

University of San Diego

Digital USD

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Copley Connects Library Newsletter

Copley Library

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Fall 2021

## Copley Connects | Fall 2021

University of San Diego

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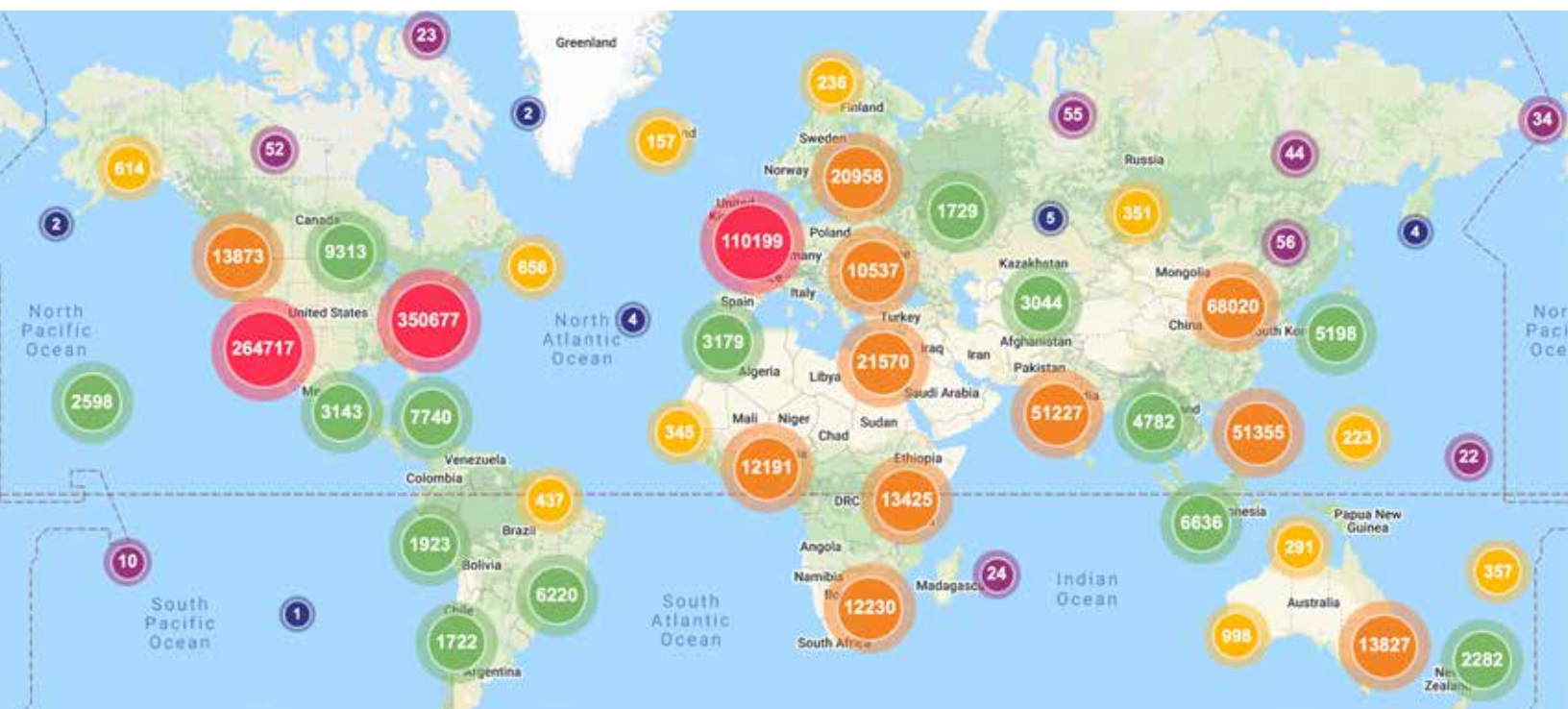
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# COPLEY CONNECTS

COPLEY LIBRARY

EXPLORE | DISCOVER | SUCCEED VOL. 9, ISSUE 2, Fall 2021



## Over 1,000,000 served!

**The university's open access digital repository, *Digital USD*, reached a milestone this semester, when its content generated over one million downloads!**

There are almost 30,000 items in the repository, from units and schools all over campus. The collections include faculty research, journal publications, theses and dissertations, digitized archival materials and special collections, and more. To date, people across more than 230 countries have downloaded items from the repository, with the most downloads originating from within the United States, China, the United Kingdom, India, and Canada.

**Curious about the most popular items?** Check out the top downloads at <https://digital.sandiego.edu/topdownloads.html>. With over 60,000 downloads, the Nonprofit Institute's "Sample Advisory Board Invitation Letter/Email" is routinely #1!

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## COPLEY CONNECTS

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Copley Connects is also available on our web site at [www.sandiego.edu/library](http://www.sandiego.edu/library).

Dr. Theresa S. Byrd,  
Dean of the University Library  
[tsbyrd@sandiego.edu](mailto:tsbyrd@sandiego.edu)

### Copley Connects Review Committee:

Martha Adkins, Reference Librarian, Editor

Hugh Burkhardt, Reference Librarian and  
Coordinator of Instruction

Cindy Espineli, Executive Assistant

Jordan Kobayashi, Library Assistant,  
Periodicals/Serials

## MESSAGE FROM THE DEAN

This newsletter issue celebrates Copley's Digital USD achieving one million downloads. Digital USD preserves USD's scholarship and makes it accessible worldwide through a Google search, which enhances the university's reputation at a local and global level, an Envisioning 2024 goal.

Building an institutional repository (IR) has been a journey. In 2005 Copley Library made an early commitment to digitization when Archivist Diane Maher began answering reference questions by sending scans for requested materials. Later in 2008, the library piloted Innovative's ContentPro software to digitize the San Diego College for Women linen postcard collection to make it available on the web. When I arrived in 2010, we began to explore an institutional repository (IR) to showcase our hidden special collections, combat exorbitant journal prices, and highlight the university's scholarship.

**“When I arrived in 2010, we began to explore an institutional repository (IR) to showcase our hidden special collections, combat exorbitant journal prices, and highlight the university's scholarship.”**

In 2012, Copley constituted a Digital Initiatives Committee to develop a plan for selecting an IR and charting our digital future. In August 2013, we hired our first Digital Initiatives Librarian, Kelly Riddle, and, in October 2013, we selected bepress as our hosted IR solution. The original name of the IR was Digital@USanDiego. In 2016, we hired our second Digital Initiatives Librarian, Amanda Makula, and changed the IR's name to Digital USD. The IR now contains materials from most entities on campus. We've grown from ingesting electronic theses and dissertations (ETDs) to publishing our first open access (OA) journal for SOLES, the *Journal of Technology in Counselor Education and Supervision*. Each month Copley receives from bepress a snapshot of downloaded IR items.

The library is a member of SPARC (the Scholarly Publishing and Academic Resources Coalition), a global advocacy organization dedicated to making research and education open and equitable by



*continued on next page*

[illegible]

## To further our open work, we have...

- established an Open Education Resource Committee and a Scholarly Communications Committee.
- promoted OER with the faculty, and 29 faculty were awarded a stipend to experiment with an OER resource in their classes. Other faculty have received a smaller stipend to review a textbook.
- co-founded with Students Affairs the Textbook Affordability Task Force leading to a textbook reserve program for students.
- implemented new collection development models and combined traditional collection building with new scholarly communication initiatives.
- hosted a nationally known Digital Initiatives Symposium.
- joined the JSTOR Open Community Collections Project gaining international exposure for our marquis lowrider collection.
- monitored various new open publishing models, known as transformative agreements.
- participated in the IMLS grant-funded Community of Practice on the future of open access and transformative agreement in R2 institutions and library consortia.

Copley continues to pay hefty journal subscription fees, but we believe open is the future. It is our hope that a campus committee will be assigned to discuss adopting an open access policy, as Digital USD is the anchor for engaged scholarship.

Here's to 1.5 million items in Digital USD. If you want to know more about the institutional repository, contact Amanda Makula at [amakula@sandiego.edu](mailto:amakula@sandiego.edu).

Theresa S. Byrd  
DEAN OF THE UNIVERSITY LIBRARY



# CROSSING THE ONE MILLION MARK:

## REFLECTIONS ON DIGITAL USD

By Amanda Makula, Associate Professor and Digital Initiatives Librarian

As the Digital Initiatives Librarian, one of the greatest joys of my job is sharing the exciting capabilities of the institutional repository (IR), Digital USD, with people and groups from across the university – and watching their eyes light up with interest when they realize what it can offer.

**“It can make my paper available to anyone with an Internet connection?” YES!**

**“It can track how many times my article has been downloaded?” YES!**

**“It can permanently preserve my poster?” YES!**

**“It can launch a new journal and utilize peer review?” YES!**

**“It can archive my department’s reports and publications?” YES!**

And the list goes on. The institutional repository is a flexible, adaptable system that can do a lot of different things in a lot of different ways. As a result, the breadth of its collections is strikingly wide, and only continues to grow.

In my conversations with students and faculty about Digital USD, I like to use an approach common to improvisational comedy that is often known as “yes, and.” This tactic makes a point to emphasize what is possible, not what isn’t. When someone asks if Digital USD can do a specific thing or accept a certain material, I strive to answer “yes, and . . . it can also [insert other cool things they may not have considered]!” In this way, our conversation becomes a catalyst for exploring and envisioning all kinds of new possibilities for the IR.

This collaboration is at the heart of Digital USD, and where it ultimately derives its success. If it takes a village to raise a child, it takes a university (and beyond, really) to develop and nurture an IR. From the authors who create the content, to the editors and reviewers who provide counsel, to the departments and offices who offer their materials, to the library employees who recruit and process the submissions, to the technology and algorithms that make the work discoverable,

to the community of readers worldwide who access, download, and cite it – the entire process depends not on the role of one person, but on the interconnected efforts of a network of scholars and administrators, researchers and learners.

Therefore, when I reflect on the one millionth download and what it represents for Digital USD, I think about all the people whose contributions made it possible. One million downloads isn’t solely a victory for the repository or the library. It’s a milestone for the entire campus community. It represents the participation and labor of many: undergraduate and graduate students, administrators, faculty and staff members, offices and programs, external consultants, and public community members. The library shepherds the repository, and with over 30,000 items and over one million downloads, we can celebrate a job well done. But we couldn’t have done it without you. Thank you to everyone who has used Digital USD in one way or another. To everyone who has told someone else about it. To everyone who has been meaning to check it out.

**Here’s to one million downloads,  
and one million more!**

**DO A QUICK BROWSE ON DIGITAL USD** and you can find postcards from the early twentieth century, journal articles about technology in counselor education, video recordings of commencement ceremonies, book chapters on Buddhist women, photographs from local lowrider car clubs, student-produced zines about Asian American histories and cultures, and much, much more.



Gail F. Baker, PhD, Vice President and Provost of USD, begins commencement ceremonies for the Class of 2020, May 16, 2021. Image from video in Digital USD.

# THE STORY OF NOW: Why Knowledge Matters

By Millicent Fullmer, Acquisitions and Cataloging Librarian, and Amanda Makula, Digital Initiatives Librarian



Millicent Fullmer



Amanda Makula

In the summer of 2021, two Copley Library faculty members, Millicent Fullmer and Amanda Makula, joined other USD faculty on teaching panels for the Humanities Center Seminar, HUMC 294, a one-unit, tuition-free, interdisciplinary course available to incoming first year students. We asked them to share their experiences.

## What was the structure of the course?

Every week a themed panel of four faculty members from different disciplines across the university presented a short lecture followed by a Q&A period. Instructors also led two separate discussion sessions with a smaller group of students later in the week. Students were expected to do several readings and write a short assignment each week, which instructors graded as pass/fail.

## Briefly explain the content of your presentation.

**AMANDA:** I wanted students to think about information privilege, about information “haves” and “have nots” and how the scholarly communication system, at present, reinforces and reflects existing social inequalities. I asked students things like, “Have you ever done a Google search and found the perfect article, only to find that you have to pay to read it? Why is this? Shouldn’t knowledge be free? Is access to information a basic human right? Where does new knowledge come from? Who gets to create it, and are they compensated? What kinds of information will you have access to during your time at USD? What about after you graduate, and during the rest of your life?”

**MILLIE:** The theme of my panel was “Why are we confused about what is true?” and I chose to focus on visual discernment, specifically the role of image manipulation and deepfake technology on the spread of misinformation. We live in a visual culture and consume information rapidly via social media platforms. As a result, this so-called “democratization of knowledge” has given rise to a participatory culture where conspiracy groups like QAnon can spread harmful disinformation much to the detriment of society. Images or visuals can hold powerful sway over the credibility of a statement and are often employed as “evidence,” for example, a stock image of a burning cigarette was used on a social media post that claimed smoking may prevent getting COVID-19.

## What was your favorite part about teaching in the course?

**AMANDA:** I really enjoyed the discussion sessions, where I talked with a cohort of students about their reactions to and reflections on the presentations that they heard. They asked good questions which showed that they were grappling with some of the issues that had been raised.

**MILLIE:** Like Amanda, working with the students in smaller discussion sessions was inspiring, but I have to admit that learning about the different disciplinary approaches to the course topic from my fellow faculty members was fascinating. Several of us (ranging from Psychology, Communications Studies, and Library and Information Sciences) brought up the role of confirmation bias in determining what is true!

## Describe something you learned from one of the other panelists.

**AMANDA:** One of the most interesting things to me was hearing from Kailey Giordano from the English department, who talked about how the poems of Margaret Cavendish challenged the seventeenth-century scientific thought that animals and plants could not suffer. Ahead of her time, she asked readers to empathize with an oak tree, a stag, and a hare and argued for treating nature with care and respect.

**MILLIE:** So many things it’s hard to narrow down! Due to my visual literacy interests and art background, I found Derrick Cartwright’s presentation “Photographic Legacies of the Black Panther Party” really compelling. Dr. Cartwright discussed a group of images once excluded from the art historical canon but now gaining recognition and the influence these images have on contemporary representations of the past.

LINK

Slides for all HUMC 294 presentations may be seen at:  
<https://www.sandiego.edu/cas/centers/humanities-center/interdisciplinary-curriculum/1st-at-usd/story-of-now.php>



### Would you recommend teaching this course to other faculty? Would you do it again?

**AMANDA:** Yes, it's a great opportunity to collaborate with other faculty across USD and to learn something new from each other. And yes, I would do it again — in fact, I already am! I taught in the HUMC-294: Black Lives Matter: Interdisciplinary Perspectives course this fall. My component examined racism in academia and scholarly knowledge production. If you're interested in this

topic, I'd recommend a recent article published by FiveThirtyEight titled, "Universities Say They Want More Diverse Faculties. So Why Is Academia Still So White?"

**MILLIE:** Absolutely, it was a wonderful experience and provided insight into the interdisciplinary nature of a liberal arts education. It is also a great way to promote your department; one student was so impressed with Amanda and I that they immediately sought out a student worker position at the library.



Students who participated in the 2021 Summer Bridge Program, in front of Copley Library. Front right: Librarians Christopher Marcum and Hugh Burkhardt

## Copley Celebrates 10 Years Participating in USD Summer Bridge

By Christopher Marcum, Head of Access and Outreach Services

August 2021 marked the tenth anniversary of Copley's participation in Student Support Services Annual Summer Bridge Program. Summer Bridge is an intensive one week program that helps incoming freshman and transfer students transition to life at USD. Since 2012 the program has included opportunities for participants to spend time with Copley librarians and learn about the resources and services Copley provides to support their success as USD students. This year's cohort of 90 students were among the very first to visit Copley's newly renovated spaces when librarians Hugh Burkhardt and Christopher Marcum welcomed them for an interactive tour of Copley Library on Monday August 23, 2021. Students received an in-person demonstration of Copley's website via the newly installed digital signs on the second floor and were the first to see all our new spaces including the Journals Reading Room, Copley Lounge, the Garden Study Room, the Faculty Reading Room and 25 group study rooms complete with AirMedia players, whiteboards, and dynamic lighting to facilitate collaborative work and study. The tour ended with a lively question and answer session and some time for students to reflect on what they learned about the library on their visit via an online quiz. Although our remote programming for Summer Bridge 2020 was a success, it was a lot of fun to see students in person, in a newly renovated space that is student-centered on the 10th anniversary of our partnership with SSS and Summer Bridge.



MICHAEL EPSTEIN

## USD McNair Scholars Summer Research Program Faculty Mentor

By Michael Epstein, Head of Reference

Copley Library faculty member, Michael Epstein, had the privilege of serving as a faculty mentor over the 2021 summer for a student in the USD McNair Scholars Summer Research Program. The faculty mentor's role is to help guide the student's research by meeting with them regularly to discuss the direction and progress of their research goals. Mentors also help students prepare to present their research at the Summer Research Conference and work closely with mentees in reviewing their research project. Serving as a faculty mentor is a rewarding experience as it allows mentors to help guide students' progress from inception of a research question to fruition of their summer research projects. Mentors also collaborate closely with McNair program staff to ensure that students are able to get the most of their summer research experience. For more information on the McNair Scholars Summer Research Program see:

<https://www.sandiego.edu/mcnair-scholars/research-program.php>



San Diego Public Library & University of San Diego Copley Library present:



**Monday, February 28 • 6:30 p.m.**

**Virtual & Streamed Event • San Diego Central Library**



For disability-related information, modifications or accommodations email: [JFRogers@sandiego.gov](mailto:JFRogers@sandiego.gov)

From rising student debt to collapsing public infrastructure, educator Heather McGhee gets to the root of why the American economy fails the public: racism in politics and policymaking.

It's expensive and hurts all of us, not just people of color. How did this happen? How can we prosper together?

**Register today to reserve a spot for this Black History Month author event as part of our Books for Good Trouble: Social Justice Dialogues\* series.**



[mysdpl.org/heathermcghee](https://mysdpl.org/heathermcghee)

Registered attendees may pick up a copy of *The Sum of Us* at the Central Library circulation desk, while supplies last. This program was made possible in part by the Institute of Museum and Library Services.

**San Diego Central Library @ the Joan A Irwin Jacobs Common**  
330 Park Blvd., 92101 • (619) 236-5800



# Looking Back, Moving Forward: Managing a Retrospective Electronic Dissertation Project

By Angela Perine, Archives/Digital Initiatives Assistant

On September 22, 2021, Digital Initiatives Librarian, Amanda Makula, and I presented our retrospective electronic dissertation project — in which we deposited the entire corpus of USD dissertations, dating back to the early 1980s, into the institutional repository — at the 2021 USETDA (United States Electronic Thesis and Dissertation Association) Conference. This year's conference theme was Making Connections – Scholarly Communication in the Digital Age, and it matched perfectly with our project because collaboration was the key to its success.

For example, from the very beginning of the project, we wanted to partner with the doctoral programs that had produced the dissertations. Amanda reached out to the deans of both the School of Nursing and the School of Leadership and Education Sciences in order to inform them of the project, explain its goals, and ask for their participation and support. The deans and their administrative staff were enthusiastic and instrumental in helping us locate and notify the alumni dissertation authors about the project so that we could obtain their permission to provide open online access to their dissertation. We also worked with the vendor ProQuest to get digital copies of the dissertations, which allowed us to bypass the time-consuming process of digitizing the dissertations in-house. Finally, at the end of the project, the library's Technical Services team worked to provide a direct link between the dissertations in Digital USD to the corresponding record in the library's catalog in order to provide another avenue of access and discovery.

At the conference, an attendee remarked that the project seemed very manageable. This comment was encouraging because we want other library professionals to attempt similar projects. During the presentation we emphasized how the project was split into five phases so that it was more manageable — and less daunting. First, I renamed the dissertation files and removed unnecessary pages. Next, I applied “optical character recognition,” or OCR, so that text in the documents could be fully text-searchable. In phase three, we checked the ProQuest database for the missing files. During phase four, the alumni notification letter was sent to each individual author, explaining the project and providing the opportunity to opt-out; only four authors out of 655 made that choice. Lastly, we ingested the dissertation files and their accompanying metadata into Digital USD and publicized the project's completion through a variety of channels.

Overall, we feel that by emphasizing building alliances and project planning in our presentation, we were able to inspire other libraries to embark on similar dissertation projects. We are excited to see the types of projects that other libraries will launch in the future, and we are already seeing the benefits of having all of USD's dissertations openly available in the institutional repository. The dissertations are regularly among the most frequently downloaded materials in the repository, with over 45,000 downloads from across the world in the last year alone!



“Along with the University of San Diego's Copley Library, the Hahn School of Nursing is excited to share news of a major project involving inclusion of your dissertation in USD's open access digital institutional repository, Digital USD (<https://digital.sandiego.edu/>). Our goal is to preserve and widen access to USD dissertations, enabling them to be discoverable and searchable by anyone, anywhere, with an Internet connection. We believe in the value of making this scholarship available and accessible, and that 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.”

*Excerpt from the notification letter sent to doctoral Nursing alumni*

*Angela Perine shared this story with us just before she left Copley Library at the end of October 2021. Angela joined the Copley community in February 2019, working in the Archives, Special Collections, and Digital Initiatives department as the Archives/Digital Initiatives Assistant. She recently moved on to another of life's adventures, joining her husband, who is in the Navy, in the Chicago area. We have all enjoyed working with Angela and will miss her. We wish her the best of luck in everything she takes on.*



# COPLEY READS

**WELCOME TO COPLEY CONNECTS.** In this regular feature, we invite Copley librarians and staff members to share recommendations for books they have enjoyed. We hope you'll have fun taking a peek into the books that have captivated us.

## **A FINE BALANCE** by Rohinton Mistry

• **ALMA ORTEGA**, Reference Librarian

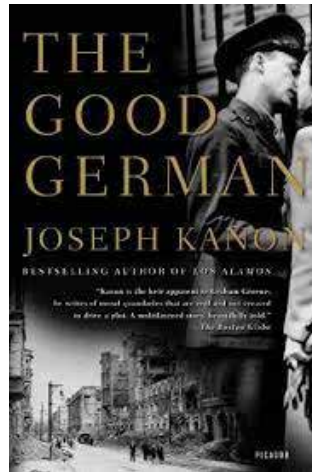
*A Fine Balance* is a special book and although longer than most at over 700 pages, it is definitely worthy of your time. If you like to think, laugh heartily, and cry along with characters' trajectories,

you will enjoy this compelling story. Set in India, starting in 1975, when the country is undertaking massive development, though not every citizen is reaping the benefits of this transformation, all of the main characters are utterly transformed through their experiences in their now quickly developing country.

Mistry's main characters are complex and capture the reader with their

gambles and misadventures. Mother India is growing and transforming itself even if at times it is smothering large sectors of the population, regardless or precisely because of their religion, caste, socio-economic status, linguistic preferences, or gender. With such a large population, India's convoluted government bureaucracy does not always make it possible for career bureaucrats to separate right from wrong, leading to many unintentional tragic consequences.

There comes a time when you read a book that alters your world outlook for the better. A world never imagined. If you like reading interesting and complex stories, while also learning the intricate details of other cultures within hugely diverse countries, I wholeheartedly recommend this book. *A Fine Balance* is a magnificent story that definitely should not be missed.



## **THE GOOD GERMAN** by Joseph Kanon

• **STEVE STANINGER**, Reference Librarian

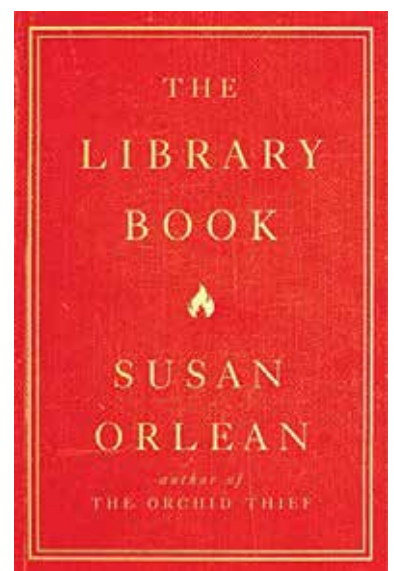
*The Good German* is about Germany in the summer of 1945. People were doing all sorts of things to survive utter defeat, in their destroyed cities, infrastructures, railways, and supply chains. People are trying to be the “good German” toward their Allied occupiers in order to get anything for themselves

and their families, yet still maintain what was left of their dignity. This is a story not often told in the U.S. Since reading this book, I've often thought about how different our society would be if we had endured such a defeat on our soil.

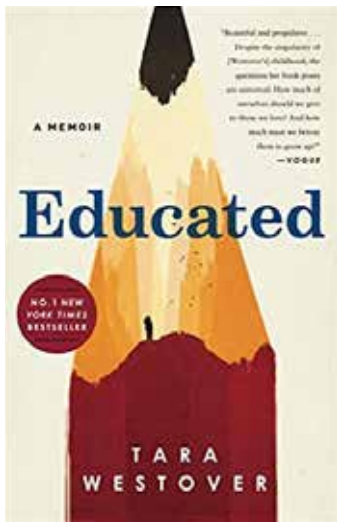
## **THE LIBRARY BOOK** by Susan Orlean

• **AMANDA MAKULA**, Digital Initiatives Librarian

Somehow I hadn't heard about this book, published in 2018, until a faculty member recommended it to me. It's hard to classify, exactly. A good chunk is the mystery and investigation into the devastating 1986 fire at the Los Angeles Public Library. Another part is a historical reflection on the development of public libraries, particularly the L.A. library system and the somewhat eccentric personalities who shaped its beginnings. But — perhaps because I'm a librarian — the part I found most compelling was when the author shadowed members of the current administration, giving readers a glimpse into their daily and sometimes surprising responsibilities. If you've ever wanted to know more about what goes on “behind the scenes” of public libraries, and how they've evolved over time, check out (literally) *The Library Book* today!







## **EDUCATED by Tara Westover**

• **KAREN O'GRADY, Nursing Librarian**

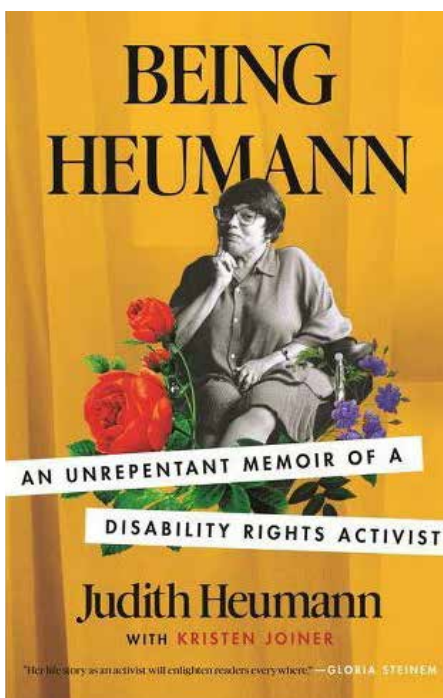
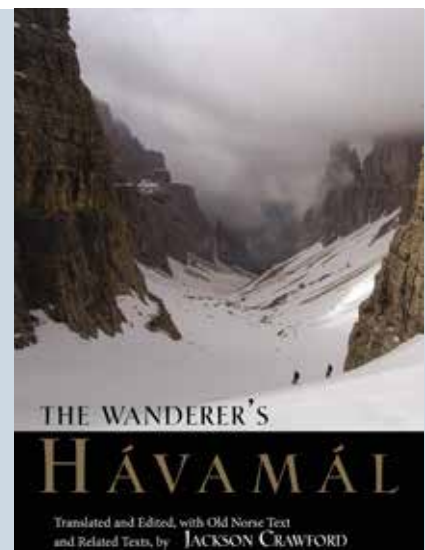
This is the true story of a woman who was raised by fundamentalist Mormon parents on an isolated mountain in Idaho. Tara Westover was the youngest of seven children raised without any formal schooling or medical care. She grew up fearing the government and outside forces, believing her father's delusional memories and warnings. She tells unthinkable tales of a childhood so far off the grid, it's hard to believe she is talking about the '90s in America.

The story takes an incredible turn when Tara decides she wants to go to college. She teaches herself math and tests into Brigham Young University. The entire story is shocking, but the most amazing scenes are when she describes her experiences of attending college and being out in the world for the first time. From learning about an event called the Holocaust, to reading about mental illness and realizing what is wrong with her father, the second half of her youth is as amazing as the first. The book is well-written, and the title, *Educated*, takes on more meaning as Tara goes on to study at Harvard and to earn her PhD from Cambridge University.

## **THE WANDERER'S HÁVAMÁL by Jackson Crawford**

• **VINCENT DANG, Circulation and Technology Support Specialist**

This book is an excellent gateway into the wonderful world of Old Norse culture and mythology. Dr. Jackson Crawford presents a new translation of the Hávamál, an Old Norse poem consisting of words of wisdom from the god Odin himself. Alongside his translation, Crawford pairs the original Old Norse language, allowing readers the opportunity to examine the rhymes of the original language and perhaps practice reading the ancient language for themselves. Anyone with even a mild interest in folklore, philosophy, linguistics, or the legends of the "vikings" should definitely consider giving the book a moment of their time.



## **BEING HEUMANN AN UNREPENTANT MEMOIR OF A DISABILITY RIGHTS ACTIVIST**

by **Judy Heumann with Kristen Joiner**

• **CHRISTOPHER MARCUM, Head of Access and Outreach Services**

Judy Heumann's memoir, is an inspiring coming of age story that examines how she became one of the most accomplished disability rights activists in the world over the last four decades. At the heart of Judy's story is a call to action for everyone working towards social justice not only to fight against the notion of disability as a disease, but to collaborate with the disability community in the fight for social justice. Heumann explains, "In the broader civil rights movements disability was and still is absent. Visible and invisible disabilities cut across all minorities" (p.210). Judy Heumann's story also calls on the reader to consider why we do not see more representations of people with disabilities in popular culture and suggest that it's not only about equal access, it is about changing our cultural perceptions of disability. I highly recommend this book to anyone who wants to be inspired by a heart warming, and at times heart wrenching story of one person's lifelong fight to secure social justice for herself and her community.

*Christopher Marcum represents Copley Library on the One Book One San Diego Selection Committee. Copley Library has been a participant since 2013.*

**SAVE THE DATE!**

# Virtual DIS 2022 #DIS2022

**April 25-26, 2022**

The Digital Initiatives Symposium at the University of San Diego is excited to announce that we are planning a dynamic virtual event—and we hope to see you there!

## **SPEAKERS INCLUDE:**

**Lorcan Dempsey**, Vice President and Chief Strategist of OCLC (morning keynote)

**Sarah Lamdan**, SPARC Senior Fellow and Professor at CUNY School of Law (afternoon keynote)

**Jennifer Ferretti**, Senior Program Officer for the Digital Library Federation (DLF) (featured speaker)

*View of La Jolla from the Digital USD historic postcards collection.*

## Our library's next chapter depends upon you...

Yes, I want to support Copley Library at the University of San Diego!

Every gift is significant. The following are suggested giving levels for supporters of Copley Library:

☐ \$5,000+ ☐ \$2,500 ☐ \$1,000 ☐ \$500 ☐ \$250 ☐ \$100 ☐ \$50 ☐ OTHER \_\_\_\_\_

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Your gift provides vital support for materials and programs that help us enrich the academic life of the University of San Diego students. Please consider a generous gift.

Please detach and mail with your gift to: **Copley Library, University of San Diego, 5998 Alcalá Park, San Diego, CA 92110**