Copley Library Annual Report 2019-2020

Helen K. and James S. Copley Library, University of San Diego

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SUPPORTING STUDENT SUCCESS: In-person and Virtually
“Google can bring you back 100,000 answers, a librarian can bring you back the right one.”

- NEIL GAIMAN

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“Google can bring you back 100,000 answers, a librarian can bring you back the right one.”

- NEIL GAIMAN
2019-2020—COPLEY LIBRARY
Copley Library: Its Raison d’être is Student Success

The University of San Diego is a residential campus. As such, Copley Library is the domain of students. The library is a place for students to discover, explore, contemplate, collaborate, and seek refuge from the stress of campus life. In the 21st century, I think of the library as the “third space” for students – that is, it is an alternative space to home and resident halls. Copley offers safe, welcoming and communal spaces for all. The newly renovated Copley, which features 1,000 seats, is designed to be an inspirational haven for students to support their learning and success. The library has been redesigned to enable students to move around from collaborative spaces to those that offer quiet, concentrated study.

The library’s student-focused services include everything from reference assistance to one-on-one in-depth consultations to workshops. Copley has a robust information literacy program and faculty invite librarians to their classes to teach students research skills. Moreover, there are specialized embedded librarians in the Hahn School of Nursing and the School of Leadership and Educational Sciences who work with masters and doctoral students. The library provides students with access to books, journals, online databases, which are available 24/7, media items, the McNaughton Collection for leisurely reading, and laptop checkouts. There is the Associated Students’ textbooks reserve program and the library works with faculty to offer open educational resources to curtail the cost of textbooks. In addition, the San Diego Circuit and interlibrary loan supplement Copley’s collection. Digital USD is used to showcase students’ work. This past spring the library launched the Undergraduate Research Awards to honor student research.

Always seeking to connect with students, Copley assigned a library liaison to the Associated Student Government Senate. The library faculty and staff serve on university committees that support students, such as the First-Generation Action Team, the Torero Connection Initiative, and the Graduate Student Support Network. They receive Safe Space Allies Training and UndocuAlly training too. The library partners with several student-oriented campus offices, for example, the Undergraduate Admissions Office, the Writing Center, the Office of Undergraduate Research, Information Technology Services, Student Support Services, and the Living Learning Communities. Copley is regularly open 120 hours per week and 24/7 for two weeks during finals to provide ample study time. The library is also a big employer of student workers. I believe both the physical and virtual library are integral to student success through the many resources, services, and programs offered. The pandemic has taught us that study space is paramount even for digital natives like Generation Z. Copley serves as the center of intellectual life on campus, and it is at its best when the building is buzzing with students. Follow us on Facebook, Instagram, and Twitter.

Theresa S. Byrd
DEAN OF THE UNIVERSITY LIBRARY
The Collections, Access, and Discovery Department Succeeds when Students Do

The Collections, Access, and Discovery Department’s primary goal is providing the University of San Diego with timely access to physical and online library materials.

The department consists of two units, Access Services, which offers circulation, reserves, Circuit, and Interlibrary Loan, and Technical Services, which includes acquisitions, cataloging, electronic resources, and serials processing.

As the welcoming face to students entering the building, Access Services facilitates student borrowing requests at the front service counter. Some staff work closely with faculty to make materials available for students in their classes through our reserves program.

Others in the department collaborate with Associated Student Government, School of Nursing, and the Torero Store to provide student access to print textbook selections through Textbooks Reserves program available in Copley Library.

Behind the scenes in Technical Services, members of the department troubleshoot student access questions to the library’s online resources. The point of purchase for all new materials, departmental staff also provide rapid turnaround of print and online orders and cataloging to get materials into the hands of students.

In our role as the primary employer of students in the library, the department also works side-by-side with valuable work-study and ROTC student workers during all of the library’s open hours.

Only when USD students succeed in finding and accessing our materials do we succeed as well.

For more information, please contact Laura Turner at lauraturner@sandiego.edu.

SOURCES:

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Students go to the Library…

77% STUDY ALONE
51% USE ONLINE DATABASE
29% CHECK OUT BOOKS
34% MEET A STUDY GROUP
22% USE BOOKS INSTRUCTOR HAS ON RESERVE
19% LOOK UP JOB/CAREER RESOURCES
39% USE REFERENCE MATERIALS
13% SOCIALIZE WITH FRIENDS
10% ATTEND EVENTS
6% SLEEP
5% TAKE A CLASS ON USING LIBRARY RESOURCES
8% READ NON-CIRCULATING MATERIAL

SOURCES:
Five Female Students Win the 2019-20 Roy and Marian Holleman $1,000 Copley Library Student Assistant Scholarship

ESSAY PROMPT: Information literacy is the ability to locate, evaluate, and use information effectively and ethically in the creation of new knowledge. Please provide three ideas on how to engage and encourage Generation Z students to become information literate citizens.

PRISCILLA ANDERSON
The Increasing Necessity of Information Literacy

My major is international relations. My future plans, once I graduate in spring of 2021, is to serve in the Peace Corps. This opportunity would allow me to travel and experience other cultures while helping local communities. Afterwards, I am planning on attending law school.

SOPHIA BIERLY
Increasing Information Literacy by Tailoring to Generation Z

I am going into my junior year. I am majoring in mathematics with a minor in political science. This summer I am conducting math research with the USD math department. Our project is to construct and determine the properties of the Stokes-Polytope space, based on the known moduli space of the associahedra.

ABIGAIL HYNES
Generation Z Information Literacy

I am a first year student majoring in biology, and minoring in chemistry. Due to COVID-19, my summer plans changed. I plan to continue my progress toward earning a degree at USD, while looking for opportunities working in genetics and other research with faculty on-campus.

KANURI ROUNDTREE
How to Build a Passion to Learn in Generation Z Students

I am a member of the class of 2022. As of now, my major is chemistry with minors in computer science and biomedical ethics. This summer, if the county permits, I will be continuing my undergraduate research under Dr. DeHaan working on Brown Carbon finishing off the semester working in the cloud chamber in Paris, France. My hope for the future is to pursue a career in patents and intellectual property with a specialization in medicinal contracts.

VIDA VOUSOGHIAN
Generation Z(oom)?

I am currently a sophomore and my expected graduation would be June 2022. My major is behavioral neuroscience with a minor in biology. My summer plans are to take online classes and to be a crisis text volunteer.
Access Services help provide students with access to scholarly information resources they need to successfully complete their coursework, including peer reviewed journals, books written by disciplined experts, professional journals, films, and more. To do this, our faculty and staff manage all of the services that help facilitate access: InterLibrary Loan, Course Reserves, laptop and other technology loans, and more. We also manage spaces for quiet individual study, group study, and collaborative teaching and learning. In facilitating access to scholarly resources, we create important opportunities for students to stay engaged in the current trends and issues being studied in their chosen occupations as they prepare for life after graduation. Copley Outreach Services market other library services that support student success including the research assistance provided by our outstanding team of reference librarians, as well as instructional resources Copley provides such as web-based tutorials and librarian-led workshops to assist students in becoming information literate citizens. Our student-centered outreach initiatives also keep students engaged and contribute to USD’s efforts to build a supportive, diverse, and inclusive community so vital to the success of all students. Examples of student-centered outreach include our annual participation in the National First-Generation College Celebration; our annual celebration of Banned Books Week with events like Trivia Night, and Blind Date with a Banned Book; our finals week support initiatives in collaboration with Associated Student Government and other student organizations including Panhellenic and the Interfraternity Council; as well as student events like movie nights in partnership with campus units such as the Center for Health and Wellness Promotion.

For more information, please contact Christopher Marcum at cmarcum@sandiego.edu.
Access Services Staff
Share Contributions to Student Success

ALEX MORAN
As the Access Services Manager, one of the ways I contribute to student success is by helping students get access to information resources they need, including resources that Copley may not have immediate access to. I also enjoy taking time to explain to students how to use our services so they can make the most of them.

LESLIE HOVLAND
As the InterLibrary Loan and Reserves Assistant, one of the ways my job contributes to student success is assisting with course reserves. It has proved especially important during the COVID-19 pandemic. With the abrupt shift to online teaching, my colleagues and I are locating as many e-resources as possible. This ensures students have easy access to their course materials anywhere in the world, 24 hours a day, seven days a week.

JULIE WRIGHT
As the Circulation and Collections Management Library Assistant, I contribute to student success by making sure all library materials are returned to their proper place so they can be found and used by our students. I also love helping students face-to-face. It gives me great satisfaction when I can use some of my 18 years of experience to help students make the most of all the services we offer to help them be successful at USD.

RICK STOPPELMOOR
Our students have worked very hard to be here at USD. It is our responsibility as part of the support staff to make their experience as rewarding as possible. As the Circulation and Desktop Support Library Assistant, I feel it is a privilege to contribute to their success. Being at Copley Library has allowed me to work directly in support of our students’ success through the use of technology, including access to all of the library’s many technology-based resources. My contributions to student success include answering questions about the use of our computer equipment and electronic devices, such as how to use computer installed software applications, how to print a document or image in a very specific way, or by providing the right electronic accessory for the different personal devices students rely on.
Copley Library and Undergraduate Student Success

Our Visiting Evening Access Librarian, Catherine Paolillo, has served as the liaison to the Associated Student Government since Fall 2018.

As liaison, Catherine attends regular ASG Senate meetings where she is available to answer questions, address concerns, and/or announce library resources, events, news, and initiatives. She also oversees the ASG Textbook Reserves program; an initiative borne of the 2017 Textbook Affordability Task Force that provides free access to hundreds of undergraduate textbooks. Each semester Catherine works closely with the ASG Vice President, the Torero Bookstore, and Copley librarians and staff on selection criteria, budget, orders, maintenance, processing, and marketing of the collection. Catherine also represents Copley Library on the First-Generation Action Team; a campus-wide collaboration of USD faculty, staff, and students that supports first-generation student success through proactive engagement, event planning, and other initiatives. Both roles enable Copley Library to better support the work of USD’s undergraduate students by gaining unique insights into their academic needs and interests; providing several direct channels to more effectively advertise our existing resources and services; and by creating opportunities to build relationships, collaborate on events, and develop new initiatives.

Social Media platforms let us meet students where they are. Robust information about everything Copley offers is available on our website, but it can be overwhelming for students who are unfamiliar or inexperienced with navigating it. Instagram, Twitter, and Facebook let us market Copley’s invaluable resources (information that students may not readily seek out on their own) to students in a manner and delivery method already familiar to them. The platforms allow us to easily share events; highlight items in our collection; engage directly with students and student organizations; demonstrate our myriad services; and get valuable feedback from students, faculty, and alumni in real time. When the library transformed into a remote-only entity in response to the global pandemic, Instagram in particular became an effective tool for communicating directly with the USD community. Our building was closed, but we were able to use the platform to provide ongoing updates; share resources; repost vital information from other USD departments; and answer up to the minute questions in an unprecedented and ever changing situation. Our Instagram following has increased over 75% since March 2020, and continues to grow every week. With the opening of our building after the renovation, Copley Library’s social media platforms will continue to be a vital communication tool to ensure all USD students have knowledge of and access to every available resource to support their academic success. FOLLOW US!
This is my second year working as a student assistant at Copley Library. After the pandemic happened, I began working remotely. In this new position, I enjoy using my creativity and artistic skills to create social media content. The posts I create are important for communicating with students about the library services offered, even in a remote learning environment. This fun job has been a great learning experience, and it has helped me with time management. Some of my projects included an Instagram Takeover and an organized Banned Books Trivia Night. I have learned to create a set time and space to work for Copley as well as keeping up with studying. In these times of uncertainty, I am learning new ways to keep myself on track and to stay productive. These skills that Copley has taught me allows me to be a better employee, and also a better student.

- Abigail Hynes

Working as a social media content creator for Copley Library has not only been a learning experience, but it has been fun to participate in as well.

As a chemistry major who is minoring in computer science and biomedical ethics, it is rare that I get to cross over into marketing and management. By being able to work with other student assistants and organizations on campus, I have had the wonderful opportunity of expanding my realm of knowledge. Whether that be running books clubs or making promotional videos, I have expanded my skill set that can be utilized for future employment. With that in mind, the connections I have made through Copley Library are priceless. This includes mentoring from supervisors, meeting different leaders of clubs on campus, and even just communicating with students in other departments. Copley Library is one of my favorite and most influential places to be on campus.

- Kanuri Roundtree
EMBEDDED EDUCATION LIBRARIAN

SOLES and Graduate Student Success

The School of Leadership and Educational Sciences (SOLES) has a mixture of on-campus, hybrid, and online graduate programs, such as the Master’s of Education and Social Justice Education PhD. SOLES increasingly relies upon electronic resources — like e-journals, streaming media, and ebooks — to support their learning, teaching, and research needs. When the COVID-19 pandemic forced USD’s closure in Spring 2020, SOLES’ already frequent use of Copley Library’s e-resources smoothed the transition for their faculty and graduate students.

During 2019-2020, V., who is the embedded Education Librarian, conducted approximately 500 consultations and numerous reference interactions assisting faculty, staff, or students with research for items including:

- literature reviews
- capstone projects and dissertations
- internal and external research grant applications
- conference proposals and papers for organizations such as the American Educational Research Association and the American Counseling Association
- peer-reviewed and practitioner journal articles
- book chapters
- and other scholarly works

Action research projects from Higher Education Leadership, capstone projects from Leadership Studies, and SOLES dissertations and theses since 2014 are amongst the most downloaded items in Digital USD. Copley’s institutional repository increases the international discoverability of the SOLES graduate students’ work.

V. facilitated workshops and library instruction sessions across SOLES’ programs, often partnering with the SOLES Graduate Student Writing Center and Center for Educational Excellence to offer APA 7th Style, NVivo, and Scholarly Communications training. Popular in-class sessions covered searching for literature reviews and APA 7th formatting. The workshops and instruction sessions help graduate students locate and publish more high-quality research and analyze data more proficiently.

Through V’s new bibliometric services, SOLES faculty and graduate students can raise the profile of their research. This service helps participants understand metrics -- journal impact factors, h-index, citation counts, etc., and how ORCID, Google Scholar profiles, and academic social networks can assist scholars in improving visibility and affect of their work. The graduate student bibliometric consultations and workshops particularly focus on using bibliometric analysis to develop curriculum vitae, portfolios, and other job market items. This service is currently being offered virtually to all SOLES community members in 2020-2021.

V. Dozier
EMAIL: vdozier@sandiego.edu
EMBEDDED NURSING LIBRARIAN

Hahn School of Nursing and Graduate Student Success

Karen O’Grady is the newest Copley Library faculty member. She was hired in August 2020 as the new embedded librarian for the Hahn School of Nursing. Karen previously served as the Health Science Librarian at Kaiser Permanente at Vacaville, CA. She was attracted to Copley’s position because the Hahn School of Nursing exclusively offers graduate programs, two of which are doctoral programs. As an embedded librarian, Karen is an integral part of the School of Nursing. Her office is located in the Hahn building, rather than in the library. Her primary focus is to serve the information and research needs of the nursing faculty and graduate students, and she is responsible for building the nursing print and e-resources collection. Currently, Karen is working with faculty to review the library’s nursing journals.

For the past two months, Karen has been engaged in meeting both nursing faculty and graduate students, as well as familiarizing herself with the Hahn curriculum. She has been dropping into nursing graduate program orientations and class sessions to introduce herself to the nursing students and to explain her services to them. Karen teaches tips and skills needed to search biomedical databases, and she shares information about library services, such as interlibrary loan, library workshops, and Copley’s new curbside pick-up of library materials. Karen offers one-on-one research consultations to students to help ensure student success. Moreover, she has been documenting the specific questions students ask her; and she will create workshops and online guides specifically tailored to the needs of graduate and doctoral nursing students. In November, Karen is offering an APA workshop for students. Additionally, she plans to offer future workshops that will focus on how to conduct a literature review and systematic searching, respectively.

Karen enjoys working with students. Daily she is meeting with students virtually to answer their questions. Having started working at the university during COVID-19 and remote learning, Karen is looking forward to meeting all the members of the nursing school community in-person. Until then, she is happy to communicate with everyone via Zoom.

Karen O’Grady
EMAIL: kogrady@sandiego.edu
New Study Spaces at Copley Library

The newly renovated library features 1,000 seats and is designed to be an inspirational haven for students to support their learning and success.
The library has been redesigned to enable students to move around from collaborative spaces to those that offer quiet, concentrated study.
Behind the Scenes in Digitization: Role of the Student Scholarship Liaison

In the Archives, Special Collections and Digital Initiatives Department, Angela Perine’s role as the student scholarship liaison is to interface with student-authored work (such as theses and dissertations) that contributes to student success.

When students submit their undergraduate thesis, master’s thesis, or dissertation to the institutional repository, Digital USD, the metadata is checked for any errors. Sometimes students want to make changes to their record in Digital USD, and Angela works with them to ensure that it presents as best as possible to show to professors or future employers.

Another aspect of Angela’s job is assigning a Digital Object Identifier (DOI) to the work. A DOI is a unique and permanent string of numbers, letters, and symbols so that anyone can easily locate a particular document. Each DOI is entered on a spreadsheet to ensure DOI numbers do not repeat, then the DOI and its accompanying metadata is submitted to Crossref, an official, not-for-profit DOI registration agency. Each month the Crossref reports are reviewed to ensure the DOIs are working properly.

While Angela may work “behind the scenes,” the responsibilities to check metadata and register DOIs for theses and dissertations are vitally important to maximize the accessibility and discoverability of USD students’ work in the repository.
Digital Initiatives and Student Success

One way that Digital Initiatives at Copley Library promotes student success is by working closely with faculty and students to identify and harvest student work for inclusion in the institutional repository, Digital USD. Publishing their scholarship in Digital USD is a major achievement for students, allowing them to share it with the world and promote it on their résumé, social media, and grant, job, or internship applications. It initiates them into a scholarly conversation and helps them see themselves as more than students — as scholars, academics, and researchers in their own right. It transforms their paper from something that they wrote for a course into something that they can share with the world. Most importantly: it makes an impact. Case in point: one of the most downloaded items in Digital USD is an undergraduate honors thesis!

This year, the Ethnic Studies department decided to add their students’ senior capstone papers to the repository. Other recent collections of undergraduate student work in Digital USD include winning papers in the Copley Library Undergraduate Research Awards, the research papers of the Keck Undergraduate Humanities Research Fellows, and student research posters and videos presented at the Creative Collaborations Undergraduate Research Conference. Graduate student Janet Nguyen launched the Vietnamese America collection, which publishes oral histories of refugees and immigrants. And of course, the collection of electronic theses and dissertations continues to grow.

Student work is a vital component of Digital USD and provides a great opportunity to engage students with issues such as open access, copyright, and scholarly communication. Librarians Amanda Makula and V. Dozier teach a workshop covering these topics throughout the year and enjoy hearing the questions and ideas of attendees.

For more information about Digital USD, please contact Amanda Makula at amakula@sandiego.edu.
Hidden Collections:
Archives, Special Collections, Digital Initiatives Department and Student Research

The Archives, Special Collections, and Digital Initiatives Department is comprised of two separate and very different collections.

The Archives contains the university’s publications, official documents and records as well as artifacts and memorabilia. Special Collections contains rare books, ephemeral works, manuscripts, and artworks. Diane Maher, as both University Archivist and Special Collections Librarian, works in these two separate, but related fields. While the knowledge and expertise required to develop and maintain these collections may differ, there is one aspect of her work with both collections that is the same—that is her role in successfully connecting student researchers with these often hidden collections. These unique and rare collections are sometimes considered “hidden” because they are not in plain view and are protected in secure, climate controlled closed stacks rather than the open stacks of the library’s general collection. Some rare books are not yet included in the library’s catalog while some unprocessed archival collections do not have finding aids. Thus, for now only the University Archivist and Special Collections Librarian knows how to access these uncataloged collections or even that these materials exist.

The Archives has been used extensively by university administrators and staff for historical information and images and now increasingly, by students doing primary source research that ranges from university
architecture and campus master plans to the history of Catholicism at USD. Students have also used Special Collections material for research. One of our medieval books of hours has been the subject of Honors papers. Students have also visited Special Collections to study and experience artists’ books either as part of a class visit or individually.

Once the Mother Hill Reading Room renovation is complete, the Archives, Special Collections and Digital Initiatives Department will have a redesigned Rare Book Reading Room and a new Digital Initiatives Lab on the main floor. Along with the Archives Reading Room on the balcony level, these new spaces will encourage the use of both collections by increasing their visibility and by creating a more welcoming environment for student researchers and other users. In the meantime, all is not lost. Digital USD, the digital initiatives part of the department, has brought to light a selection of archival university publications including the Vista newspaper, yearbooks, and athletic media guides, as well as, Special Collections’ postcards and bookplates that can be viewed from anywhere at any time.

These collections can play an important role in enhancing learning and scholarship at USD.

For more information and research assistance, please contact Diane Maher at diane@sandiego.edu.
The Elimination of Offensive Library of Congress Subject Headings and Student Success

The Library of Congress Subject Headings (LCSH) is a controlled vocabulary (also referred to as index terms) used by cataloging librarians to describe the “aboutness” of library materials. Catalogers assign LCSH to collection materials as a means to enhance access and discovery, yet, many of these terms can be biased, outdated or extremely offensive. One of the most dehumanizing LCSH terms is “Illegal aliens” (not to be confused with the LCSH term “Extraterrestrial beings”). For far too long, members of the USD student body (and wider community) have been harmed by these hurtful words and it is no longer acceptable.

The old adage “sticks and stones may break my bones, but words will never hurt me” never held true for Millie Fullmer, Copley Library’s Acquisitions and Cataloging Librarian. In 2016, the U.S. House of Representatives blocked a nationwide campaign to change these pejorative terms at the Library of Congress, hence, Fullmer had to find another way to fix the catalog. Through the combined efforts made by USD’s systems librarian, Michael O’Brien, and cataloging librarians at Copley and the USD’s Legal Research Center, a solution was reached. By following recommendations from the American Library Association’s Subject Analysis Committee June 2020 report, the team created local subject headings. Thus, derogatory terms like “Illegal aliens” have since been replaced by “Undocumented immigrants” and “Aliens in art” is now “Noncitizens in art” (overall 30+ authority records were changed). In purging the library catalog of pejorative terms, Copley continues to contribute to “creating a diverse and inclusive community” as reflected by the USD Mission Statement.

Finally, many of you may be wondering why subject headings are still a thing in the age of Google where keyword searching reigns supreme. It is true that Copley’s catalogers do support a library user’s keyword searching by enhancing bibliographic records with content notes and descriptive summaries (in addition to the basic title, author, and publication metadata). Yet, catalogers still assign LCSH for a number of reasons including collocation. Furthermore, instruction librarians remain committed to teaching students how to use controlled vocabularies, because they can provide the most efficient and relevant search results.

For more information on this topic, please contact Millie Fullmer at mfullmer@sandiego.edu.
Information Literacy and First Year Undergraduates

Copley Library’s instruction program continued its outreach to USD’s undergraduates last year, especially to first year students.

The library’s partnership with the First Year Writing (FYW) program marked its third year by leading research instruction sessions in nearly 60% of the 27 sections of FYW 150 in Fall 2019. This translated to over 300 first year students receiving introductory information literacy sessions through the FYW program last fall alone, or approximately 28% of all first year students.

Since Fall 2017, librarians have provided instruction to at least 50% of FYW 150 sections, tailoring their lessons to match the student learning outcomes for FYW 150 related to information literacy.

Information literacy (IL) is defined by the Association of College and Research Libraries as “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning” (American Library Association, 2015).

The goal of our programming for first year undergraduates is to contribute to their academic success by providing basic research instruction that can later be refined as students choose majors, take courses requiring more intensive research projects, and engage in more in-depth library instruction sessions with the Copley subject specialists. To augment this outreach focused on student success, the library has also been reaching out to faculty teaching courses in the Living Learning Communities (LLC) and Transfer Learning Communities (TLC), the first year and transfer programs designed to help new students get acclimated to the academic and social life at USD. In 2019-2020, subject librarians reached nearly 900 students across 20 courses taught through the LLC and TLC programs.

While we would love for students to see more than one librarian in a classroom during their first year, the goal of making this connection to the learning communities classes is to expand information literacy instruction to first year students beyond the FYW program, with the ultimate goal that all first year students receive a session with a librarian by the end of their first year. When the library returns to in-person services, we will have the ability to lead these sessions in one of the classrooms created as part of the library renovation and, of course, lead all students new to USD through a tour of the fantastic spaces and services available at our beautiful facility.

For more information, please contact Hugh Burkhart at hburkhart@sandiego.edu.

"Information Literacy Umbrella" by danahlongley is licensed under CC BY-NC-SA 2.0
Copley Library launched this new awards initiative in order to recognize exemplary use of library resources in student research papers. In addition to submitting their research paper, applicants for the awards also submitted reflective essays discussing their research process as well as a letter of support from the faculty member who taught the course for which the paper was completed. A panel of judges including faculty members from Copley Library as well as faculty from science, social science, and humanities disciplines reviewed and evaluated the applications.

We received a number of outstanding applications and it was not easy choosing the winners. The following submissions were selected and recognized as the best of the group.

**First Place $800:**

**Second Place $400:** The panel decided to split this award as they felt both submissions were equally worthy.
- Delaney Tax, Urban Contacts: Orientalist Urban Planning and Le Corbusier in French Colonial Algiers.
- Sharon Shania, Probing the Mobile Loop Region of Malate Dehydrogenase (MDH) for Potential Pathogenic Allosteric Inhibitor Drug Target.

**Honorable Mention:** The panel decided to add this non prize category in order to expand our recognition of fine student work.
- Michael Apostol, The Adaptive Functions of Morality

Each awardee also received a letter of commendation from Dean Byrd as well as a certificate of recognition. In addition, these award-winning papers have been added to our Digital USD online repository in order to make these scholarly works easily discoverable and accessible to a wider audience.

We received many thanks from USD faculty for providing an additional opportunity to highlight outstanding student writing and research with these awards. We’re pleased to help recognize and honor undergraduate research at USD and look forward to continuing this program next year.
ASK US: Reference Department Services and Student Success

How can I find scholarly articles for my research paper? Where can I find demographic data for a marketing plan assignment? I don’t know where to begin, can you help me get started on my research project?

Providing assistance with these types of questions lies at the heart of what we do as reference librarians. Helping students learn how to navigate the research process is not just our primary role, but also our passion. Nothing brings us greater pleasure than hearing how useful a reference session was for a student in terms of helping them better understand how to approach a research question. Our philosophy and approach to reference interviews is one that involves careful listening, empathy for student concerns, and developing a student's own confidence in their research abilities. We strive for them to always take away information seeking skills that they can apply throughout their studies at USD.

While a student’s ability to complete high quality research papers and other assignments is no doubt a key part of their academic success, our view of student success extends beyond helping students achieve their academic goals at USD. We believe that the information seeking skills they develop through reference sessions with our librarians helps them to continue to succeed after graduation as they apply these same skills in advanced studies as well as in the work environment. We view information literacy as a lifelong journey for our students and believe that we are fortunate to play an important role in that journey. Ask Us is our invitation to sharing that journey with them.

This year presented some special challenges for the reference team as we needed to quickly pivot to remote only reference services due to the pandemic. Fortunately, we were well prepared for this as we had already been offering online services like chat, email, and text messaging for several years. Adding a new screen sharing tool to this mix allowed us to simulate our regular in-person reference interviews as we could directly discuss students’ research needs with them as well as show them how to navigate our information resources. Joining an after hours chat cooperative also helped us in terms of extending anytime/anywhere service to students located in a wide range of locations and time zones. We’re pleased that we were able to maintain robust research assistance services during these challenging times. As always, student success remains our primary goal as well as the greatest joy we take from our work.

For more information, please contact Michael Epstein at epstein@sandiego.edu.
Liaison Librarianship for Student Success

Martha Adkins is Copley Library’s liaison to Theology & Religious Studies, Philosophy, the Classical Studies and Changemaking minor programs, and Center for Catholic Thought and Culture and Ministry and Mission offices.

Martha considers herself first and foremost a resource for the students, staff, and faculty in each of these areas, and her goal is to be at the top of their list of people to contact when they need assistance with their work. In support of the success of our students at USD, Martha endeavors to help her faculty colleagues provide the best course materials they can find, and to make those course materials as accessible to our students as possible. Martha delights in contributing to the success of our students by providing the tools they need to meet their academic goals, to feed their intellectual curiosity, and to leave our university as informed and caring citizens.

An average semester for Martha involves visiting a number of classrooms, as faculty turn over valuable class time to her to share with students many of the ways Copley Library supports their work. Martha emphasizes that students are scholars and that their work in any class contributes to a larger body of knowledge; therefore, as they have a responsibility to strive for their best work, she has a responsibility to ensure that work is grounded in the best preparation and support. Martha tries to make herself available to students for questions at all times, and has had students seek her advice about projects, assignments, and even graduate school, semesters after they first meet her in a class.

Martha loves watching students grow as scholars, and it fills her with joy to think that her collaborative relationships with discipline faculty and her work behind the scenes contributes to that growth.

Martha Adkins
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Copley Celebrates Eight Years of Welcoming Summer Bridge Participants

2019 marked the eighth year that Copley Library has partnered with Student Support Services (SSS) on its robust, no-cost Summer Bridge program to help incoming first-year and transfer students transition to life at USD.

Student Support Services serve students who are underrepresented, including low income and first generation students, as well as students with learning differences and documented disabilities. They are funded by the U.S. Department of Education and USD to provide eligible students the support they need to succeed both academically and personally in a university environment. The program allows participants to spend time on campus getting familiar with USD’s resources and services before the fall semester begins. Copley Library’s program for Summer Bridge started in 2012 when Student Assistant and SSS student Ophelia Augustine helped facilitate the start of our long-running participation in Summer Bridge. We have been honored to play a role in helping these students prepare for a well-rounded academic life at USD ever since. Ophelia went on to become an Academic Coordinator for SSS in 2013 after graduating with a Bachelor’s in Psychology. She is now a Retention Specialist for SSS and one of many SSS students to spend their college year’s at USD serving as Copley Student Assistants.

Copley’s program has evolved over the years from a 45-minute interactive scavenger hunt to help participants learn about library resources and services, to a multi-step program comprised of asynchronous individual activities and synchronous team-based activities. This change fosters opportunities for students to reflect and apply what they learn in a culminating competition with prizes for the winning teams.

Copley also participates in the Summer Bridge Resource Fair along with various other campus units and organizations that offer programming for Summer Bridge participants including the Career Development Center, USD OneStop, the Writing Center, McNair Scholars Program, the Office of Undergraduate Research, and more. For students, Summer Bridge creates opportunities to develop meaningful connections with fellow classmates and USD faculty; gain tacit knowledge about the tools needed to graduate; develop a peer network; learn about San Diego’s unique culture; and get one-on-one support from a peer mentor at SSS to help them flourish as college students. For Copley Library, Summer Bridge allows us to create a welcoming environment for these students and enables us to provide them with library research skills necessary for survival throughout their academic journey.
2019–20

Library Faculty Scholarship

GRANTS


PRESENTATIONS


Ortega, A.C., Downing, K.E., Pun, R., Booker, L., & Gong, R. (2019, August). “Thinking about Doctoral Studies? The Lived Experiences of Librarians of Color Pursuing a Doctorate Degree.” Panel presentation at IDEAL’19 Conference. Ohio State University, Columbus, OH.


**PUBLICATIONS**


2019-2020 Copley Library Stats

**COLLECTIONS**
- Print Books: 516,262
- Streaming Videos, CDs, DVDs, Other Media: 14,556
- Number of databases: 191
- Number of e-periodicals: 80,197
- Number of e-books: 248,265
- Current print subscriptions: 2,707
- Archival and manuscript collections: 2,324 linear feet
- Archives and Special Collections print books: 15,928 volumes
- Finding Aids: 66
- Digitization of Archives/Special Collections: 4.25 Terabytes

**INSTITUTIONAL REPOSITORY**
- Total number of digital items: 27,741
- Total downloads to date: 615,019

**CIRCULATION (July 1, 2019 – June 30, 2020)**
- Copley Library visitors: 116,111
- Items circulated: 33,332
- Total ILL services: 24,960
- Total USD items loaned to other libraries: 7,378
- Borrowed from other libraries for USD library users: 9,569
- Circuit lending/borrowing: 3,403
- ILLiad lending/borrowing: 10,838
- Rapid ILL lending/borrowing: 6,499
- Document delivery: 1,062
- Items in ARES: 6,502
- Items accessed in ARES: 58,651
- Express books: 4,344
- Copyright Clearance Center requests: 35
- Print/media reserves items circulated: 3,649
- Print/media items added/removed: 1,792
- Associated Students textbooks circulated: 1,188
- Total Associated Students textbooks on reserve: 222

**TOP 10 DATABASES**
- JSTOR
- Academic Search Premier
- CINAHL Plus with Full Text
- Wiley Interscience Journals
- Education Source
- Taylor & Francis
- Communication Source
- Educational Administration Abstracts
- Health Source: Nursing/Academic Edition
- US Major Dailies

**LIBRARY EXPENDITURES 2019-2020**
- Personnel: 49.2%
- Student Workers: 2.4%
- Operating: 3.2%
- Collections: 45.2%
- Total: $6,278,567
Note: Decrease in total number count due to library renovation and COVID-19 disruption. Copley Library closed and went remote on March 18, 2020.
Copley Library has always been a cornerstone of the USD campus that has inspired generations of students, professors and changemakers to find new and different ways to confront humanity’s urgent challenges.

Now, the newly renovated Copley Library is building upon its past while adapting to the growing needs of scholars at every level — from first-year undergraduates to PhD candidates, from visiting researchers to new and tenured faculty, from lifelong learners to avid readers.

With electronic resources providing round-the-clock access, Copley Library is the only central location on campus where the power of traditional resources is fueled by the latest technologies to support increasingly diverse and ever-changing methods of learning, teaching and conducting research. Copley Library now has defined spaces for active learning, teaching, collaboration and research, as well as specially-designed rooms for classes, group projects, discussions, events, and exhibits.

Your gift to support the Library will encourage others to leave their mark on learning…

Your gift can celebrate a student’s scholarly achievement. It can honor a professor or colleague’s legacy. Or, it can recognize someone in your life who simply loves to continue learning through reading and research. New spaces can be named beginning at $10,000, payable over five years if needed. To learn more, please contact the Office of Development at 619-260-7514. We look forward to adding your name to the list of those who love learning.