highly specialized research strategies.

Information literacy will continue to focus on finding and using reliable information in pursuit of academic excellence, but will expand its scope in pursuit of civic engagement and the creation of a more just society. We are increasingly convinced that students must have the tools to critically evaluate information found on the internet and through social media. They must be knowledgeable about the role that algorithms play in our lives and the ways in which artificial intelligence is used by search engines and social media platforms to influence our thinking—often contributing to racism and sexism—and our behavior—in online and in the wider world. Library staff recently finished reading and discussing
the book “Algorithms of Oppression: How Search Engines Reinforce Racism,” by Safiya Umoja Noble; we will be considering ways in which our library might address the serious societal issues raised by Noble through curriculum support, programming, and more. We are a learning organization, committed to continuing our own reading, reflection, and search for solutions. While we have been surprised by the success of our virtual programs and connections with our community, we also look forward to meeting in person again, to engage with our students, faculty, and staff, and to collaborate on impactful programming with and for colleges, schools, and departments.

“For more than a decade, the library has prioritized diversity, equity, and inclusion in personnel matters, including hiring, retention, and climate; information literacy instruction and workshops; programs; and collection building. However, this work is never finished.”
Appendix 1: A Timeline of Hannon Library
A Timeline of Hannon Library

April ‘07
First Undergraduate Library Research Award

June ‘07
Construction begins on the William H. Hannon Library (a)

December ‘07
Los Angeles Magazine features library’s historic postcards

May ‘08
Creation of our first LibGuide and launch of OneSearch

August ‘08
Library creates MySpace, Flickr, and blog pages

September ‘08
First Jewish Book and Discussion Group meeting

October ‘08
Commemoration of the 100th anniversary of the LA Aqueduct with “Water and Politics in Southern California” program

January ‘09
Launch of the Digital Library Program

May ‘09
Sections of Von der Ahe Library begin closing (b)

July ‘09
Most of library staff re-located to new library (c)

August ‘09
Grand Opening (d)

September ‘09
Faculty Pub Night series launches

2007 2008 2009
APPENDIX 1: A TIMELINE OF HANNON LIBRARY

March ‘10
Library acquires bronze bust of William H. Hannon

August ‘10
Acquisition of The Saint John’s Bible Heritage Edition (e)

September ‘10
Launch of LMU Digital Commons

October ‘10
“Dark Angel: Los Angeles Noir in Fact & Fiction” series begins

October ‘10
Library hosts “Deadly Medicine: Creating the Master Race” exhibition

April ‘11
Acquisition of Venegas Family Papers (f)

June ‘11
Nearly 800 journals converted to electronic-only subscriptions

July ‘11
Creation of the Curriculum Materials Collection

August ‘11
Beginning of LMU’s Centennial Academic Year

September ‘11
Recruitment for first Librarian-in-Residence begins

April ‘12
Library acquires “Life and Times” and “California Connected” videotapes from KCET

May ‘13
First “From Their Perspective” exhibition

August ‘13
Launch of LMU Historical Photograph Digital Collection (g)

August ‘13
Library information literacy embedded into new core curriculum (h)

August ‘13
Common Book program relaunches with Academic Resource Center (i)

October ‘13
First Haunting of Hannon Library
<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
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<tr>
<td>March '14</td>
<td>First Year Seminar information literacy tutorial wins Association of College and Research Libraries PRIMO award</td>
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<tr>
<td>June '14</td>
<td>Inaugural Institute for Research Design in Librarianship (j)</td>
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<tr>
<td>August '14</td>
<td>Library develops its first responsively-designed website</td>
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<tr>
<td>September '14</td>
<td>Faculty Pub Night reaches 5-year anniversary</td>
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<tr>
<td>January '15</td>
<td>First class-curated exhibition in the A&amp;SC Gallery (k)</td>
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<tr>
<td>April '15</td>
<td>Library hosts its first Long Night Against Procrastination (l)</td>
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<tr>
<td>September '15</td>
<td>Library partners with LAPL to host “Latino Americans: 500 Years of History”</td>
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<tr>
<td>September '16</td>
<td>Los Angeles Poet Laureate Luis Rodriguez speaks</td>
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<tr>
<td>January '16</td>
<td>Project CORA launches</td>
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<tr>
<td>February '16</td>
<td>Partnership with Laband Art Gallery on “From Clay to the Cloud: The Internet Archive and Our Digital Legacy” (m)</td>
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<tr>
<td>June '16</td>
<td>LMU's first digital humanities course, “The Digital Watts Project,” is taught</td>
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<tr>
<td>September '17</td>
<td>Course Adopted Texts (CATs) Initiative launches</td>
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<tr>
<td>February '17</td>
<td>LMU Speaks storytelling program launches</td>
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<tr>
<td>April '17</td>
<td>Assessing the Diversity of E-Collections project</td>
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<tr>
<td>May '17</td>
<td>Media Lounge remodeled (n)</td>
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<tr>
<td>May '17</td>
<td>LMU and LLS Library catalogs merged</td>
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<tr>
<td>August '17</td>
<td>Course Adopted Texts (CATs) Initiative launches</td>
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APPENDIX 1: A TIMELINE OF HANNON LIBRARY

January ‘18
Acquisition of the Tony Coelho Papers (o)

January ‘18
“Meeting Christ in Faith and Art” exhibition (p)

July ‘18
Inaugural POCinLIS

September ‘18
Library eliminated overdue fines for most books

October ‘18
First Library Open House (q)

January ‘19
Sustainable Collection Growth Project begins

February ‘19
Robert Singleton donates papers to LMU Library (r)

August ‘19
Digital Collections move to Quartex

August ‘19
10 years in the William H. Hannon Library (s)
Appendix 2: Select Librarian Presentations and Publications
Appendix 2: Select Librarian Presentations and Publications

Over the past five years, the librarians of the William H. Hannon Library have made hundreds of presentations at conferences and published more than 50 articles, books, and conference proceedings. The following is a selection of publications and presentations that represent their scholarly and professional activity. This work has directly impacted our understanding of the LMU campus community, our users, and our services and has contributed to the knowledge and discourse in library and information science.

Acquisitions and Collection Development


Communications and Outreach


Digital Literacy


Diversity/Equity/Inclusion


APPENDIX 2: SELECT LIBRARIAN PRESENTATIONS AND PUBLICATIONS

Information Literacy


Librarian-Researchers


Research Methods


Social Justice

Garibay, Javier, Rogova, Irina, and Young, Jessea. (June 2017). “Archives for Empowerment.” Presented at The AlliedMedia Conference, Wayne State University, Detroit, MI.


User Studies


Appendix 3: Selections from Our Unit-Level Strategic Plan
Appendix 3: Selections from Our Unit-Level Strategic Plan

Over the past seven years, the work of the William H. Hannon Library has been driven by its strategic plan, which was developed to align with the strategic plan of Loyola Marymount University. The following is a selection of strategic goals that directly support student learning, campus engagement, and library assessment.

Goal 1: At graduation, every student will have achieved standards-based information literacy proficiencies.

Objective 1.1 Increase students’ information literacy proficiencies through a program of cumulative skills training integrated with curriculum.

Objective 1.2 Increase collaboration of faculty and other campus units in promoting and assessing information literacy proficiencies.

Objective 1.4 Increase graduate students’ information literacy proficiencies through a program of cumulative skills training integrated with curriculum.

Goal 2: The library’s physical spaces will provide optimal utilization of resources and services.

Objective 2.2 Meet users’ expectations for spaces conducive to individual and group study.

Objective 2.3 Improve wayfinding in library physical and digital spaces.

Goal 3: The library will engage in sustainable stewardship of physical and digital collections in support of academic excellence, local and global citizenship, and the Catholic intellectual tradition.

Objective 3.1 Meet users’ expectations for access to authoritative content in the format desired.

Objective 3.3 Improve the preservation of university history through increased selective submission of records, media, and artifacts to University Archives.

Objective 3.4 Increase access to archival and other local collections through digitization and metadata.

Objective 3.5 Lead campus in exploration and application of emerging mechanisms of scholarly communication.

Goal 4: The library will promote LMU’s competitiveness through excellence and accountability in performance.

Objective 4.3 Recruit and retain a diverse staff, professional and para-professional, that reflects the diversity of the LMU student population.

Objective 4.4 Employ systems and best practices that promote evidence-based practice and data-driven decision-making.

Goal 5: The library will contribute to formative and transformative education of the whole person through outreach and programming.

Objective 5.1 Prioritize library programming to be more intentional, integrative, inclusive, and interdisciplinary.

Objective 5.2 Support and promote the research and creative output of LMU students and faculty in innovative, creative ways.

Objective 5.3 Strengthen the library’s role as a cultural and intellectual hub that connects LMU with communities off campus.

Goal 6: The library will provide online tools and resources for a user-centered digital learning environment for search, discovery, and utilization.

Objective 6.1 Develop, maintain, and integrate technology infrastructures to maximize efficiencies and enhance the end user experience.

Read our full strategic plan at library.lmu.edu/aboutthelibrary
Appendix 4: Letters of Support
November 16, 2020

Lauren Pressley
Chair, Academic Libraries Award Committee
University of Washington Libraries

Dear Members of the ACRL Excellence in Academic Libraries Award Committee:

It is with great pride that I recommend the William H. Hannon Library for the ACRL Excellence in Academic Libraries award. The university has been recognized for our beautiful library building that opened in 2009; the ACRL award would recognize the innovative and tireless work of our librarians in supporting the students and faculty of Loyola Marymount University. Hannon Library’s award-winning instruction model, high-touch research support services, curation of deep and diverse collections, intentional co-curricular programming, and dedication to the library profession sets them apart as exceptional colleagues, collaborators, and information science professionals. In short, they do everything that one would expect of an outstanding university library, and more.

At LMU, as our mission states that “we invite men and women diverse in talents, interests, and cultural backgrounds to enrich our educational community and advance our mission: the encouragement of learning, the education of the whole person, and the service of faith and the promotion of justice.” Under the leadership of Dean Kristine Brancolini, Hannon Library has integrated these core principles into its strategic plan—the driving force that fuels their decision-making, leadership, and unique approach to campus collaboration—to cultivate an environment in which librarians and staff work daily to embody LMU’s mission in their work.

As you have read in the application, information literacy is built uniquely into LMU’s core curriculum, and our librarians are key to ensuring that information literacy remains at the center of student experience. I am not surprised to see that their efforts have won recognition in the field; their information literacy program at LMU was recognized as an exemplary program by the Association of College & Research Libraries. Our librarians have a reputation on campus for being knowledgeable and amiable collaborators, seeking ways to support our students’ academic success at every opportunity. Moreover, in weaving assessment throughout their efforts, they embrace the Jesuit ideal of magis: always striving to be better, to do more than what is required. The library regularly prioritizes and supports usability testing, space assessments, and the evaluation of library instruction and the First Year Seminar tutorials, in order to continually improve these programs for future students.
The librarians of Hannon Library support our campus community through partnerships with a wide variety of academic departments, our student affairs units, and other campus organizations. I am particularly impressed with their ability to bring faculty from all six Westchester campus schools and colleges to the table to inform collection development work and student support through both the Faculty Library Committee and the Faculty Liaison Representative program. Events like Faculty Pub Night, which celebrates the academic scholarship of our university, also reach our seventh college, Loyola Law School. In this regard, Hannon Library is an exemplar of collaboration to which we all can aspire. It is not an exaggeration to say that there are few units on campus as well-loved, respected, and appreciated as the library.

The library provides our campus with more than just a platform for discovery. Through programming and resources, it also offers us a lens through which we can examine ourselves. Collaborations between faculty, librarians, and students to curate exhibitions of University Archives materials have led us as a community to interrogate our campus history in profound and often difficult ways. The Common Book program, a joint initiative of the Academic Resource Center and the Hannon Library, is an excellent example of campus collaboration that brings together groups across the university to discuss the difficult issues of our time. This year, for example, our Common Book was *Go Ahead in the Rain: Notes to a Tribe Called Quest*, by Hanif Abdurraqib, which urged us to consider the voices of Black artists and musicians in creating current social movements like Black Lives Matter.

Of particular interest to me, as both Provost and a scientist, Hannon Library truly values student research and the ability of every student to have access to the tools and resources they need to become scholars in their own right. Each year, the library rewards students who can demonstrate their excellent use of library information and services in their scholarship or creative works through the Undergraduate and Graduate Library Research Awards. These awards bring the outstanding scholarship of our students into the global scholarly conversation, through their availability in the Digital Commons repository. Hannon librarians have also recognized the impact of rising textbook costs, and they are working to promote the benefits of open educational resources for our campus community through initiatives like the LMU Open/Alternative Textbook Initiative, a grant to support faculty in reworking their curriculum and building open educational resources into their courses.

During COVID-19, the library has expanded their support of our students and faculty. Hannon Library staff have worked to expand the number of research databases, e-books, streaming videos accessible to LMU students, faculty, and staff wherever they are, which has been increasingly valuable in this time. They have transitioned to offer pickup and mail delivery services for print materials and expanded scanning services, and they continue to offer stellar 24/7 chat and virtual research consultation support. They are also taking on the challenge of creating dynamic library instruction and programming through virtual environments.

Finally, I will note that our librarians play a crucial role in campus leadership and decision making. Librarians serve on the Faculty Senate, the University Core Curriculum Committee, the Academic Planning and Review Committee, and the Institutional Review Board. Librarians have frequently represented their faculty colleagues by serving on the executive board of Faculty Senate (with whom I work closely) and, for
the past two years, have chaired the Faculty Senate Committee on Committees, thus taking a central role in the shared governance exercise of our university.

Hannon Library also works to support the library profession. Dean Brancolini has created a unique continuing education program to support academic librarians’ professional growth through the Institute for Research Design in Librarianship. LMU librarians also founded the inaugural POC in LIS Summit, creating a brave space for BIPOC librarians and staff to come together to share experiences and support each other in their profession. And as noted elsewhere in this application, Project CORA—created by LMU librarians to collaborate with LMU faculty on information literacy—has become an award-winning international repository for information literacy assignments.

The William H. Hannon Library supports Loyola Marymount University through its excellent and knowledgeable staff, its research collections and programming, and its commitment to our mission. For all of these reasons, I highly recommend them for the ACRL Excellence in Academic Libraries Award.

Sincerely,

[Signature]

Thomas Poon
Executive Vice President and Provost
October 21, 2020

Dear Selection Committee,

It is my understanding that the ACRL Excellence in Academic Libraries Award is one of the highest recognitions among US academic libraries. I also understand that the award recognizes college and university libraries that are outstanding in furthering the educational missions of their institutions, through collaboration, creativity, and leadership. With that understanding, it is my pleasure to write a letter of support for The William H. Hannon Library at Loyola Marymount University (LMU) for this prestigious Award.

Allow me to contextualize my knowledge and engagement with the William H. Hannon Library under the direction of Dean, Kristine R. Brancolini. I currently serve as Dean, College of Communication and Fine Arts at LMU. I am in my ninth year as Dean in a college that hosts departments in Communication Studies, Theatre, Dance, Music, Art and Art History; a free-standing graduate program in Marital and Family Therapy with a specialty in art therapy; and now a new Masters of Fine Arts in Performance and Pedagogy located in our Theatre Department. We also have two art galleries within the college: The Thomas P. Kelley Student Art Gallery and the Laband Art Gallery that serves as our professional art gallery, host to a range of arts and exhibitions from the global city of Los Angeles, and from around the world. I can not think of one of our departments or units that has not been engaged in the expansive programming and collaboration that the Hannon Library provides. The librarians of The Hannon Library have engaged in direct outreach to every department and unit in my college (as I assume throughout the university); to assist in fulfilling our learning outcomes and educational goals. This includes integrating specialty software on designated library computer, transforming everyday workstations into maker hubs for students in multiple design disciplines—as supplement to formal labs on campus. The Laband Art Gallery has collaborated on numerous art exhibitions informed by the Hannon Library—both in research and exhibitions—including the use of rare volumes on display. Such programming promotes the university mission: to encourage learning, the education of the whole person, and the service of faith and the promotion of justice integrated in all that the library does. The professional staff of the library have established and maintain substantial and productive relationships with classroom faculty and students making the William H. Hannon Library both the heart and brain of the campus; serving as critical and creative catalyst in fulfilling the educational mission of the academic community at LMU.

Some of my favorite programming of the Hannon Library will reveal my personal bias as the Dean, College of Communication and Fine Arts. For example: “Making a Scene: The Process of Stage Design” the Hannon Library’s Spring 2019 exhibition from Archives and Special Collections was on display in the Terrance L. Mahan, S.J. Gallery. The exhibition celebrated the career of Charles E. Erven, professor of Theatre Arts at LMU. Featuring selections from the recently donated Charles E. Erven Theatre Collection to the library with additional loans from Erven’s personal collection, the exhibition took audiences and visitors (beyond the gala opening event) through the creative process of set design from start to finish. What is important about this exhibition, is not only the acquisition of the materials but a critical and creative collaboration between the Hannon Library, an individual faculty member, and the department of Theatre—but also a broader community of working professionals in Los Angeles (one of the key creative capitals of the world with the combined emphasis in film, theatre and music.) The importance of “the happening” also celebrated what has quickly become referenced as “old school” methods of scenic design; paper designs and hand crafted models that established and continually inform the discipline of stage-set design across the world; undergirding the training of working artists—even as they move to more technology driven methodologies.

Faculty Pub Night is a library-sponsored speaker series launched in 2010. It is designed to highlight a diverse, interdisciplinary range of research publications and creative works created by faculty at Loyola Marymount University and Loyola Law School, presented to a broad audience that includes students, faculty, staff, and off-campus guests. Each year for the last nine years of this program, I have attended a range of these presentations that have become the hallmark of interdisciplinary conversations on cutting edge research with diverse faculty across the university. With approximately six installments of presentations scheduled through the academic year, audiences are
invited into the Von der Ahe Suite, a sort of living room for the campus because the Hannon Library itself is located in the geographical center of campus. The space invites the audience to be comfortable and at home, with food and beverages, to sit and stay a while to engage critical intellectual talk—that is always smart and engaging with a designated librarian welcoming and framing “the happening” and facilitating discussion afterward. As Dean, the event has invited me to both collaborate with the library through my faculty participation, but it has also afforded me and our students, the opportunity to come into a deeper understanding of faculty research from around the campus; to be in a deep communion with their presentation, professionalism and passion for research in very visceral ways. Hence, ignoring the teacher-scholar model to which the university celebrates, and the Hannon Library exemplifies in its programming.

The Haunting of Hannon. For the last eight (8) years, the Hannon Library has been in partnership with the Theatre Department to present, “The Haunting of Hannon” in the weeks before Halloween. The event has become a favorite of the campus and the surrounding community. It is an event in which the library works with a theatre faculty member and selected actors to strategically “haunt” varying parts of the library; staging scenes of horror and intrigue in study rooms, archives, and the stacks. Audience/participants gather in the living room (the third floor Von der Ahe suite) and are then escorted in manageably-sized groups by a tour guide—through staging areas of the library. There are two types of shows presented, variations on the theme for “youth populations” from the campus daycare and the community, and the other for “adults”—with varying levels of kitsch and scare; tricks and treats abound. A couple additional features and fancies of this event—is that the performative texts are drawn from classic takes of horror stories, novels, historical accounts, and urban lore—all of which encourage an appreciation for the literature of the genre. All of this occurs during library hours; hence the library is open for business—and the tours of the varying spooky scenarios often move through the stacks, through the halls and stairwells in a seamless integration with the life and purpose of the library as the central marketplace for the acquisition of knowledge, the exchange of ideas and diverse experiences. This year, even with the challenges of the coronavirus forced remote instruction—the Hannon Library maintained its commitment to the community and continued the tradition with a ZOOM-based experience through what was constructed as a tour through their “Digital Collection.” Librarian and Head of Outreach & Communications, John Jackson served as a Vincent Price-type host called “The Librarian,” who introduced the evening with a spooky contextualization of the evening that suggested: “The William H. Hannon Library has been sitting vacant, and not entirely sane, through most of 2020. As Halloween approaches and the veil between our worlds grows thin, the demonic elements of the library's digital collections are beginning to grow hungry.” Through outlined frames of library expertise and purpose, he then directed the home viewing audience to a series of enacted digital-based but live scenes that engaged and thoroughly frightened the viewers at home. John intervened with critically articulated insights of librarianship that were both informed and ticklish, as he maintained the spooky character of “The Librarian.”

The chat room activity during the “Haunting of Hannon” event might serve as sin quo non to my support and nomination for the William H. Hannon Library for The ACRL Excellence in Academic Libraries Award. On the night I attended, in the chat room of the YouTube channelled event was the President of our Faculty Senate, a series of university distinguished scholars, and several faculty members who I recognized from every college in the university; including some of my favorite librarians. All of us wrote silly notes about the scenes, expressing fright and fascination. But we also wrote notes of appreciation for the skill and talent of our students, the sophistication and information laden content of the narratives beyond the fright factor, and all of us at one-point or another gave appreciation to the library for bringing us together. Bringing us together in our seriousness and silliness, together to enjoy the frivolity of it all; but also as academics to recognize the critical and intellectual labor that anchored the event and allowed us all to embrace the unification of possibilities to which the Hannon Library offers in a community of experience; that day and everyday.

I strongly recommend The William H. Hannon Library at Loyola Marymount University (LMU) for this prestigious Award. If you need any additional information, please feel free to contact me directly.

Sincerely,

Bryant R. Alexander
Bryant Keith Alexander, PhD
Dean and Professor, College of Communication and Fine Arts
bryankeithalexander@lmu.edu
13 November 2020

Dear Members of the ACRL Excellence in Academic Libraries Awards Committee,

It is my honor to write in support of the application of Loyola Marymount University’s William H. Hannon Library for the Association of College and Research Libraries’ Excellence in Academic Libraries Award. As I say to anyone who will listen, our library and librarians are simply phenomenal. The William H. Hannon Library punches well above its weight class, providing collections and services at a level of quality considerably higher than what one might expect of an academic library at a university of our size. The librarians themselves embody the teacher-scholar ideal at the center of an LMU education: they are teachers, partners to faculty, and scholars in their own right.

The History major at LMU focuses not merely on teaching content but on training students to become historians: to understand that history is a dialogue about sources and interpretations, to think historically, and to practice the craft of history themselves. The William H. Hannon Library is an essential partner in this endeavor, teaching students general research skills but also enabling them to work with primary sources – up-close and hands-on – in the Department of Archives and Special Collections. Special Collections visits are always a highlight of my classes. Special Collections librarians work with faculty to develop class visits that feature artifacts related to the central themes of the class. Over the years, my students have worked with primary sources related to Catholic (in particular, Jesuit) missionaries in the Americas and the Far East, print technologies, slavery, mass incarceration, Weimar Germany, and more. Object analysis exercises developed by the librarians train students in how to “read” artifacts – how to engage the unfamiliar at first sight, first touch, and first smell (seeing a blind student do the object analysis was an education for me!) and then how to identify questions for future research.

In designing these learning experiences, the librarians are always attentive to the learning goals of the course and to the course content, mining our Special Collections to find artifacts and sources appropriate for the specific course. They are also game for some fun! A few years ago, when planning to teach the required history methods course, I approached the library about turning our normal Archives and Special Collections visit into an escape room. Special Collections and Outreach librarians jumped at the opportunity and worked with me to select artifacts, to craft the story, and to develop the puzzles (we even did a field trip to a local escape room as part of our own research). The escape room demonstrated to students just how much of historical research is about problem solving and detective work. Having escaped from the archives on one day, the students returned to examine the original artifacts during the next class. Developing the escape room was a challenge for the librarians and me, just as solving it was a challenge for the students – but these challenges were solved through effective and energetic collaboration. COVID presented different challenges. Yet again, the librarians ably solved them, transforming the in-person visit into a virtual visit using photographs and Google forms to re-create the experience of working with the sources. Following their model, I was also able to transform the escape room into a virtual escape room.

This kind of exposure to Archives and Special Collections opens up avenues for further research for students. A student in my Weimar Germany class was inspired by seeing the artwork of Max Thalmann during our class visit to Special Collections and decided to write his research paper about artistic responses to World War I, a research paper that subsequently won the Undergraduate Library Research Award. An animation student doing an independent study with me was inspired by a look at that same collection to do a subsequent independent study where she worked on updating the finding aid for the collection, using her own artist’s eye to add valuable information to the descriptive materials accompanying the collection.
History faculty and students have frequently collaborated with Archives and Special Collections to curate exhibitions, including on the Civil War, animals and monsters, and LMU’s own history. In fall 2019, the students in my methods class learned both how to do archival research and how to engage in public history by staging an exhibition called “Promoting Social Justice? Using Public History to Complicate the University’s Narratives.” Focusing on topics related to the university’s social justice mission and working with Special Collections, the students did research in the University Archives, with each student choosing an artifact as their focus – research and analyzing it, framing it for the exhibition, writing the interpretive label for it, and then developing the broader topic in greater depth in an analytical essay for the companion website. They also designed the physical space of the exhibition and, with a library designer, the exhibition wall. As was clear from the student reflections at the exhibition opening, the students who have done this kind of research in Archives and Special Collections have all experienced that joy, so familiar to archivists and historians, of working with “the actual thing” and then of thinking about questions related to archival practices, historical interpretation, narrative, and display.

As a historian of modern Central Europe, my archives are mostly in Germany and Poland. But the William H. Hannon Library has also supported my own research in important ways – and not just by ordering books that I need and giving me access to research databases. Like my students, I have also been inspired by Special Collections class visits to begin a new research project using the Max Thalmann Collection. This new project was immediately thrown into some disarray when COVID restricted access to library. The library dean and Special Collections department head developed a physical distancing and cleaning plan to enable me to access the reading room and work with this collection this fall. It has been an absolute joy to be back in the archives and to work with new materials, generating questions and thinking through how to interpret Thalmann’s artworks in light of his interest in theosophy and the broader developments of the Weimar Republic. The Archives and Special Collections department head has been my partner all the way – by my side (twenty-five feet away), ready to help find additional materials and track down information that might answer some of these questions.

A student this semester, having done the virtual visit to Special Collections, remarked that she usually thinks of the library as a space where one must work in quiet solitude and that she enjoyed the Special Collections visit because it was so active and centered on group discussion. This statement encapsulates for me the strengths of the William H. Hannon Library. The librarians have created a library that is not just in the physical center of campus but is the center of our intellectual community – a place where we both work in quiet solitude and come together as a community, animated by curiosity and wonder, to produce and share knowledge. My work as a teacher and scholar would be impossible without the collaboration of the librarians at the William H. Hannon Library. It is truly a most excellent academic library!

Sincerely,

Elizabeth A. Drummond
Associate Professor and Chair of History
November 13, 2020

Dear ACRL Excellence in Academic Libraries Awards Committee:

I am thrilled to write this letter on behalf of the William Hannon Library’s application for the Association of College and Research Libraries Excellence in Academic Libraries Award. Writing this letter is a small way to express my gratitude for the longstanding partnership between the Hannon Library and the Academic Resource Center (ARC). In my role as Director of the ARC I have had the privilege of working closely with the dynamic and innovative library team. Our collaborative efforts have not only fostered the academic achievement and personal development of countless students, but have also increased the visibility of the ARC, helping to move our department from a peripheral, to a central service at LMU.

Writing support is an essential point of collaboration between our units. The Writing “Lib Guides” housed on the library website provide a space for the ARC to share resources and recommendations for effective writing and research that students may not seek out otherwise. As one of the most popular “Lib Guides” the writing guide averages 3000 hits a month, which demonstrates students are connecting with the resource, and are likely returning to it time and again. This virtual space serves as an entry point for many students into the ARC Writing Center.

In addition to virtual spaces, the Hannon Library has afforded the ARC physical space to conduct events and provide services. Writing tutoring and workshops, “Ask a Tutor” info desk, and the First To Go Artifacts exhibit are examples of the ways the library has supported the ARC’s work inhouse. As a department on the far end of campus, gaining access to space in a central and convenient location enables our center to reach students that may never enter our physical doors.

Another notable collaboration between the ARC and Hannon Library is our work with Fall Orientation. In 2018 library Head of Outreach and Communications, John Jackson, extended an invitation to the ARC to join the them in presenting at Orientation. As the inaugural year for LMU’s Fall Orientation Program, this invitation opened the door for the ARC to gain audience with 1,500 freshman, an opportunity not afforded in the previous Orientation format. John and his team member Ray Andrade initiated the idea of creating a joint presentation that would be engaging, creative, and memorable to incoming students. From this partnership the library Outreach Team and ARC University Advising Team developed a one of a kind narrative presentation depicting a semester in the life of a first-year student we affectionately named “LMU Sue”. The presentation helped to establish the ARC and Hannon Library as accessible resources eager to support
students from entry through graduation. “LMU Sue” was so well received that our departments were invited back and asked to repeat the presentation the following year.

Over the past ten years one program has defined the relationship between the ARC and the Hannon Library and that is the LMU Common Book Program. In recent years the program has evolved in structure and reach, largely due to library’s culture of collaboration and innovation. Partnering with the Bellarmine Forum, investing faculty and staff in the annual book selection process, imbedding the Common Book into the Core Curriculum, and developing events that inspire and inform, are all tangible ways we have worked with the Hannon Library to build the program into what it is today. Each year we reach new audiences, broach new subjects, and create new modes of engagement. Without the expertise of John Jackson, assistance of the library events staff, and funding support, this program would not be possible.

The Hannon Library has been an ideal partner for the Academic Resource Center, and has been a crucial resource for the campus community as a whole. During these difficult times, when resources are scarce and needs are great, a partnership such as ours continues to innovate, inspire, and serve as a model for collaboration on our campus and beyond.

Sincerely,

Mia Watson  
Director  
Academic Resource Center
November 16, 2020

Excellence in Academic Libraries Award Committee
Association of College and Research Libraries
225 N Michigan Ave, Suite 1300
Chicago, IL 60601

Dear Members of the Awards Committee,

I am pleased to write this letter of support on behalf of the Loyola Marymount University (LMU)’s William H. Hannon Library’s application for the ACRL Excellence in Academic Libraries Award. The Library has not only transformed my academic success and influenced my career aspirations, but it provided me the support and resources that have shaped who I am today.

At the beginning of my sophomore year, I was hired as a Collections Assistant to work in the Library’s Department of Archives and Special Collections. As an Art History major, it was an exciting pathway to a potential career in archives and museums. I had access to unique and interesting objects, cataloging collections of postcards, photographs, historical documents, as well as contributing to the creation of Finding Aids for eight collections of archival material. I am most proud of my work on cataloging a collection of 19th century surveyor maps of Los Angeles and creating the Finding Aid for the collection. Additionally, the Department of Archives and Special Collections gave me and other students working in the Library the unique opportunity to co-curate the student summer exhibitions. After selecting objects from the collection that students found compelling and postcards that represented each student’s hometown, students would write a caption to go along with the object as part of the summer exhibitions. This experience was not only valuable but has left an impression on me about the importance of an individual’s contribution to an exhibition. My work as a Collection Assistant for the Library influenced my decision to go to graduate school for Museum Studies and current position at a museum managing its permanent collection of archival material.

Beyond working, the Library was an indispensable resource for my studies and personal interests. The Library had many art history books that I needed for my research papers and the LINK+ catalog provided access to books from other libraries in a quick and efficient manner. I was also able to find online articles and journals to complete my research through the Library’s wide-ranging access to online periodicals and databases. For one of my Art History classes, the class visited the Department of Archives and Special Collections to view postcards depicting Oriental scenes and develop a research paper around the postcard of our choosing. I also had a minor in Film Studies and desired to continue learning about film outside of my classes. As Loyola Marymount University has a School for Film and Television, the Library had a large DVD collection of domestic and international films for students to use while taking those classes. I fully utilized the Library’s collection to watch films for my classes as well as further educate myself on films I had not previously seen.

The William H. Hannon Library has truly made me who I am today. It has been, and continues to be, a critical resource for students at Loyola Marymount University to achieve academic success and figure out one’s potential career pathway. As someone who had the opportunity to work in the Library with the excellent staff, I feel fortunate to have had their guidance and direction during my time as an employee and student. The work the Library puts in to encourage learning, educate the whole person, and promote social justice have enabled people like me to be lifelong learners and contribute to the betterment of society.

Sincerely,

Brienne Wong
Class of 2015
Dear Award Committee,

I write in enthusiastic support of LMU’s application for the ACRL Excellence in Academic Libraries Award. LMU’s library is exceptional, and its librarians and staff are tireless in pursuing the mission of the university. I can think of no institution on campus and none in my academic career which so sincerely and intently works toward the advancement of faculty and students. There is a deeply engrained ethos that underlies their work: to serve and do better.

Prior to LMU, my library experiences were simply transactional. Locate a book, check it out, return it and repeat. Shortly after coming to LMU, I knew the name of our departmental library liaison and worked with her to acquire access to data that I needed. In 2016 I joined the Faculty Library Committee (FLC). I have to admit my motivations were pretty superficial. I like books and thought that it would be nice to be able to have a say in the collections. For me, like most, the library was simply a repository of research materials. Very quickly I learned that the library is more awesome than I ever imagined and its roles far more extensive. Collections are an important but also small part of what our library does.

It is through my membership on the FLC that I have learned what a library can be. Our library does a tremendous amount of work in special exhibits, outreach, information literacy, and student engagement. Their efforts to make the library accessible to students are remarkable. Our librarians understand that comfort and familiarity with library resources, or the tools of research and information literacy, are essential to student success. In turn, they developed an open house as well as other programs like the Long Night Against Procrastination and stress relief events during finals to ease anxiety around the library. As we know to teach, you first have to reach, and many of these programs are focused on bringing students through the door. Once in, students find a dynamic intellectual and creative space full of opportunities. The library, for example, engages its student assistants in the work of curation. Each fall, students, faculty, librarians and staff collaborate to produce the literary Haunting of Hannan.

Our library is an extension of the classroom. Several faculty and departments have collaborated with the library and made its archives and special collections a cornerstone of their classes. In these courses, librarians and faculty work closely to teach about artifact and object analysis, offering some of the most meaningful learning experiences on campus. Both in the course of these classes but also their regular work, our librarians engage, mentor, and build confidence in our students. In the last few years, I have learned how critical our library is to cultivating the education of the whole person.

Our library is also a culture maker. In my research I examine how new social norms diffuse. Our library is an advocate of social justice and promotes the diffusion of progressive norms, like
inclusion, representation, and equality. It lives the values that many of us champion but far more seldomly see in action. The library has been one of the strongest, if not the strongest, advocate of bringing more affordable and open educational resources to campus. Deeply concerned about the cost of education, the library has partnered with faculty and other units on campus to identify ways to bring in the same quality of instructional materials without the prohibitive cost.

As is often the case, I am also deeply impressed with how the library cares for and cultivates their student employees. Whether offering career and professional development workshops or including them in the substantive work of the library, it mentors them. Recently the library hired student employees to assess the study of diversity in its databases. The assessment itself was a noble endeavor, but equally so was the training, empowering, and inspiring of young adults – the effects of which we can expect to see in the future.

The library is a leader in raising awareness about gender identity. Early in this norm’s development, many librarians changed their email signatures to include gender pronouns. Some might consider these changes small but I often think that small cues are the most heartfelt and meaningful to affected groups. They are also a signal to others that are receptive to but unaware of the emergence of new values.

I began this letter by noting the earnest efforts of the library and its staff. This is no more evident than under Covid 19. Like many others, the library shifted its operations online in short order. Despite greater demands and fewer resources, their commitment to faculty and students is untouched. They have expanded their digital resources, and go to extensive, and arguably expensive, lengths to make sure that print materials are accessible, when electronic resources cannot be acquired. Equally noteworthy, they uncovered a number of international students who owing to location, logistics, or finances were unable to acquire their course materials. After recognizing this problem was more widespread, they set up a more regularized process with the Office of International Students and Scholars to ensure access to these materials for affected students. The library’s responsiveness to these students is not exceptional. It is what they do and who they are.

In sum, our library is the ideal candidate for the Excellence in Academic Libraries Award. It embodies the values of the university and is a constitutive part of its success. The library is a sincere, active, and efficacious partner in educating the whole person. In promoting norms of inclusion, representation, and equality, our librarians and staff advocate social justice and act in the service of faith.

Sincerely,

Feryal M. Cherif
Director of International Relations
Member and former chair, Faculty Library Committee
ACRL Excellence in Academic Libraries Awards Committee
Association of College and Research Libraries

American Library Association
50 East Huron Street
Chicago, IL 60611-2795

To the ACRL Excellence in Academic Libraries Awards Committee:

I am honored to submit this letter in support of the William H. Hannon Library’s application for the ACRL Excellence in Academic Libraries Award. Loyola Marymount University’s (LMU) mission is at the core of who we are as LMU students, faculty, staff, and alumni. We deeply embrace and are committed to our three-fold mission: (1) the encouragement of learning; (2) the education of the whole person; and (3) the service of faith and the promotion of justice. Amongst a community of dedicated leaders working to strengthen and promote our mission, the library stands tall in its desire to boldly advance this important work.

One of the many ways in which the library advances our mission is through its commitment to assessing and evaluating their programming, initiatives, and practices. I have had the pleasure of collaborating with the Library on a number of assessment projects spanning my twelve year tenure at LMU, first in my role as the Associate Director of Survey Research in the Office of Assessment and now in my role as the Senior Director of the Office of Institutional Research and Decision Support. During this time, I have witnessed a strong culture of assessment, rooted in a desire to support LMU’s mission, permeating throughout the library. It is a culture that embraces assessment for the value it adds, rather than simply as a necessary step in the process. In my long history of collaborating with the library, I have been impressed to find that each library staff member can articulate the importance of assessment, can speak to the assessment practices in place, and actively seeks to further it.

As the library’s application clearly outlines, they have developed numerous mechanisms for regular feedback and continuous improvement. Their assessment practices are reflective, evidence-based, and regularly influence their planning and decision-making, ensuring that the assessment loop is closed. They are highly attuned to the need to develop valid and reliable measures of learning, grounded in best practice and guided by their desire to produce sound evidence. For instance, as part of the development and assessment of the Institute for Research Design in Librarianship (IRDL), I partnered with the library to conduct a series of factor analyses to develop, refine, and evaluate a librarian research confidence scale, one of a diverse set of measures used by the library to assess the impact of the program. Since its inception in 2014, my office has continued to partner with the library to further enhance measures such as these, designed to ensure that participants are achieving the stated learning outcomes.

IRDL is also an excellent example of the library’s approach toward collaboration, as well as their commitment to the encouragement of learning. The library is intentional in seeking collaborations and partnerships with other units across our university and with other external entities as a mechanism for strengthening community engagement and leveraging the
expertise of community members. The team involved in the development and execution of IRDL includes various units within LMU, as well as experts from across the nation. We come together bound by a common desire to strengthen the research capacity of librarians. The library is a hub that brings experts such as these together under one common goal, to advance lifelong learning. I am proud to be one such partner.

This letter highlights but a few of the ways in which our illustrious library has demonstrated a commitment to furthering LMU’s mission through collaboration and a passion for student learning. As I am sure you will note from their application, I am but one of many voices that share this view. I wholeheartedly recommend the William H. Hannon Library for this award.

Sincerely,

[Signature]

Christine A. Chavez
Senior Director of Institutional Research and Decision Support
Dear Chair Pressley and members of the ACRL Awards Committee,

It is an honor for me to write this letter in support of William Hannon Library’s application for the Excellence in Academic Libraries Award from the Association of College and Research Libraries (ACRL). As a longtime faculty member at Loyola Marymount University (LMU), my deep affection and professional admiration for the staff at Hannon Library is nurtured by their ready embrace of new ideas and the professionalism that they bring to help scale those ideas up. University libraries excel in the services and resources that they provide, and William Hannon Library is among the highest in its class. I wish to share with you here the intangibles that set Hannon Library apart as an institution that builds student confidence, elevates the Core Curriculum, and inspires sustained co-curricular partnerships that expand the classroom. While the highlights may read as a list of mundane services that libraries provide a priori, they demonstrate to me ways that Hannon Library uses every possible encounter to develop sustainable relationships with students as researchers and critical thinkers.

Six years ago, the University’s Core Curriculum underwent complete transformation. In support of this transformation, the Library developed all new co-curricular content to meet a revised information literacy outcome. The librarians created an award-winning online module on academic honesty that presents dynamic scenarios and prompts students to consider what they would do in the given situations. Students are encouraged to weigh acceptable choices against best choices and choices that involve the potential improper use of sources and learning aids. The modules engage students as responsible agents and positions them as discerning participants in the intellectual life of LMU. In class, students have lively debates over levels of acceptability, and I can see that the questions and conversations, rather than the rules, are what make an impact on students and their choices.

A similar pedagogy is employed in the Information literacy workshops developed by the Library to serve Core courses. Faculty members bring their classes to a workshop where the students pair up to complete guided hands-on research scenarios designed to have them interact with the Library’s multiple databases. Student pairs work on a scavenger-hunt style activity that includes source selection and evaluation and collect points along the way. In past semesters, I have seen students
explore different search limit configurations, browse through abstracts, and email new-found sources to themselves, ultimately improving their research topics ten-fold or, at times, excitedly seeking approval for a whole new line of inquiry. Under COVID-19 conditions, these workshops were quickly reformulated for remote-learning and Zoom delivery. With students in any number of time-zones and everyone working under strained conditions to create and maintain community, my students report that the Library’s 24/7 live chat service has been a boon for following up after the workshop.

Hannon Library employs a robust communications strategy on social media and an annual series of thoughtful signature events that leave audiences in deep community. One such annual event is “LMU Speaks,” which I was asked to participate in, in 2019, with a member of our university staff and two students. The event drew a large audience of community members, students, faculty, staff, for an evening of personal storytelling. This event is really spectacular. Through the simple act of drawing a crowd together to hear stories that are locked inside each one of us, Hannon Library becomes a source of emotional connection, community, and belonging—feelings that are extremely difficult to foster.

It is this sense of belonging that motivated me to partner with Hannon Library on the Citation Initiative, a project that I began in 2018. As a scholar who works on re-conceptualizing citation practices, I work with students to deepen their concern and interest in the material and political impact of citation practices. I emphasize the questions and conversations on citation rather than the rules, and I am most proud that what was an annual roundtable event now includes a library-facilitated hands-on active learning component that engages students in the process of discernment and the cultural values that can shape who and what we cite. Last year’s active learning session resulted in the creation of in-class activities and lessons that are available to other faculty members through Creative Commons. Using Zotero this year, we are launching a crowd-sourced bibliography on the topic of citation politics and its implications for liberation.

Housed at the center of campus, Hannon Library’s success begins and ends with the long-term relationships that its incredible staff cultivates with and among faculty, students, and staff. What I’ve been so grateful to experience is the ways that Hannon Library has become a dynamic extension of my own classroom and teaching, a place where I feel I belong. This, to me, is paramount.

Most sincerely,

Linh Hua

Linh Hua, Ph.D.
Rhetorical Arts Instructor
University Core Curriculum
Project Lead, The Citation Initiative
November 16, 2020

ACRL Excellence in Academic Libraries Awards Committee
Association of College and Research Libraries American Library Association
50 East Huron Street
Chicago, IL 60611-2795

To the Excellence in Academic Libraries Selection Committee:

I am very pleased to write in support of Loyola Marymount University William H. Hannon Library’s application for Excellence in Academic Libraries. As a senior academic administrator who worked at LMU for 11 years, as well as an alumna of the university, I have experienced first-hand the transformative effect the new William H. Hannon Library has had on the quality of the educational experience and intellectual life of LMU. Below I detail a few key areas where I have observed a positive impact of the Library and its staff.

Curriculum Development

When I was at LMU I was intimately involved in the development and implementation of the new undergraduate Core Curriculum. During that process I observed first-hand the critical role the Library played in this endeavor. The Library’s Head of Collection Development served on the University Core Curriculum Committee, which designed the new curriculum, and played an instrumental role in ensuring that information literacy was an essential and integrated component of the new curriculum. As a result, information literacy instruction is now an explicit component of the First Year Seminar and the Rhetorical Arts course, and students are required to take at least two other courses during their undergraduate career that are “flagged” as emphasizing information literacy. At a personal level, I should note that I taught in the First Year Seminar program and was extremely impressed by the support the Library staff provided to faculty in integrating information literacy instruction into their seminars.

Outcomes Assessment

The staff of the William H. Hannon Library are strong leaders and partners in assessment and continuous improvement efforts. I observed this firsthand when I was the Vice Provost who oversaw the Assessment Office. When the University constituted a campus-wide assessment committee, Dean Brancolini eagerly agreed to have one of her librarians serve on the committee. In addition, the Library was a strong leader in LMU’s efforts to successfully assess one of our university-wide Undergraduate Learning Outcomes – information literacy. The Library also takes assessment and continuous improvement very seriously in its own work, and has provided national leadership in training librarians in assessment. The Library Assessment Committee developed and implemented assessment plans for a variety of Library programming, and played a key role in the development of the Library Strategic Plan, which was a model of clearly defined goals and outcomes, and which included an exemplary assessment plan.
Enhancing the Intellectual Climate
The Library offers a wide variety of programming that enhances the intellectual climate of the University. These programs include exhibitions, special collections, speakers, a research competition for students, and less formal social gatherings. Advertised in the monthly “Happenings at Hannon” newsletter, most of these programs engage not only students, but faculty, staff and community members as well. One of the most popular programs is “Faculty Pub Night,” which provides LMU faculty an informal forum to share their latest scholarly or creative work. These events are always well attended. They provide a wonderful model for our students of the intellectual work of the academy, and faculty members enjoy learning about the scholarly work of their colleagues.

Symbol of Excellence
Finally, at a more personal level, I would like to reflect on what the new Library means to me as an alumna. When I was a student at LMU in the 1980’s, the library at the time was a rather dingy place, with limited collections, where few students ventured. On many occasions I had to go to UCLA’s library to find the resources I needed. In contrast, the William H. Hannon Library is a bright, inviting place, with state-of-the-art facilities, as well as outstanding collections and professional reference librarians, which is always filled with faculty and students. The Faculty Innovation Center and computer labs are popular spots to offer workshops and, as mentioned earlier, there are frequent events that draw significant crowds. The Library is visible from many places on campus and can be seen atop the bluff from Marina del Rey. Altogether, I must say that for me the Library symbolizes LMU’s aspirations for excellence, and it makes me very proud to be an alumna of LMU.

Sincerely,

Margaret Kasimatis, Ph.D.
Interim Executive Vice President
To Whom It May Concern:

It is a great pleasure to write this letter in support of Loyola Marymount University (LMU) Library’s application for the Association of College & Research Libraries Excellence in Academic Libraries Award. I am writing primarily in my capacity as a long-time partner at the Institute for Research Design in Librarianship (IRDL), a federally funded program led by the LMU Library, aiming to provide professional development on research methods for academic and research librarians and to help them become more confident and competent practitioner-researchers. LMU Library’s leadership and involvement in IRDL is a strong testament to their active engagement in the profession, as well as their vision and efforts in strengthening academic librarianship in meaningful ways, which, I believe, will ultimately benefit the various communities that academic libraries serve.

In 2014, LMU Library Dean Kristine Brancolini and LMU Librarian Marie Kennedy, keenly aware of both the benefits that academic librarians gain from conducting research and the barriers that prevent them from doing so, successfully secured funding from the Institute of Museum and Library Services (IMLS) to develop a professional development program to tackle some of the barriers (lack of time to complete a research project, unfamiliarity with the research process, lack of support for research, lack of confidence, discouraging jargon, inadequate education in research methods). Hence, IRDL was born. From 2014 to 2016, each year IRDL brought together a diverse group of academic and research librarians who are motivated and enthusiastic about conducting research but need additional training and/or other support to perform the steps successfully. They went through a nine-day workshop held in the summer on the beautiful campus of LMU, where they received expert instruction in social science research methods and design, with small-group and one-on-one assistance in writing and revising their own draft research proposals. In the following year, they continued to receive ongoing peer support and mentoring in conducting their research and preparing the results for dissemination.

IRDL was so effective in enhancing academic librarians’ confidence and competence in conducting research and promoting research-mindedness in the profession, Dean Brancolini and Mrs. Kennedy received funding from IMLS to extend IRDL for another three years (2017-2019). In my role as a lead instructor for IRDL, I have observed IRDL’s impact on academic librarians and their communities in the following ways:

1. IRDL participants’ own research skills and knowledge have greatly improved, which not only enables them to produce and apply research evidence to inform practical decision making, but also allows them to have more productive conversations about research and scholarship with faculty and students, and thus provide better services for them. IRDL participants often become the go-to person at their own institution that offers expert advice on research methods to other librarians.

2. IRDL participants have established a notable publishing record. Their publications have appeared in various peer-reviewed journals, making important contributions to the growth of scholarship in academic librarianship. Reflecting on what they
learned from IRDL, some participants also published articles to call for methodological diversity in librarians’ research, and to introduce new research methodology to the library community. It is worth noting that a research methodology paper co-authored by two IRDL participants and myself won the ALISE/ProQuest Methodology Paper Competition in 2016.

3. IRDL has further raised awareness of the importance of research in academic librarianship and endeavored to encourage more librarians to engage in research. In order to extend IRDL’s reach to a wider community of academic librarians, the IRDL co-directors, Dean Brancolini and Mrs. Kennedy, and I co-authored a book titled “Enhancing Library and Information Research Skills: A Guide for Academic Librarians”. Published in 2017, this book was based on IRDL’s coverage and aims to provide guidance as academic librarians embark on their research journey.

4. Recently, three IRDL participants, who have grown to become leading practitioner-researchers in the academic library community, also co-edited a book titled “Becoming a Practitioner-Researcher: A Practical Guide For Information Professionals”, seeking to help readers build an understanding of the applied research process and offer support and advice for all stages of a research project.

IRDL has fostered a sustainable community of librarianship. Trying to develop a community of practice, IRDL offers ample opportunities for participants to connect with one another during the workshop, and IRDL’s support remains even after the workshop concludes. There are many ways IRDL stays involved with its participants and mentors, such as through monthly check-ins, surveys, and consistent engagement. As IRDL grows, this research-minded community continues to evolve and be impactful. Recognizing this, IMLS featured IRDL as an exemplar funded project in a news article.

Now, given the disruptions caused by the COVID-19 pandemic, Dean Brancolini and Mrs. Kennedy are actively thinking about moving IRDL online to adapt to the changes, and they have submitted a preliminary proposal to IMLS to fund the transition. I was impressed with their quick response and how they have always taken initiatives to make IRDL better. I think IRDL is a wonderful gift that LMU Library has given to the academic library community. As an educator and researcher in library and information science, I deeply appreciate it and feel inspired by it. I would like to end my letter with a quote from IMLS’ article about IRDL – “Librarians and libraries have a profound impact on the communities they serve. Through IRDL, the bar is raised not only for the individual scholars, but for the institutions involved, creating a rippling effect that can be felt throughout the entire community.”

If I can be of any further assistance, please do not hesitate to contact me.

Sincerely,

Lili Luo, PhD

Professor, Coordinator of the Center for Information Research and Innovation
School of Information, San Jose State University
lili.luo@sjsu.edu
To: ACRL Excellence in Academic Libraries Award Committee

From: Rick Burke, Executive Director, SCELC

November 14, 2020

Dear Committee Members,

I am honored to write this letter in support of the application of the Loyola Marymount University (LMU) William Hannon Library for the Association of College & Research Libraries Excellence in Academic Libraries Award.

I am writing primarily in my capacity as the founding Executive Director of SCELC, the Statewide California Electronic Library Consortium. Founded in 1986 by the University of Southern California as an informal association of four private academic libraries in southern California, SCELC was incorporated as a 501c(3) nonprofit in 2001. SCELC addresses the need for private college and university collaboration in the state of California and beyond. SCELC also serves nonprofit research libraries, bringing such libraries together with academic libraries to form a rich dialog and exchange of resources and expertise.

LMU has always been key to the leadership of SCELC. The former Dean of the Loyola Marymount University Library, Dr. Edward Evans, played a critical role in the founding of the nonprofit corporation and was our first Board Chair. Since its founding SCELC has grown from four libraries to 110 Member libraries and more than 220 Affiliate libraries. Loyola Marymount’s library has both historically and currently had the greatest active representation on the SCELC Board and SCELC committees. The current Dean, Kristine Brancolini, is our current Board Chair, and previously served as Board Chair six years ago. She also leads the SCELC Strategic Planning Task Force. Their Associate Dean was the SCELC Secretary and served on the SCELC Board for many years. Their librarians have served as founding members and Chairs of our committees, and have provided many years of service on those committees.

SCELC’s principal business activity is licensing online resources at a discount for our libraries. Among our many libraries the Hannon Library stands out as our second-most active licensing library, and they likely license a proportionately greater amount relative to their budget than any other library in SCELC. Their investment in electronic resources reflects their commitment to their students and faculty, and to supporting SCELC. LMU’s participation in licensing and other SCELC programs also fulfills their social justice mission, helping to lower the cost of access to online resources for the many smaller libraries in SCELC, and supporting programs that benefit many libraries of all sizes.

Here are some examples of LMU’s collaborative support for libraries via their participation in SCELC:

- Dean Brancolini and Marie Kennedy, Serials and Electronic Resources Librarian, partnered with SCELC to launch a unique annual event, SCELC Research Day, which provides librarians professional development in qualitative and quantitative research. They also conceived and established the Institute
for Research Design in Librarianship (IRDL), an annual year-long institute that focuses intensively on the professional development of research skills for academic and research librarians. SCELC was a partner on both IMLS grants the Hannon Library received to support IRDL and SCELC remains a partner as IRDL moves into its post-grant support phase.

- For twenty years LMU has hosted SCELC’s main annual week of events known as “SCELCapalooza.” This event is constituted by four days of events, including the aforementioned Research Day, as well as the SCELC Colloquium, SCELC Vendor Day, and a “Committee Day” that brings together a number of the consortium’s advisory committee of active librarians. These four days feature the participation of more than 200 librarians from 75+ libraries, and 50+ library vendors participate in the Vendor Day. Logistically it is a challenging event that would not exist in its current incarnation without the support of the Hannon Library. They have enabled SCELC to obtain access to a world-class conference facility at little or no cost, and have consistently supported the event with the blessing of the university administration. These events, while currently virtual, bring together SCELC’s diverse and far-flung community, and without the Hannon Library support this event would not have near the impact it now has among California and other libraries that benefit from these events.

- Glenn Johnson-Grau, Head of Acquisitions and Collection Development for the Hannon Library, was one of the early Chairs of SCELC’s Product Review Committee, and was active on the committee for many years. More recently he has served as Chair of the SCELC Collaborative Collections Steering Committee, which brings together nearly 70 libraries for a shared collection and collaborative purchasing of JSTOR EBooks. Glenn also assists SCELC with its Shared Print Program, serving as a part-time strategic coordinator.

- SCELC has seven advisory committees that are the backbone of the consortium’s engagement with our librarians. In addition to the aforementioned Product Review Committee, LMU librarians have served on (and in some instances chaired) the Program and Professional Development Committee, the License Advisory Committee, the Marketing and Communication Committee, the Shared Print Committee, and the Scholarly Communication Committee.

- SCELC has a grants program for libraries entitled the “SCELC Project Initiative Fund” (SPIF) grants. LMU was the first recipient of a SPIF grant; SCELC funded the founding of Hannon Library’s award-winning Project CORA information literacy assignment database. The library also received a subsequent SPIF grant to upgrade, expand and, enhance CORA. More recently LMU received a SPIF grant to fund the POC in LIS Summit, (the People of Color in Library and Information Services Summit). This conference, originated by the Hannon Library, also fulfills their social justice mission by bringing to the fore issues of diversity, equity and inclusion in libraries.

- The Hannon Library has consistently supported two of SCELC’s major programs: resource sharing, and shared print. Ten years ago SCELC launched a patron-initiated borrowing network called Camino, and while LMU was already part of another such network, Link+, they continued to simultaneously support Camino for many years, and they were the principal lender of books to the other Camino libraries. (Due principally to the pandemic Camino is now on hiatus.) The Hannon Library is also a founding participant of another major SCELC program, Shared Print. This program has grown from its original 14 libraries to 34 libraries, and LMU’s participation and support has remained key to its success.

I cannot sufficiently emphasize how much the success of SCELC has been linked to the support of the William H. Hannon Library at Loyola Marymount University. Whenever SCELC has needed a sounding board for an idea, or support for a project or event, the LMU librarians have been there. Likewise, SCELC has been a consistent and reliable partner for the library, saving the library hundreds of thousands of dollars over the years in
resource licensing costs, and providing the library an avenue for outreach and collaboration to a broad spectrum of libraries inside and outside of California. Their librarians have contributed to the construction of a strong web of mutual responsibility among libraries as they advance major causes such as scholarly communication, open educational resources, shared print, and resource sharing.

It should be noted that the quality of services offered by the library is truly outstanding. While SCELC is pleased to have contributed to their success, we are also happy to point other libraries to the Hannon Library as a model and a resource. The COVID pandemic situation is difficult for all libraries, and the Hannon Library has stood out by providing ongoing access to its print collections via mail and curbside pickup since their physical closure. We know how much faculty and students appreciate the Hannon Library, and I have no doubt that the value of the library has been emphatically demonstrated during this difficult time.

Finally, as this is an ACRL award, I must note that SCELC is also the financial sponsor of the CLS (College Libraries Section) Innovation in College Librarianship Award. As a supporter of ACRL, I feel it is especially relevant to be recommending a similar award for a most deserving library! Please do contact me should you require any further information.

Sincerely,

Rick Burke
Executive Director
SCELC
To the Members of the ACRL Excellence in Academic Libraries Awards Committee:

It is an honor to provide a letter of support for Loyola Marymount University (LMU) Library’s application for the ACRL Excellence in Academic Libraries Award. The LMU Library demonstrates an interpretation of *excellence in furthering the academic mission of the institution* that extends beyond the institution to the broader profession of academic librarianship. Higher education generally, and Jesuit institutions specifically, seek to impact not only their own students, faculty, and staff, but the world and community at large. LMU’s Institute for Research Design in Librarianship (IRDL) is one very powerful example of how the LMU Library actualizes this commitment to excellence.

I was a member of the inaugural cohort of IRDL, which was designed and launched by the LMU Library in 2014, and have continued to serve as a mentor for the program over the past several years. I can attest to both the personal and broader professional impact of the work of LMU librarians and staff based on my experience with this program. The LMU Library’s IRDL program responds to evidence-based needs, develops supportive and diverse communities for academic librarians, and increases the rigor of research in the field.

The LMU Library’s commitment to evidence-based practice is evident in the design of IRDL. The program includes an intensive summer research institute, ongoing support, and formalized mentorship. Each component of this program is structured based on prior research identifying the research challenges of librarians, as well as evidence-based best practices for professional support. I can say without equivocation that participating in IRDL transformed my professional trajectory by equipping me to succeed as an academic librarian and researcher. Through this institute, I was exposed to all aspects of the research process, designed my own research proposal, and received ongoing feedback from both the instructors and my fellow cohort members. Following the institute, I successfully completed my research project and published the results in a peer reviewed academic journal. The structure and quality of the summer institute and ongoing support provided by IRDL allowed my project to grow into something much richer and more meaningful than I had initially conceived. IRDL filled a distinct need: my graduate school curriculum did not include a rigorous focus on research methods and no other professional development opportunity provides the same intensive focus on academic research in librarianship. I continue to conduct research, including several collaborations with interdisciplinary faculty members, allowing me to not only meet the core research responsibilities of my work as an academic librarian but to participate as an equal with my colleagues across campus.
The IRDL program explicitly provides structures for cohort members to develop supportive and diverse communities of practice. IRDL has consistently maintained a highly diverse mix of cohort members, institution types, and research focus areas, allowing for rich and inclusive learning. In addition to cohort and instructor support systems, IRDL includes a formalized, year-long mentoring component. IRDL’s focus on support and community building contributes to broader efforts in the profession related to diversity, equity, and inclusion. These practices have been shown to be particularly impactful for those traditionally underrepresented in the academy. Not only did I, a woman of color and early career librarian at the time, benefit personally from this aspect of the IRDL program, but I had the opportunity to support others through IRDL’s structured mentoring program. Over the past three years I served as the mentor to six IRDL scholars, building mutually beneficial relationships that have continued beyond the scope of the program.

In addition to the personal and professional impact on participants, the IRDL program impacts the rigor of research in the field. IRDL scholars have completed an impressive number of research projects, as evidenced by the showcased list of IRDL Scholar Works Completed. Additionally, ongoing research conducted by LMU librarians and partners adds to greater understanding of the needs and challenges of academic librarian researchers. I can personally attest to the impact of IRDL on the rigor of my own research. My article, based on the project I incubated through IRDL, was recognized by ALA’s Library Instruction Roundtable as one of the 2019 Top 20 Articles. I attribute this honor to my experience with IRDL. This program has also had ripple effects at the institutions where I have worked. I have contributed practices and skills I gained through IRDL in supporting my colleagues as they conduct their own research, leading and supporting campus initiatives rooted in evidence-based practice, and developing library assessment programs. I have no doubt that other cohort members have similarly impacted their institutions.

While this letter has focused on the work of LMU librarians and staff related to IRDL, this is but one example of the deep impact the collective work of this team has had on academic librarianship. In addition, the LMU Library has developed several other programs that benefit the broader profession, including: Project CORA, an extensive repository of information literacy assignments and lesson plans; the People of Color in Library & Information Summit; and Research Day, a day-long showcase and workshop focused on library and information science research.

IRDL and the many programs developed and carried out by the team of librarians and library staff at the LMU Library are what I envision as exemplars of excellence in academic librarianship. I cannot more highly recommend the LMU Library for the ACRL Excellence in Academic Libraries Award.

Sincerely,

Nicole A. Branch
Co-Interim University Librarian & Associate University Librarian for Learning and Engagement
Santa Clara University