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Copley Library Annual Reports

Copley Library

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2021

## Copley Library Annual Report 2020-2021

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

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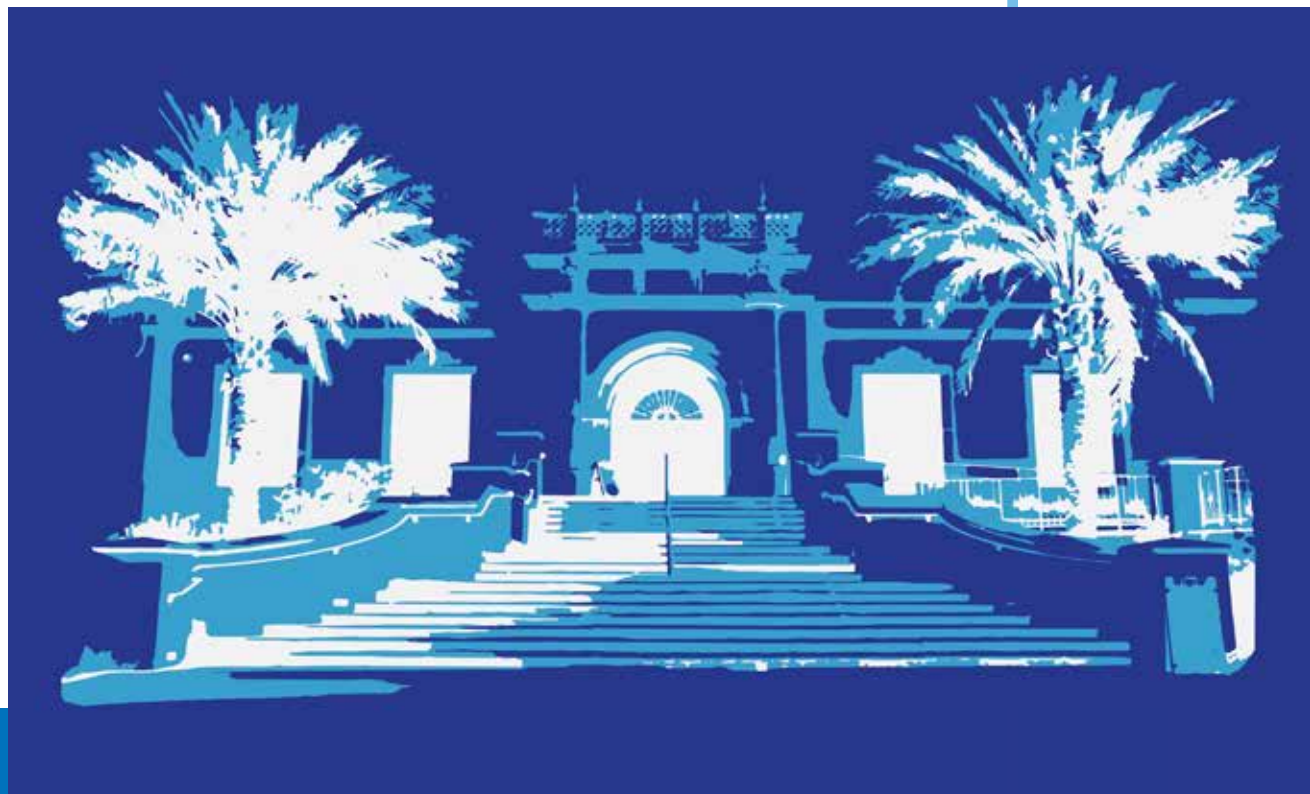
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# HELEN K. AND JAMES S. COPLEY LIBRARY

## 2020-21 ANNUAL REPORT



“Without libraries what have we?  
We have no past and no future.”

– RAY BRADBURY

## Table of Contents

1	Message from the Dean	10	Access to <i>New York Times</i> for Faculty and Staff
2	The Collection, Access, and Discovery Department – We Make Access to Collections Discoverable!	10	Reference Collections
3	Copley’s Streaming Media Explosion	11	BibliU: Expanding Textbook Access During the Pandemic
4	Archives, Special Collections, and Digital Initiatives	11	Reading for Fun: Copley’s Light Reading Collection
6	One Million Downloads—and Counting!	12	Moving Copley Library Through the Various Stages of the Renovation
7	Librarians Combatting Disinformation through Education	13	Meet Copley Library’s Renovation Project Management Team
8	Collection Development to Support SOLES Teaching, Learning, and Research	14	Roy and Marian Holleman \$1,000 Copley Library Student Assistant Scholarship
9	The Hahn Librarian Advocates for Collections	14	Copley Library Undergraduate Research Awards
		15	Library Faculty Scholarship
		16	2020–2021 Copley Library Stats

### COVER PHOTO ILLUSTRATION BY HENRY MORRISSEY.

My name is Henry Morrissey, I am a senior and Psychology Major at the University of San Diego. I am neither an art major nor an artist. I simply enjoy creating and solving problems because of how much I learn from each new project. The act of taking on a new challenge excites me, especially when it involves something I know nothing about.





## The Story of 2020-2021: Copley Collections and Renovation



The COVID pandemic made the 2020-2021 academic year in Copley Library one that focused on collections and renovation.

The unprecedented and unpredictable virus required Copley librarians to shift to an “online access first” acquisitions strategy, including pivoting to streaming media over DVDs, to support instruction. The disruption of COVID also allowed us to experiment with teams for collection development. For example, the librarians formed a fine art/humanities team and a social sciences/STEM team. Based on their liaison areas, the librarians worked together to order materials. This model promotes an interdisciplinary approach to collection building.

Because of a COVID surge among students in the spring semester, Copley activated our HathiTrust emergency service to access digital book titles that we owned and those in the public domain. This was Copley’s first foray into replacing our print collection with a digital collection, and it was beneficial for our users during a crisis.

In a lockdown or on campus, requests for interlibrary loan and document delivery items remained robust. Curbside pickup for books, a pandemic service, is now essential, and we are continuing it in perpetuity. When the coronavirus rendered our print textbook reserve collection useless, we identified the BibliU platform to provide digital textbooks. Associated Student Government funds this new e-textbook initiative. We also purchased a mobile app subscription to the *New York Times* for all faculty and staff. Digital USD, our institutional repository, hit the 1 million download milestone!

The opening of the newly renovated library saw the return of 250,000 books to the Camino stacks. The new library design required half of the collection to be stored off-campus to create more space for users. Books maintained off-campus at Iron Mountain are brought to campus daily upon patron request through the catalog. Overall, the renovation has made the stacks brighter and more visible on the lower level. The stacks now contain desks which are a favorite among students seeking solitude.

I have enjoyed watching our students find their niche spaces in the facility. The 25 group study rooms, 3 seminar rooms, 3 classrooms, the Scholars Livingroom, the Journals Reading Room, and collaborative spaces on the lower level are popular with students. To date, 92,473 users have entered the new building.

I hope you will enjoy reading about Copley’s accomplishments this past year.

**Theresa S. Byrd**

DEAN OF THE UNIVERSITY LIBRARY



# The Collections, Access, and Discovery Department – We Make Access to Collections Discoverable!

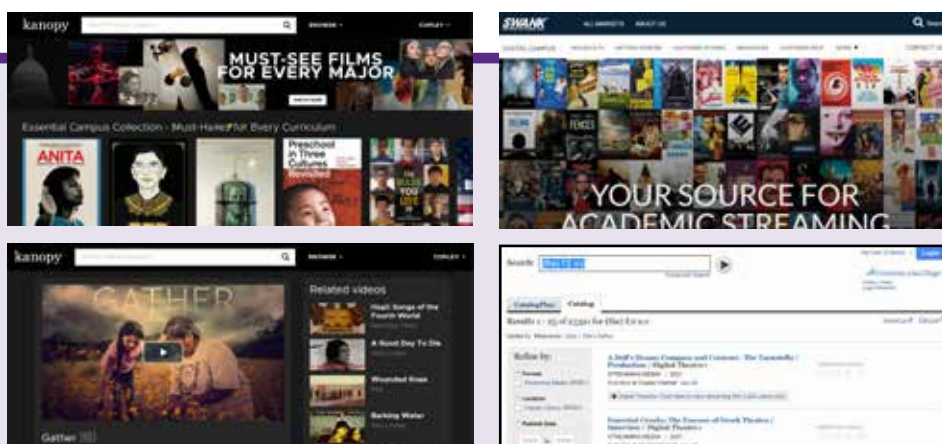
**DURING THE 2020–2021 ACADEMIC YEAR**, the department did our best to meet remote learning needs. For example, during the “Stop the Surge” campus campaign in February, we launched HathiTrust Emergency Temporary Access to open up a partnership library of millions of digitized books.

“Where do you find streaming access to the *Unnatural Causes* series?” “How can I find a copy of the 1899 San Diego Chamber of Commerce pamphlet *The Silver Gate: San Diego, Our Italy?*” “Do you have any books to help a faculty member who wants to streamline their scholarly writing?” “Can I get online access to my Biology 240 textbook, *Campbell Biology*?” “How do I get a copy of this article if I’m located in Northern California, studying from home this year?”

Answering questions about finding and accessing classroom and research resources forms the foundation of the academic research assistance given by Copley reference librarians. The Collections, Access, and Discovery (CAD) Department provides the roadmap to help in discovery of and access to these resources. Our CAD staff are committed to optimal turnaround for access to books, journal articles, and multimedia, even during a pandemic. From the interlibrary loan staff facilitating a journal article request to our acquisitions staff fast-tracking a streaming video need, the department makes student and faculty discovery of items and access to them our number one priority.

During the 2020–2021 academic year, the department did our best to meet remote learning needs. For example, during the “Stop the Surge” campus campaign in February, we launched HathiTrust Emergency Temporary Access to open up a partnership library of millions of digitized books. In another initiative, departmental staff collaborated with the Associated Student Government to provide over fifty of the most heavily-used undergraduate textbooks in e-book format through BibliU. Our cataloging staff added the Center for Educational Excellence’s library to the library’s catalog to make it easier for faculty to find and check out pedagogical material through our curbside pickup program. To assist faculty with assignments that required multimedia access, we provided streaming access to video titles. And while the library was open only for individual student study, all students and faculty who needed material were able to access library resources safely through our curbside pickup and home delivery initiatives.

**While we all hope to see the end of the pandemic as soon as possible, the Collections, Access, and Discovery Department knows how to get the right materials in the right hands right away.**



## **FUN FACT!**

In our catalog search bar type (the) f:2 u:c then hit enter and see a list of our current streaming media.

Also, check out the Streaming Media libguide:  
<https://libguides.sandiego.edu/c.php?g=1058661>

# Copley's Streaming Media Explosion

Film, television and documentaries have been collected by academic libraries for decades now and streaming video is just the latest format to deliver these resources. There has been steady growth in faculty requests for streaming media over the last few years, however, nothing could have prepared us for the explosion that came with remote teaching during the COVID-19 pandemic. Suddenly, our DVD collection (and rare content only available on VHS) was rendered useless as instructors and students alike were limited to meeting virtually.

Our streaming collection's biggest suppliers are Kanopy, Swank, Alexander Street Press, and Films Media on Demand, which typically provide institutional licensing for one or three years though perpetual licenses are becoming more common. These major streaming vendors frequently undergo change, namely Kanopy which was recently purchased by OverDrive and has a monopoly on PBS content. We also purchase films from independent distributors who do not provide hosting services, fortunately, USD's Information Technology department does through their Panopto platform.

Due to the high cost of streaming media, subject librarians at Copley do not do collection development in this area. Instead, the collection is exclusively based on the core curriculum needs

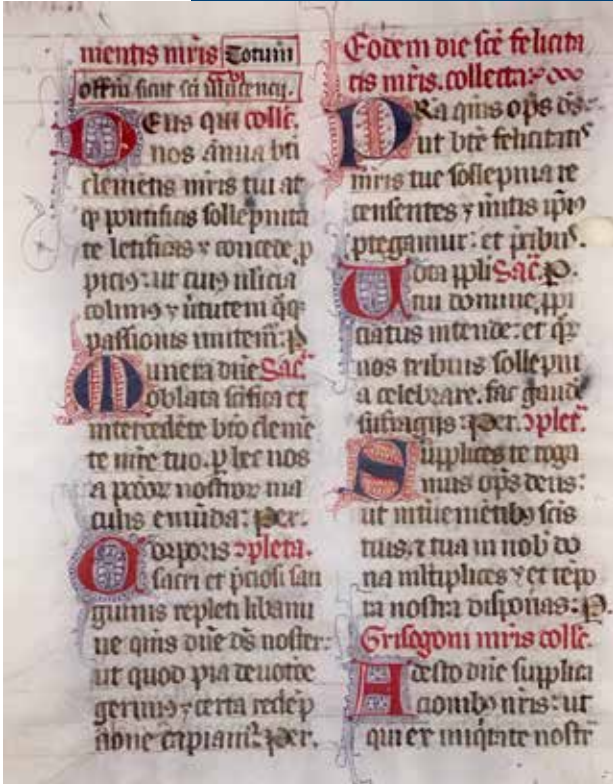
determined by course instructors. Unfortunately, some of the streaming content requested were difficult to obtain institutional licensing for academic libraries, for example, original content from Netflix, Hulu, and Amazon Prime. In some cases though, we can supplement by digitizing DVDs in our collection and limiting access to just a class via Blackboard or e-Reserves per Copyright's Fair Use guidelines.

Streaming media requests have come from many different disciplines within the College of Arts and Sciences, as well as the Schools (Business, Leadership and Education, Peace Studies, and Nursing), but the greatest demand comes from the Languages and Literature, History, Art and Art History faculty. Popular titles requested every semester by multiple faculty include *Barking Water*, *Blade Runner*, *Blackkkklansman*, *La Finestra di Fronte*, *Merchant of Venice*, *Merton*, *Good Bye Lenin*, and *Maya Lin: A Strong, Clear, Vision*.

Given the price of streaming media and the impermanent nature of licensing content for only a year at a time, the sustainability of this collection is difficult to predict. To be sure, streaming content is an incredibly valuable resource for higher education today and new purchasing models will continue to be developed.



# Archives, Special Collections,



What is it that unites the units within the Department of Archives, Special Collections, and Digital Initiatives? The answer lies in its unique collections.

From medieval manuscripts to digital dissertations, the department organizes, cares for, and works to make available its exceptional, often one of a kind, collections to the university and scholars everywhere. Our collections are discoverable through our online catalog, through our digital repository, and even through a Google search.

The Archives contains not only official university records, but also scrapbooks, personal photographs, and home movies created by members of the USD community. [Finding aids](#) that detail the contents of processed university records can be consulted through our digital repository before making a research appointment. If you are interested in researching past [Associated Students'](#) orientation events, you can download its finding aid to discover orientation documents and scrapbooks we have preserved in the Archives. Using a finding aid to request archival records also ensures that relevant material will be ready and waiting for you in the Archives Reading Room. Many of the personal collections found in the Archives are extremely fragile. Our scrapbooks are in danger of deterioration from acidic paper, glue and previous exposure to poor environmental conditions. To preserve these collections for current and future use, we have started digitizing them. For example, some of the [travel scrapbooks](#) of Copley Library's first director Marian Holleman can now be viewed virtually in our digital repository and then, if necessary, very carefully in-person.

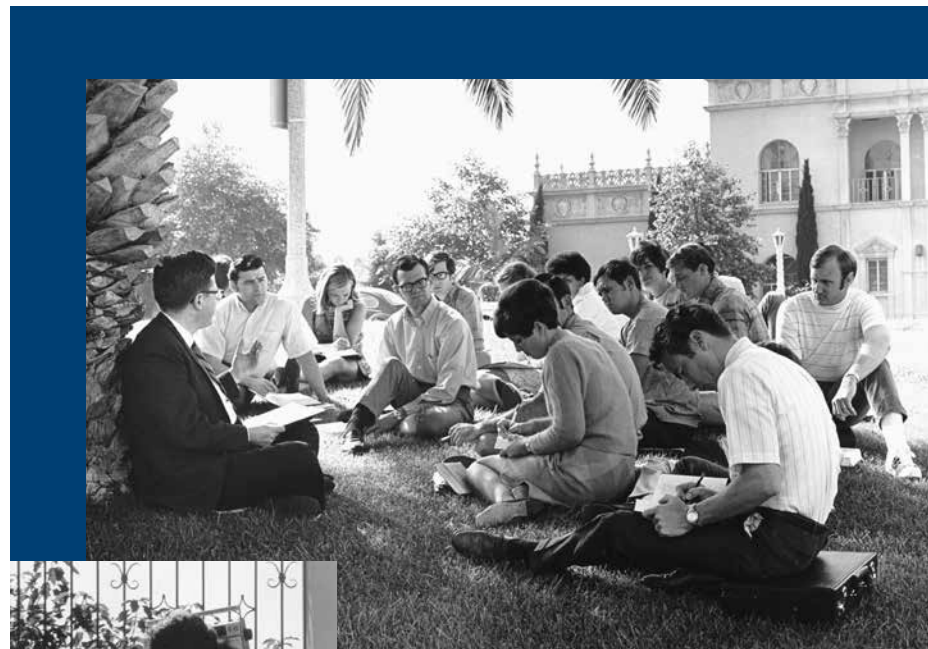




# and Digital Initiatives

Special Collections include rare books and other collectible items. If you are interested in seeing our collection of rare miniature books, you can discover them through the library's online catalog by searching using the terms **rare miniature books**. You can then select and request an appointment to see these books in our reading room. Selections from our ephemeral **bookplate** and **postcard** collections have been digitized and can be explored virtually through our online repository. You can view our **Japanese Bookplate Collection** and then see our **East Asia Postcard Collection**. Viewing these images through the repository gives you the advantage, for example, of being able to zoom to see details far beyond what a magnifying glass could reveal.

Our Digital Initiatives unit is responsible for creating our repository, Digital USD. This repository is an online gateway to the university's scholarship, community collections, and digitized versions of material selected from our physical collections. Through Digital USD, you can download and read a Master's thesis on **Attitudes about Work and Time in Los Angeles, 1769-1880**; the outcome of a collaborative project between USD and Chicano Park that documented the mural restoration project with the book, **Guide to the Murals of Chicano Park**; and articles about the Vietnam War in a 1965 issue of USD's student newspaper, **The USD Vista**. Just this year Digital USD has reached a significant milestone of over one million downloads.





## One Million Downloads—and Counting!

Some significant additions to the open access institutional repository, [Digital USD](#), transpired over the past year. Since 2015, all doctoral students have been required to submit a digital copy of their dissertation, and the [dissertations](#) are one of the top most downloaded collections across the entire repository. However, there was a large portion of content missing, as the PhD programs in Nursing and Leadership Studies launched decades ago, well before 2015. To address this gap, the Digital Initiatives department worked closely with faculty and administrators in the School of Nursing and the School of Leadership and Education Sciences to provide access to the entire corpus of USD doctoral dissertations in one single (digital) location. With careful planning and

close communication – as well as notifying the alumni authors – the process unfolded smoothly and resulted in hundreds more dissertations openly available to anyone, anywhere, with an Internet connection. This quality of openness promotes collaboration, new and better research, and recognition of the tremendous scholarly output of the University of San Diego doctoral graduates.

In another notable example, two faculty members in the School of Leadership and Education Sciences decided to launch a new open access journal via Digital USD. They worked closely with the Digital Initiatives department to design the layout and workflow for the [Journal of Technology in Counselor Education and Supervision](#), the first and only peer-reviewed professional academic journal published using the Digital USD

platform (outside of the Law School). The journal (and Digital USD) was featured in the July 12 edition of the “USD News Minute” video segment. JTCS is the official journal of the Western Association for Counselor Education and Supervision (WACES), a region of the Association for Counselor Education and Supervision (ACES). For more information about JTCS, see its [Aims and Scope](#).

**From archival materials, to student and faculty scholarship, to journals and more: Digital USD continues to grow and diversify its collections. As more items are added, so too do the number of views and downloads. In fact, the repository has reached a milestone: one million downloads since its initial launch!**



# Librarians Combatting Disinformation Through Education

**Academic libraries have always had as their mission the promotion of a wide variety of quality sources and the assistance of patrons seeking reliable information.** And while the second of modern library science founder's S.R. Ranganathan five laws, "Every reader his or her book," insists librarians understand and not judge the different tastes of their patrons, academic librarians who teach information literacy nevertheless engage students with the necessary research skill of source evaluation. This is especially true in the current age of disinformation and misinformation. Since 2017, librarians at Copley Library have led workshops and other sessions for students and faculty focused on the topic of disinformation as it has evolved from the issue of fake news during the 2016 Presidential Election to a complex conspiracy belief system with the QAnon movement and the spread of misinformation about the COVID-19 pandemic.

Acquisitions and Cataloging Librarian Millie Fullmer, also Copley Library's Art subject specialist, was a panelist this summer for the interdisciplinary course HUMC 294 - The Story of Now: Why Knowledge Matters, presenting on the theme "Why are we confused about what is true?"

**"The library can combat misinformation and disinformation on several levels," she explains. "When we visit classrooms to teach students about research skills and techniques, we are already teaching them critical thinking skills, advising students to use a variety of sources on a topic and examining author and publisher biases or positionalities."**

Professor Fullmer's Spring 2021 workshop, "Image Manipulation and Deep Fakes," saw twenty-three students gather via Zoom for a discussion about the manipulation of visual information and the impact this phenomenon has had on image credibility. Another popular online workshop this past spring, "Evaluating Information in a Post-Truth Environment" led by Coordinator of Instruction Hugh Burkhart and Head of Reference Michael Epstein, addressed the consequences of the increasing popular acceptance of unreliable and deliberately misleading sources.

**Speaking about the focus of information literacy education on teaching students to critically evaluate media sources, Epstein says, "That same type of critical analysis and perspective can be highly useful for them in terms of combating the spread of disinformation and misinformation available via social media and other online platforms."**

The library will continue its diligent promotion of the materials available in our collections and through our online databases as we return to in-person learning. As it remains important and true that every reader reads according to his or her preference, it is equally vital that a library's collections and educational mission be focused on material that does not intentionally set out to disseminate dangerous falsehoods.

**For more information on evaluating visual information and media sources, see the Visual Resources and News, Spin, and Fake News research guides.**



# Collection Development to Support SOLES Teaching, Learning and Research

The School of Leadership and Education Sciences (SOLES) maintains an engaged and interdisciplinary teaching, research, and service portfolio with an increasing demand for e-resources such as e-journals, e-books, and streaming video. In recent years, SOLES collection development model prioritizes faculty and graduate student title requests. This emphasis helps Copley Library



ensure the collection includes resources SOLES faculty and graduate students specifically identified as beneficial to their coursework and research needs. Faculty and graduate student requests help reveal emerging topic patterns and trends later considered by the embedded Education Librarian, V. Dozier, for selecting additional

collection materials. Recent trends include virtual learning environments, student activism, culturally responsive pedagogy, social justice education, restorative practices in counseling, transformative leadership, and servant leadership.

Many SOLES faculty requests directly support student coursework or collaborative research projects. As online degree, certificate, and course options increase, the demand for e-resources also increases, partially due to consistent off-campus access and ease of use. Students in SOLES programs, e.g. [Online Master of Education](#) and [Education for Social Justice](#), can check their respective program libguides and other supporting resources for e-books supporting their coursework.

**SOLES faculty and graduate students are encouraged to continue sending resource requests via email to V. Dozier, [vdozier@san Diego.edu](mailto:vdozier@san Diego.edu).**

## Recent acquisitions include:

- *Disability Studies and the Inclusive Classroom* by Susan Baglieri (2017)
- *Digital Black Feminism* by Catherine Knight Steele (2021)
- *Positive psychology in the Middle East/North Africa: Research, policy, and practise* by Louise Lambert (2019)
- *Overcoming Burnout and Compassion Fatigue in Schools: A Guide for Counselors, Administrators and Educators* by Alison L. DuBois and Molly A. Mistretta (2020)
- *Latinas in the Criminal Justice System: Victims, Targets, and Offenders* by Vera Lopez (2021)
- *The Mindful School: Transforming School Culture Through Mindfulness and Compassion* by Patricia Jennings (2019)
- *College Belonging: How First-Year and First-Generation Students Navigate Campus Life* by Lisa Nunn (2021)
- *Capital Campaigns: Strategies That Work* by Andrea Sudbury Kidlstedt (2017)



# The Hahn Librarian Advocate for Collections

**KAREN O'GRADY** is the embedded librarian for the Hahn School of Nursing. Being an embedded librarian means that while Karen participates in projects and committees within Copley Library, her focus is on assisting the nursing school students and faculty with their information and research needs. She loves showing nursing students resources to help them with their research projects and papers. Karen's mission is to remove nursing students' feelings of intimidation surrounding academia. She reminds them that being a nurse is a special calling, but anyone can learn research skills.



Students at Hahn are master's and doctoral level graduate nursing students and graduate Health Care Informatics (HCI) students. HCI is a relatively new field that studies the intersection of health care and technology. Copley's collection of nursing and HCI books, e-books, journal subscriptions, and databases are essential for students to learn to use evidence to do their best work. Karen is a reviewer for new HCI textbooks, and both her expertise in this field and Copley's HCI collection grows with every book she reviews. Reading extensively about informatics makes Karen better able to assist HCI students with their research.

Every student at Hahn must develop strong research skills to do the required graduate level work. Karen teaches research skills during class sessions and one-on-one, both in-person and through Zoom. She shows students how to navigate Copley's many biomedical and academic databases and how to cite and write using APA format. Karen instructs students on finding information such as patient datasets, nursing benchmarks, Covid public policies, and of course journal articles.

**Karen shows students how to navigate Copley's many biomedical and academic databases, and how to cite and write using APA format.**

Karen acquires a variety of materials for the School of Nursing. This past year, she purchased the following journals: *NEJM Catalyst*, *the Journal of Perinatology*, *the Journal of Nursing Education*, and *Research in Gerontological Nursing*. Karen ordered *Unnatural Causes*, a documentary series about inequality in healthcare. She also set up a *VisualDx* database trial and obtained several e-book titles, and she is always available to answer student and faculty copyright questions. Her Nursing LibGuide is one of Copley Library's most utilized research guides. The guide includes a playlist of brief personalized videos she created in response to specific questions from students.

Karen will teach APA and systematic review workshops both online and in-person this spring. Keep an eye out for her systematic reviews LibGuide. She will offer nursing students and nursing faculty both physical tours of the newly renovated library and virtual tours of the library's website. Karen is always open to book purchasing suggestions that will benefit Hahn.

**To request materials, Hahn faculty and students can email Karen at [kogradys@san Diego.edu](mailto:kogradys@san Diego.edu)**



## Access to *New York Times* for Faculty and Staff

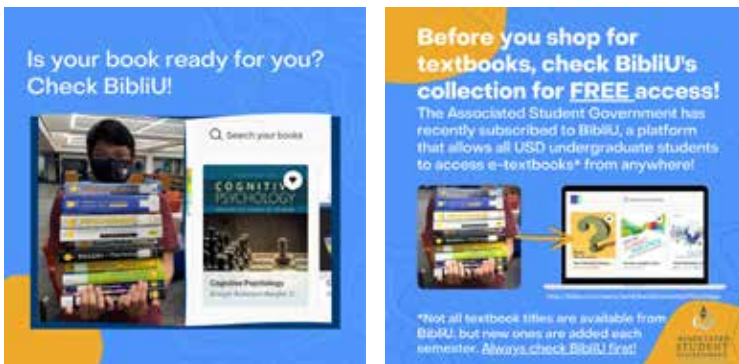
Earlier this year, the Associated Student Government subscribed to the *New York Times* for students. Copley Library wanted to ensure that faculty and staff had the same access as students. In June 2021, Copley Library subscribed to the *New York Times* Publisher's website. Faculty and staff frequently requested access to the publisher's website for its ease of use, whether they were reading the latest news articles on their computer or checking out the headlines on the mobile app. It specifically helps faculty use current events for their courses. May Fu, Associate Professor of Ethnic Studies stated "Reading the *New York Times* allows me to situate my lectures and course materials in direct conversation with events that are happening in real-time across the country. Class discussions are more current, and students become better, more informed critical thinkers." Signing up for access is easy. Check out Copley Library's subject guide to create an account [here](#). For specific research purposes, the university community also has access to the *New York Times* from 1851 to the present through ProQuest Historical Newspapers [here](#).

## Reference Collections

Whether available online or in our print collection, reference works (e.g., encyclopedias, handbooks, dictionaries, theological commentaries, statistical compendiums, directories, etc.) continue to play an important role in providing research assistance to the USD community. Our mix of reference work formats has changed over time as we increasingly rely on online reference titles in providing research assistance. These online sources can both enhance user access and offer improved searchability. For example,

our Credo Reference database allows us to simultaneously search over 1,100 reference titles for background information on a topic, quick facts, and other types of information. At the same time, this online reference source provides tools for saving, citing, printing, and sharing this information. As the number of online-only students grows along with our use of online research assistance modes such as live chat, email, and text messaging, online reference works allow us to better serve all our students.

**While online sources are an important feature of our collections, we still maintain a significant collection of important print reference sources that often have no online edition such as our 72 volume Schottenstein edition of the Talmud Bavli. This print reference collection is located adjacent to our new Research Assistance Desk and available during regular library building hours.**



## BibliU: Expanding Textbook Access During the Pandemic

Copley Library has partnered with the Associated Student Government (ASG) on developing and managing a print textbook collection for undergraduate students since the Fall of 2017. The program was a product of the USD Textbook Accessibility Taskforce, which aimed to address rising costs of textbooks for USD students. Print textbooks from the ASG collection circulated to hundreds of individual students between its inception in August 2017 and March 2020 when the library temporarily closed in response to the global pandemic. While the library endeavored to provide ongoing access to ASG's print collection throughout the pandemic by modifying certain loan rules and seeking alternative access when possible, usage dropped dramatically. Most USD students lived off campus during both the Fall 2020 and Spring 2021 semesters, and therefore could not borrow print textbooks. As a result, ASG decided to stop adding and updating its print textbook collection, and instead invested in the e-textbook platform, BibliU. USD students are now able to access specific e-textbooks from the ASG collection on any computer, tablet, or e-reading device for the entire semester. Unlike the print textbooks, multiple students can access a single title at the same time. BibliU's platform also offers a number of beneficial accessibility features including text-to-speech software integration, adaptive reader settings, keyboard navigation, and in-built reading features. Access to BibliU is entirely funded by ASG, but Copley serves as their BibliU liaison and continues to assist with collection development, instruction, and marketing.



## Reading for Fun:

### Copley's Light Reading Collection

Copley Library's Light Reading Collection is a browsable and concise collection of popular fiction and non-fiction works housed on the newly remodeled lower level. Its purpose is to offer the USD community a chance to take a break from academia and enjoy reading for fun and personal enrichment. Titles are rotated out on a regular basis, with eight to ten new works added monthly. The collection is currently maintained by our Visiting Evening Access Librarian, Catherine Paolillo. She is committed to keeping the collection fresh by adding works by and about underrepresented groups that address a myriad of topics. No matter what you're interested in, the Light Reading Collection has you covered. Recent highlights include *Crying in H Mart: a memoir* by Michelle Zauner; *Empire of Pain: the Secret History of the Sackler Dynasty* by Patrick Radden Keefe; *The Marathon Don't Stop: the Life and Times of Nipsey Hussle* by Rob Kenner; *The Anthropocene Reviewed: Essays on a Human-Centered Planet* by John Green; and *The Girl with the Louding Voice* by Abi Dare.



# Moving Copley Library From a Gutted Building Through the Stages of Renovation



Jasmin de Unamuno is Copley's Budget and Operations Manager. As an alumna, Jasmin has fond memories of her time as a student at the University of San Diego, especially in Copley Library. She enjoys boasting to her friends about having an office in the famed Harry Potter Room, formally known as the Mother Rosalie Hill Reading Room (MHRR). However, looking around the library today, she is amazed by its transformation and extremely relieved the renovation is over.

During the renovation, Jasmin served as the move coordinator for Copley Library's departments and public areas. This role required a great deal of time, efficient task management, and a lot of patience. She worked with a variety of personnel including Facilities, University Design, and Public Safety. The library renovation consisted of two phases with several moving parts. Phase I of the renovation was the significant redesign of the main building's interior layout.

The renovation project took two years to complete. Just as the Copley half of the building was prepared to reopen its doors to the campus community, COVID-19 struck, stay-at-home orders were mandated, and the library remained closed.

In contrast, Phase II, part of the Renaissance project, was a restoration of the beloved Mother Rosalie Hill Reading Room and included reimagining the Archives, Special Collections, and Digital Initiatives departments and the Administration offices and bringing the Garden Study Room back online. Her renovation responsibilities included making sure all the furniture and equipment were moved out of the library to the storage facility and temporary office spaces throughout campus and returned to the building upon the project's completion. Also, Jasmin coordinated the technological arrangements for department relocations during both phases of the renovation.

The renovation project took two years to complete. Just as the Copley half of the building was prepared to reopen its doors to the campus community, COVID-19 struck, stay-at-home orders were mandated, and the library remained closed. On October 5, the newly renovated library opened in a limited capacity, but the floor plan had to be reconfigured on the first floor to allow social distancing. The full opening of the Copley building to the public aligned with the completion of the MHRR on August 23, which coincided with students return to campus for the start of the 2021-22 academic year. Thus, Copley employees had to quickly set up their work areas as well as address "new home issues" to make the building usable in the most efficient ways possible for employees and patrons while still handling our day-to-day responsibilities.

**Post move-in, Jasmin works closely with Facilities on a building punch list. But she is thrilled to see her hard work pay off, and she enjoys having students in the building.**



## Meet Copley Library's Renovation Project Management Team



**MARY WHELAN**  
Executive Director of  
University Design &  
Collections



**ERIN ROGERS**  
Senior Project Manager  
Phase I



**ZACHARY RANDEL**  
Senior Project Manager  
Phase II



## 2020–2021 Roy and Marian Holleman \$1,000 Copley Library Student Assistant Scholarship

**ESSAY PROMPT:** How have your research and study habits changed since the onset of the pandemic? Explain three ways the Library could better support your information needs in a hybrid learning environment.

**ESSAY TITLE:** *Adjusting To An Online Era*



Kanuri Roundtree is a third year chemistry major and is expected to graduate in May 2022. She has worked at Copley Library since her first year at USD; first as a Student Assistant in Access Services and later as a Remote Student Assistant for Social Media during the global pandemic. Outside of Copley Library Kanuri is a member of the prestigious **USD Alcalá Club** and the Gamma Phi Beta sorority, and is involved in numerous other clubs and activities on campus. Kanuri's summer plan was to participate in an internship at the University of California Irvine, as an undergraduate chemistry researcher through USD's Bridges to Doctoral Institutions Fellowship.



GOVEA



TEBOR



BIERLY



AUSTIN

## Copley Library Undergraduate Research Awards 2021

The Copley Library Undergraduate Research Awards were established to recognize students' exceptional research papers using library resources and services. Applicants submitted a reflective essay describing their research process as well as a letter of support from the faculty member who taught the course or served as a research mentor for which the paper was completed. A panel of USD faculty members evaluated all applications. Below are the selections made by the Review Panel for this year.

### 400 LEVEL COURSE/INDEPENDENT RESEARCH

#### Award Winning Paper (\$550):

**Vicenta Martinez Govea**

*America's Finest Housing Crisis: Racialized Housing and Suburban Development*

#### Honorable Mention: Celina Tebor

*Was Trump's deployment of federal officers to Portland, Oregon and other cities during the summer of 2020 legal and constitutional?*

### 300 LEVEL COURSE

#### Award Winning Paper (\$400):

**Sophia Bierly**

*Southern African Women's Struggle to both Uphold Tradition and Promote Women's Equality in the Family*

#### Honorable Mention: Sophia Austin

*Exposing Nuclear Power Plants*

Each awardee received a letter of commendation from Dr. Byrd, Dean of the University Library, 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.

**Congratulations to the 2021 Undergraduate Research Awards winners!**



# Library Faculty Scholarship

## PRESENTATIONS

**Burkhart, H.** (2021, January 15). *First Year Instruction and the Remote Environment: Maintaining connections, continuing engagement*. [Lightning talk]. SCIL Works, Virtual. <https://carlacrl.org/ig/scil/scilworks/2021/index.html>

**Byrd, T.**, Bourg, C., Snyder, T., & Westbrook, E.L. (2021, May 18). In A. Hudson-Ward (Moderator) *Equitable Staffing Models in the Current and Post-Pandemic Landscape*. [Panel presentation]. Choice, Toward Inclusive Excellence, Virtual. <https://www.choice360.org/webinars/equitable-staffing-models-in-the-current-and-post-pandemic-landscape/>

**Byrd, T.**, Higgins, S., Leshy, D., & Price, J. (2020, October 23). *Increasing SCELc's Capacity to Support Open & Equitable Access in a COVID-19 World*. [Panel presentation]. SCELc, Virtual. <https://www.scelc.org/events/increasing-scelcs-capacity-support-open-equitable-access-covid-19-world>

**Byrd, T.**, Collins, M., Conner-Gaten, A., & Tripuraneni, V. (2020, June 29). *Engaging Our Community*. [Webinar]. SCELc Colloquium 2020, Virtual. <https://www.scelc.org/events/scelc-colloquium-2020-online-edition>

**Dozier, V.** (2021, June 21-25). *Engaging the Zoom void: Using active learning and critical pedagogy to facilitate graduate library instruction*. [Conference workshop]. WILU 2021: Visions of the Possible, Dalhousie, Mount Saint Vincent, and Saint Mary's Universities, Halifax, Nova Scotia, Canada.

**Dozier, V.** (2021, May 11-14). *A few kind, but true words: Using the research consultation to empower marginalized graduate researchers struggling with imposter syndrome*. [Conference workshop]. LOEX 2021, Virtual. <https://sched.co/hw76>

**Dozier, V., Nann, A., & Adkins, M.** (2021, April 14). *DEIA in Catholica Serving Institutions* [Conference presentation]. SOLES' Diversity, Inclusion, Social Justice, Excellence Showcase, Virtual. <https://www.sandiego.edu/academics/research/researchweek/>

**Dozier, V.**, Jez, R., Lathan, J., Leon, K., Quedraogo-Thomas, R., & Reynoso, Z. (2021, April 8-12). *Unmasking racism and violence: Co-creating a university statement and #BLM justice and advocacy series*. [Conference poster]. 2021 AERA Annual Meeting, Virtual. <https://www.aera.net/Events-Meetings/2021-Annual-Meeting/2021-Annual-Meeting-Program-Information>

**Fullmer, M.**, Beene, S., & Saulter, T. (2021, February 23). *Navigating the ACRL's Visual Literacy Competency Standards Today and Beyond*. [Webinar]. Tampa Bay Library Consortium, Virtual. <https://tblc.org/events/visual-literacy-competency-standards>

**Makula, A.**, Gibney, M., & Siddel, K. (2021, April 30). *IL and the IR: Synergies between the ACRL Framework for Information Literacy (IL) and the Institutional Repository (IR)*. [Panel presentation]. 2021 Southern Mississippi Institutional Repository Conference, University of Southern Mississippi, Hattiesburg, MS, United States.

**Makula, A.**, et al. (2021, April 14). *Open and Equitable Scholarly Communications: New research from ACRL grant recipients*. [Panel presentation]. Association of College & REsearch Libraries (ACRL) 2021 Conference, Virtual. <https://airtable.com/shrRWyInwdxtMsPOw/tblHbY93eXkRM4ATN/viw9HEBCUwQh14Prz/recn57Lw2Y8X3tJ36>

**Marcum, C.** (2021, March 10). *Managing Academic Library Services during COVID-19: Tips and tools for success*. [Presentation]. California Library Access Services South, Virtual. <https://library.ucsd.edu/about/california-library-access-services-south/>

**O'Grady, K.**, et al. (2021, June 25). *Are You Considering a Career in Health Librarianship?*. [Panel presentation]. 2021 American Libraries Association Conference, Virtual. <https://acrl.libguides.com/c.php?g=519489&p=6027142>

**Ortega, A.C.** (2021, April). *Chicago-Deusto para las Humanidades*. [Presentation]. Autónoma de Baja California, Campus Mexicali, Virtual.

**Ortega, A.C.** (2020, October). *Acciones de cambio en el ejercicio de la función del bibliotecario y el COVID-19*. [Presentation]. ABIBAC XV Annual Conference, Virtual.

**Ortega, A.C.** (2020, October). *Food as Identity in the Formation of Central American Culture in the Diaspora*. [Presentation]. SALAM LXV, Virtual.

## PUBLICATIONS

**Burkhart, H.**, Goodwater, L., & Redford, J. (2021). Drama Online Revisited. *The Charleston Advisor*, 22(4), 12-17. Dozier, V. (2021, February). An embedded librarian's experience piloting a subject-specific OER initiative. *Education Libraries*, 44(1). <https://doi.org/10.26443/el.v44i1.364>

**Dozier, V.** (2021, February). An embedded librarian's experience piloting a subject-specific OER initiative. *Education Libraries*, 44(1). <https://doi.org/10.26443/el.v44i1.364>

**Dozier, V.** (2021). DEIA instructional technology. Tips and Trends. *ACRL Instruction Section*, Spring 2021. <http://bit.ly/tipsandtrendssp21>

**Dozier, V.** (2021). Adapted Learning Technology. Tips and Trends. *ACRL Instruction Section*, Winter 2021. <http://bit.ly/39CjuG2>

**Fullmer, M.** (2021). Are we there yet? Visualizing Indigenous culture in today's library. *IFLA Journal*, 47(3), 313-320. <https://doi.org/10.1177/0340035220987577>

**O'Grady, K.** (2021). Virtually hired: Why I can't wait to meet my colleagues after working with them for six months. *College & Research Libraries News*, 82(3), 112.



# 2020–21 Copley Library Stats

## COLLECTIONS

Books	516,817
CD's, DVDs, and other media	14,636
Number of databases	192
Number of e-periodicals	89,258
Number of e-books	334,350
Current print subscription	1,896
Archival and manuscript collections	2,475 liner feet
Archives and special collections	15,935 volumes
Finding aids	66
Digitization of archives/special collections material	4.43 Terabytes

## INSTITUTIONAL REPOSITORY

Total number of digital items	29,027
Total downloads to date	1,144,344

## LIBRARY EXPENDITURES

Personnel	\$3,156,225
Student Workers	\$40,765
Operating	\$238,044
Collections	\$3,030,965
Total	\$6,465,999

## REFERENCE AND INSTRUCTION

Instructional sessions	149
Students served	2,759
Workshops (faculty/staff/students)	42
Attendees (faculty/staff/students)	408
Individual student consultations	647
Faculty consultations	315
Archives/Special Collections Consultations	45
Archives/Special Collection Reference	36
Reference transaction	2,978
Subject guides	197
Subject guide views	31,725
Library Website visits	126,454
Individual study room reservations (10/1/20–6/30/21)*	3,842

## STUDENT EMPLOYEES

### FEDERAL WORK STUDY

Jazlyn Benitez

Abigail Hynes (Holleman 2020 Winner)

Kanuri Roundtree (Holleman 2020 and 2021 Winner)

### GRADUATE STUDENT

Ankit Shah

Jane Wamwirwa

### ALLEN BAYTOP INTERN

Alessandra Olmedo Robles



# TOP 10

## **CIRCULATION** (7/1/20-6/30/21)

Copley Library Visitors (10/1/20-6/30/21)*	6,731
Items circulated	30,121
Total ILL transactions	19,489
Total USD items loaned to other libraries	5,817
Total items borrowed from other libraries for USD library users	5,108
Circuit lending/borrowing	1,321
ILLiad lending/borrowing	8,404
Rapid ILL lending/borrowing	6,020
Document delivery	1,046
Items in ARES	6,545
Items accessed in ARES	61,766
Express books	2,689
Copyright clearance center requests	43
Print/media reserves items circulated	148
Print/media items added/removed	1,048
Associated Students textbooks circulated	143
Associated Student textbooks on reserve	250
Streaming media requests filled	524

## **COMPUTER SERVICES** (10/8/20-6/30/21)\*

Computer Desktops	48
Macintosh Laptops	8
PC Laptop	40

NOTE: Numbers impacted by COVID-19 disruption and library closure.

## **TOP 10 DATA BASES USED**

- JSTOR
- Academic Search Premier
- ScienceDirect
- CINAHL Plus with Full Text
- Wiley Interscience Journals
- Up to Date
- Education Source
- PsycArticles
- ProQuest ebook Central Academic Complete (formerly ebrary)
- Sage Premier Journals

## **TOP 10 CIRCULATING LC CLASSIFICATION SUBCLASSES TOTAL CHECKOUTS**

- E History - United States
- PS American Literature - 1961-2000
- BX Christianity - Catholicism
- BS Christianity - The Bible
- BF Psychology
- LB Theory and Practice of Education
- BT Christianity - Doctrine
- RC Internal Medicine
- B Philosophy (General)
- N Visual Arts



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[www.sandiego.edu/library](http://www.sandiego.edu/library)

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## HOURS

Monday-Thursday: 7 a.m.-2 a.m. Saturday: 9 a.m.-9 p.m.

Friday: 7 a.m.-9 p.m. Sunday: Noon-2 a.m.

(Check the website for updates on hours during COVID-19, breaks, and holidays.)

