

UCI Libraries

**Annual
Report
2019-20**



LETTER

JACK LANGSON LIBRARY

“THE DEMAND FOR THE LIBRARIES HAS SKYROCKETED. IN APRIL 2020, WE SAW A **70% INCREASE** IN ONLINE REFERENCE QUESTIONS ABOUT USING THE LIBRARIES, FINDING ONLINE RESOURCES AND ASKING FOR HELP WITH SEARCH STRATEGIES.”

FROM THE UNIVERSITY LIBRARIAN



NO ONE COULD HAVE PREDICTED the era-defining events of this year: social movements, political and social upheaval and a global pandemic. Libraries are centers for learning, sources of trusted information, and critical resources that communities need to thrive. Libraries help connect people to each other, to the world and to vital information. All things that become even more imperative in a pandemic.

As a direct impact of this new landscape, UCI Libraries' employees pivoted quickly to deliver resources and services in innovative ways – demonstrating team spirit, dedication and resourcefulness to continue the essential role we play across the campus.

The demand for the Libraries has skyrocketed. In April 2020, we saw a 70% increase in online reference questions about using the Libraries, finding online resources and asking for help with search strategies.

And we received over 200 requests in the first three days of offering a “curbside service” for picking up physical books. Adapting to these uncertain times, the Libraries remain a foundation to support every student, faculty member and researcher in their academic journey—just as we have done since the first day of classes 55 years ago.

This UCI Libraries' Annual Report highlights some of our accomplishments and contributions throughout this past year. It explores the complex and multi-faceted support that we provide toward advancing the educational and research goals of the entire UCI community. I hope you enjoy learning about how the Libraries contribute to the campus' strategic goals through stories that touch upon these themes:

- **Advance World-Class Research**
- **Inspire Creativity and Innovation**
- **Spark Imagination**
- **Invigorate Learning Spaces**
- **Ignite Student Success**
- **Establish a Legacy**

Libraries are more important and necessary than ever. I look forward to our further transformation.

With warmest regards,

A handwritten signature in black ink that reads "Lorelei Tanji". The signature is written in a cursive, flowing style.

Lorelei Tanji

University Librarian | UCI Libraries

SCIENCE LIBRARY

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CRITICAL ACCESS

DURING COVID-19 GOES BEYOND BOOKS



ADVANCE WORLD-CLASS RESEARCH

UCI Libraries help advance world-class research and teaching by providing the most up-to-date library collections and services to support the entire research lifecycle.

DATA-INFORMED RESEARCH for many disciplines begins at the library. As the UCI Libraries began to shut its doors and shift to remote learning due to the COVID-19 crisis, enhancing access to e-resources for patrons became more pivotal during building closures that temporarily eliminated access to physical collections.

SUPPORTING THE VIRTUAL SHIFT

Before the COVID-19 crisis hit, electronic resources and emerging technologies were on the rise, dramatically changing the shape of the Libraries' collections. The UCI Libraries have invested in over 1.6 million ebooks, as well as electronic databases that provide access to music, movies and other types of media for research. Libraries' users routinely download millions of articles, search hundreds of databases and consult remotely with librarians on their research.

As the COVID-19 pandemic forced the UCI Libraries' buildings to temporarily and abruptly close, the Libraries immediately focused on enhancing digital communications, collaborations and creative activities to reach patrons. The Libraries quickly expanded collection strategies for more online resources to support remote learning. This rapid and increased investment in a diversity of subscriptions ensured there were plenty of articles, journals, books and multimedia to support research in all disciplines across campus. Each database the Libraries' subscribes to is unique, many focusing on one specific subject area or disciplinary field, ensuring advanced researchers have access to up-to-date information relevant to their individual field of study.

INCREASED RESOURCE ACCESS

Since March 2020, almost 500 additional ebooks were activated and over 50 databases and journal packages were added. These acquisitions span diverse disciplines — from ebooks focused on Shakespeare and postwar French culture, to a set of engineering standards and collections that support emergency medicine. Additionally, recently added streaming video content spans genres and content type. Below are some examples of research resources available remotely online to UCI users, including faculty, students and staff:

HATHITRUST EMERGENCY TEMPORARY ACCESS SERVICE

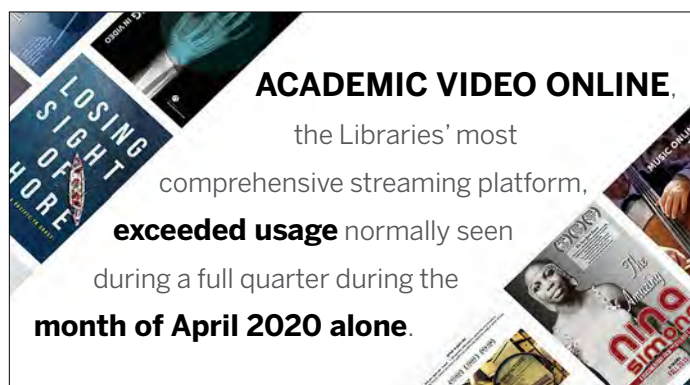
UC researchers gained emergency access to more than **13 million volumes** of digitized materials during this time when access to physical collections is unavailable. Our patron's use of the HathiTrust has increased almost 40% during the COVID-19 pandemic.



WELL OVER 90% OF THE PRINT JOURNAL TITLES

held at the Grunigen Medical Library (GML) are **now available electronically, due to new subscriptions**. The Libraries have also acquired new e-versions of many GML books that support the health sciences including COVID-19 related research.





LIBRARIES IN THE POST-PANDEMIC WORLD

While physical doors closed during the COVID-19 crisis, the Libraries remained open, offering virtual services and resources online. Public and staff safety will always be our number-one priority, and we are carefully implementing a phased approach to reopening access to Libraries' spaces and physical

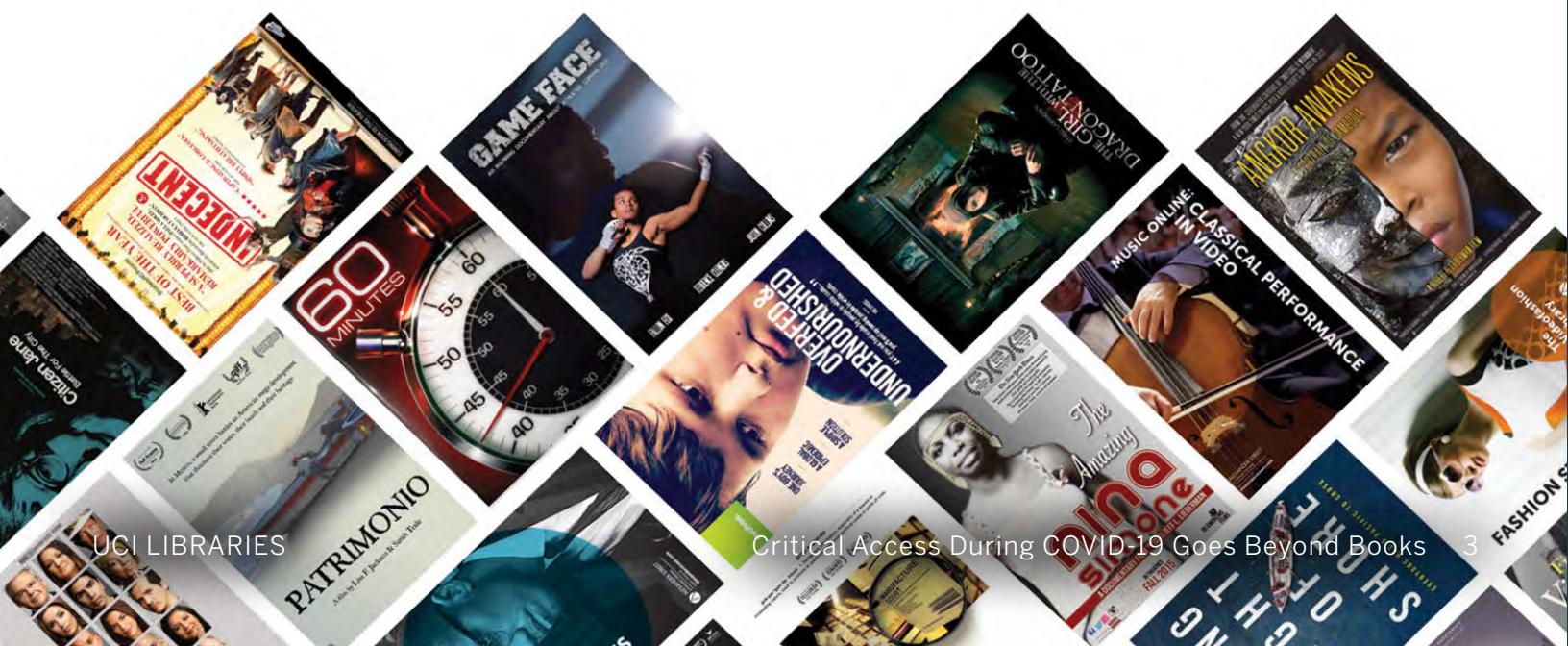


Many of UCI's vendor partners stepped up to assist scholars during COVID-19 library closures.



For example, **PROJECT MUSE** partnered with **50 publishers** and made accessible more than **15,000 ebooks** and over **230 journals** from **March – June 2020.**

collections. Once reopened, the Libraries will continue to support physical-distancing and safety measures by rearranging furniture, cleaning computers between uses and disinfecting books and other materials. Our Libraries' collection strategy during the pandemic of increasing remote resources will inevitably advance research that will endure long after the crisis and set a new precedent for virtual access to information in the future.

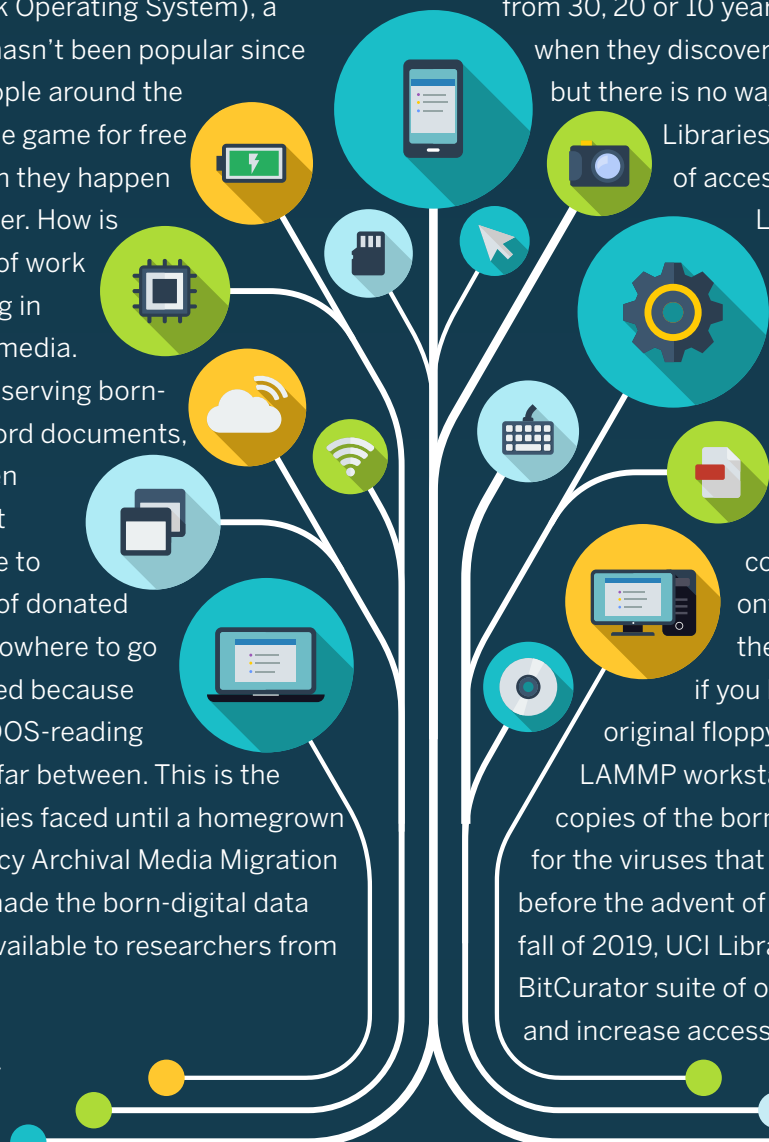


EMULATING THE PAST TO RESEARCH THE PRESENT

SINCE THE INTERNET ARCHIVE made the 1990 version of the educational video game “The Oregon Trail” available in 2014, it has been viewed and played over 7 million times. The game was built to run on MS-DOS (Microsoft Disk Operating System), a computer system that hasn’t been popular since 1994, yet millions of people around the world are able to play the game for free on any operating system they happen to have on their computer. How is this possible? By years of work by archivists specializing in preserving born-digital media. In the archive world, preserving born-digital media such as word documents, sound files, and yes, even computer games, hasn’t always meant being able to access them. Backlogs of donated archival material have nowhere to go and no place to be viewed because floppy-disk drives and DOS-reading computers are few and far between. This is the problem that UCI Libraries faced until a homegrown workstation called Legacy Archival Media Migration Platform or “LAMMP” made the born-digital data stored in our archives available to researchers from UCI and beyond.

“Born-Digital” media, or electronic records, can be anywhere from 5 minutes old to 30 years old and take many shapes and forms. As technology has progressed, many born-

digital media records were left behind in the world of DOS, floppy discs, CD-ROMS, and legacy Mac software. This has created a massive problem for researchers and archivists alike. Researchers looking for media from 30, 20 or 10 years ago are often out of luck when they discover an archive has a collection, but there is no way to access it. However, UCI Libraries created an innovative way of accessing this born-digital media. LAMMP was the first iteration of technology created by UCI Libraries to migrate born-digital media to accessible platforms. Content created on floppy disks and CD-ROMs can be copied “bit by bit” as a disk image, and that copy can then be “mounted” onto any computer which will then read that disk image as if you had physically inserted the original floppy disk. Not only does the LAMMP workstation create disk images or copies of the born-digital media, it also scans for the viruses that plagued the digital world before the advent of reliable virus blockers. In fall of 2019, UCI Libraries added the use of the BitCurator suite of open source tools to preserve and increase access to this ever-growing digital media backlog. Armed with these tools, UCI Libraries succeeded in providing world-class research materials to users around the world.



NEW DISCOVERIES IN THE ARCHIVES

In this backlog of data is where School of Education Assistant Professor, Shayan Doroudi, found the Alfred Bork papers. Alfred Bork (1926-2007) was professor of physics, information and computer science, as well as founder and director of the Educational Technology Center at UCI. Bork was a pioneer of educational technology and, in 1986 created educational computer programs designed to help middle school and high school students think and reason using scientific methods. Doroudi wanted access to floppy discs in the Bork collection to study the early use of technology in primary and secondary education.

However, for Doroudi to access the collection, the UCI Libraries' Special Collections and Archives team had to find a way to view, copy, and save the born-digital media on the original floppy disks. To complete this project,

Elvia Arroyo-Ramirez, assistant university archivist, found an intern that was willing to help. Intern Samuel Beltran, Class of 2020, was tasked with using an open source tool called Guymager, offered through the BitCurator suite, to create copies or "disk images" of 43 of the 50



Shayan Doroudi, Assistant Professor, School of Education.

original floppy disks. Once the disk images were created, Doroudi was able to view them with the help of a DOS emulator, which essentially simulates the DOS operation system that Bork used to create his software. "Accessing born-digital media is a collaborative process between the researcher and archivists. Accessing the archived material is not the final product, it's how these materials can assist with more research," says Arroyo-Ramirez. By embedding this emulator into his Google Sites website, Doroudi can have his students in the School of Education use and study the educational computer games that Bork created in 1986.

For students like Beltran, working to make a primary source available to users in its original context illuminated how important archives are in preserving history. "When we try to present history by words, we tend to disfigure the original meaning. We would never be able to experience firsthand how much we have moved

Bright Idea.

BATTERIES AND BULBS is just one of the many bright ideas developed by Alfred Bork and the staff of the Educational Technology Center at UCI. This computer-based learning program makes extensive use of graphics to lead the student through an empirical investigation of electrical circuits using observations simulated on the computer. The computer dialogs for Batteries and Bulbs, as with other UCI-developed course material, is designed to work for students of all ages. Some build intuition, some aid reasoning capability and some increase understanding of science.

The material was developed on a Terak 8510/a, a complete black and white graphic computer system that is compatible with DEC's PDP-11 series of minicomputers. The 8510/a offers a high degree of interactivity, flexibility of display format (characters and graphics can be mixed and controlled independently) and animation capability. In fact, no other graphic computer system offers the combination of features that UCI found in the Terak 8510/a.

So, if you're in the market for bright ideas, we'll be happy to send you a list of the computer-based learning material available from UCI's Educational Technology Center. Or, if you're creating your own, we'll send you complete information on Terak graphic computer systems.

*Dr. Alfred Bork, Director
Educational Technology Center
University of California, Irvine*

Item from
UCI Libraries'
Special Collections
and Archives.

UCI LIBRARIES
The Leaders In
Instructional
Computer Graphics
terak
CORPORATION

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forward in the Information and Computer Sciences department without witnessing it,” which is what these emulators do, says Beltran.

For Arroyo-Ramirez, the work is only just beginning. The

particular challenge to the archive team due to Mac’s formatting restrictions. In order to provide access to this content, screencast videos of Tamblyn’s CD-ROMs had to be made by accessing the programs through an emulator that would allow users to access the



STAFF SPOTLIGHT

ELVIA ARROYO-RAMIREZ ASSISTANT UNIVERSITY ARCHIVIST

Meet Elvia Arroyo-Ramirez, assistant university archivist in the Special Collections & Archives department at UCI Libraries. She is responsible for preserving the campus history. She regularly meets with administrative staff, faculty and students and oversees the transfer of administrative records and student organization records to the university archives; as well as the donation of personal papers from faculty. She also oversees large digitization projects and investigates new workflows for the preservation and access of born-digital archival materials. She earned her Master in Library and Information Science from the University of Pittsburgh and her Bachelor of Arts in Art History from UCLA.

requests for access to born-digital media keep coming – sometimes from researchers all over the world. In winter and spring of 2020, Arroyo-Ramirez worked with UCLA Master in Library and Information Studies (MLIS) intern Carolina Quezada Meneses to preserve the content on CD-ROMs created with a legacy Mac operating system by feminist media artist, critic and UCI lecturer Christine Tamblyn. Like Bork’s papers, Tamblyn’s artwork is far more than a Word processing

media without having to use the legacy Mac software themselves. The ability to make this artwork accessible means that researchers like Amy Charlesworth, who originally requested the materials, will be able to study Tamblyn’s work all the way from The Open University in the United Kingdom.

The UCI Libraries are working hard to ensure archives are available to support research as the demand for born-digital media grows. The Libraries are working to identify and test new platforms that support born-digital materials, and hope to utilize OmekaS – a platform that will enable the Libraries to upload and share materials with users without having to build a separate Google Site as with the Bork and Tamblyn papers. From the OmekaS platform, researchers from around the world can take the original material and use it for their projects immediately.

YOU CAN EXPERIENCE IT TOO

visit <http://bit.ly/borkemulator> to experience the game.

document or a digitally created drawing – they are unique CD-ROMs built on software for an interactive artistic experience exploring feminism and technology. In addition to being a unique type of digital media, this request for access to the CD-ROMs presented a

INSPIRE CREATIVITY AND INNOVATION

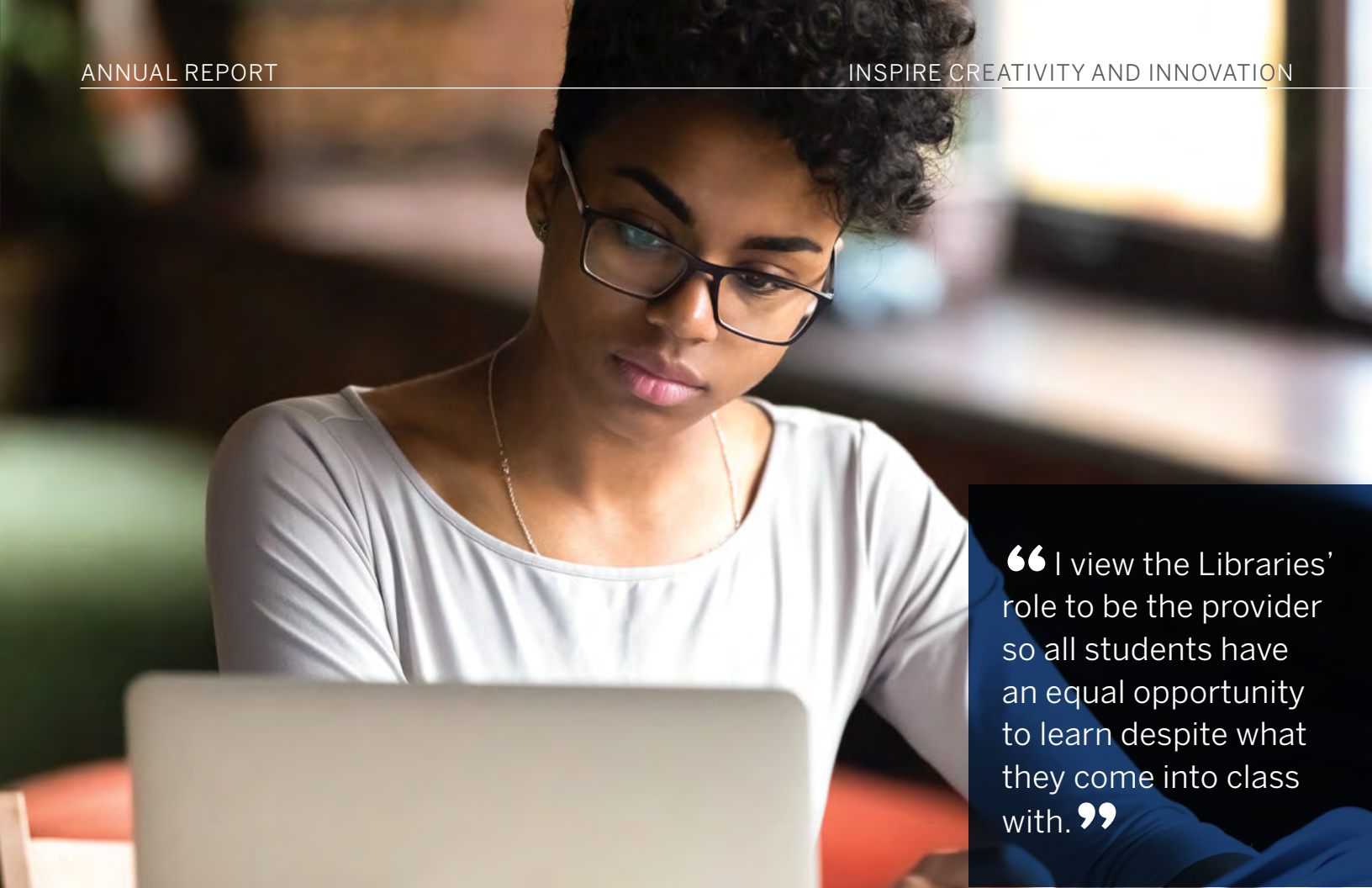
UCI Libraries help inspire creativity and experiential learning for students and researchers through the use of new technologies and services.

INSTRUCTION OUTSIDE THE BOX: LIBRARIANS INNOVATE DURING COVID-19

MOST UNDERGRADUATE STUDENTS at UCI take at least one research instruction course through the Libraries before graduation. These courses support all academic disciplines on campus and teach students how to succeed in a college climate, as well as develop critical skills that are foundational to work in the information economy. Nicole Arnold, UCI Libraries' research librarian for student success

and instruction, teaches the popular seminar, "How the Libraries Can Save You Time and Money." As the Libraries continue to provide tangible benefits such as community space and laptops to check out, as well as harder to quantify support, like access and intellectual freedom, these seminars connect students with the plethora of resources and assistance to get them to the finish line.





“I view the Libraries’ role to be the provider so all students have an equal opportunity to learn despite what they come into class with.”

LIBRARIES LEVEL THE PLAYING FIELD

When the COVID-19 crisis hit, UCI quickly transitioned to online instruction. The burden the pandemic placed on many students exposed staggering economic divides that have always existed in higher education. For all students, this is a time of change, but for some it is also a time of extraordinary stress. Many struggle with mental health or the deleterious impacts of job loss. Others lack the proper equipment or internet access to transition to an online learning environment. Some students are challenged to meet family responsibilities and some can’t afford to go home or don’t have a home to go to.

Many students depend on the UCI Libraries as a provider of vital resources like laptops or expensive

textbooks for class, printing assignments, using free internet access or just have a safe, quiet place to study. During the transition to remote learning, some of these resources have been harder to access, but librarians continue to connect students with vital tools for success.

Per Arnold, “I view the Libraries’ role to be the provider so all students have an equal opportunity to learn despite what they come into class with. My role is to connect these students in a safe atmosphere, away from pressure, stress and grades, to make learning enjoyable and accessible.”

MENTORSHIP IS KEY

Librarians have a unique role in the learning process through classes and workshops designed to provide mentorship in addition to critical learning skills. The goal

is to be approachable so students - especially those who feel lost - become connected and comfortable reaching out if they have a question or problem. "The most important thing I can do in a classroom is gain trust. With trust, students feel vulnerable enough to express their concerns, and that's when I can be most effective to help them," said Arnold.

Shifting quickly to an online learning environment created challenges for students that were suddenly thrust into adapting to new technology and troubleshooting technical issues. Distractions with time management and staying motivated, understanding course requirements and a lack of in-person interaction left students feeling

uncertain about the future. As a result, research consultations greatly increased, shifting from questions about borrowing resources or tips on conducting research,

to students looking for moral support to succeed in a remote environment. Most students just wanted reassurance they were on the right track or support to schedule and complete work.

But Arnold is confident in turbulent times. "With our new Collaborative Learning Spaces, students are really engaging with what they are learning and this can be easily applied in an online format, including breakout sessions for group work." Collaborative learning engages students to process and synthesize information and concepts, rather than using memorization of facts and figures. Through defending their positions, reframing ideas, listening to other perspectives, and articulating their points, learners gain a more complete understanding as a group than they could as individuals.

Student populations are quickly shifting to be digitally literate and are adapting quickly to digitally-centered communications. While classes will transition back to in-person instruction in the future, it is clear a different kind of educational model will emerge from COVID-19 as students become more technologically savvy and resourceful, further accentuating the distinction between traditional and non-traditional learners.

“The most important thing I can do in a classroom is gain trust. With trust, students feel vulnerable enough to express their concerns, and that's when I can be most effective to help them.”

STAFF SPOTLIGHT

NICOLE ARNOLD UCI STUDENT SUCCESS LIBRARIAN

Meet Nicole Arnold, UCI Student Success Librarian. She works with traditionally under-supported and under-represented students at UCI such as the campus' Undocumented Students and Former Foster Youth to name a few. She takes great joy in meeting students at outreach events, orientations, instruction sessions and one-on-one research consultations. Dubbing herself their "Favorite Auntie," her goal is to always give students, "a positive, welcoming and safe experience at the library."





CRACKING THE CODE:

FREE WORKSHOPS

CREATE SURGE IN LEARNING

DIGITAL SCHOLARSHIP SERVICES (DSS) at UCI Libraries offer a wide range of workshops focused on foundational computing and programming skills. These drop-in workshops offered throughout the academic year help students, faculty and staff learn new skills, programs and software. In these workshops, facilitated by librarians from the Digital Scholarship Services department, participants come into the classroom with a wide range of experiences and interests, and leave with real programming skills needed for the 21st century scholar.

This year's "Learn to Code with Me" workshop series focused on using the Python programming language to analyze website text. Undergraduates, graduate students and faculty from various majors and departments worked together to problem-solve, tackle live-coding and get support from one another along the way. Some students came to the workshop

hoping to learn the basics of Python. Others hoped to apply what they learned to specific research topics, such as social media analytics or text analysis of historical primary sources. With this in mind, the primary goal for these workshops is to make learners with different backgrounds and skill levels feel comfortable with programming software, as well as to highlight the interdisciplinary possibilities of learning computing skills.

Madelynn Dickerson, head of the digital scholarship services department said, "Digital scholarship workshops are highly collaborative, interactive events that I find are at the heart of building a community

“ This is where I find the most joy in teaching. I love it when participants are learning as much from each other as they are from me. ”

of learning. We may be teaching technical tools or computer programming languages, but the real focus is on people and helping each other learn new skills and new ways of approaching scholarly questions. This is where I find the most joy in teaching. I love it when participants are learning as much from each other as they are from me.”

DSS’ “Carpentries” workshops, such as “Introduction to the Unix Shell,” and “Version Control with Git,” feature live-coding, where the instructor models best practices by typing out commands while participants follow along, complete exercises and have the support of embedded helpers. Active learning experiences like these require flexible classrooms, large spaces for laptops and group-work, and the ability to share and project from multiple screens. Shu Liu, digital scholarship services librarian said, “I like teaching the workshops because it is an excellent and exciting opportunity to connect with UCI faculty, students, and researchers and help them solve problems or gain useful expertise.”

With the COVID-19 crisis and subsequent move to remote learning, DSS librarians have been working

hard to re-imagine these high-touch, highly interactive workshops for the remote environment. Software such as Zoom, for web conferencing, or Canvas, for discussion about exercises, are two tools currently being explored for Carpentries lessons.

As these workshops are adapted for online and hybrid learning, the focus remains on the learner.

“The class gave me a taste of the different tools available for text mining and analytics,” said a recent participant of the “HathiTrust and You: Data-driven Research Using Text Mining” workshop. “I came in with little background on analytics and data mining. After the class, I saw the potential that these tools could be used for.” The workshop, which consisted of 118 hours of instruction over 10 courses, had 95 participants in attendance.

Digital Scholarship Services support and encourage new directions in research, teaching and learning, and provide infrastructure to foster experimentation in new areas of scholarship. As digital literacy becomes more important, future workshops and programming will expand to keep up with demand.

STAFF SPOTLIGHT

MADELYNN DICKERSON

Head of Digital Scholarship Services

Meet Madelynn Dickerson, head of digital scholarship services since March 2020. She was previously Research Librarian for Digital Humanities and History. Madelynn has a strong teaching background and is particularly interested in the role digital scholarship plays in facilitating creative and experiential learning opportunities for students, faculty and others across the UCI campus and beyond. Her team collaborates with UCI faculty, students and administrators to transform research and scholarly communication using new media and digital technologies. DSS manages the content, infrastructure, and user interfaces for all stages of the research lifecycle including research planning, execution, dissemination, discovery, preservation and impact.



SPARK IMAGINATION

UCI Libraries help spark imagination by creating diverse and distinctive collections that act as a catalyst for research, education and innovation; and sponsor thought-provoking programs that inspire and expand one's knowledge base.

UCI'S GREAT BIG READ INSPIRES STUDENTS TO #ACTFORINCLUSION

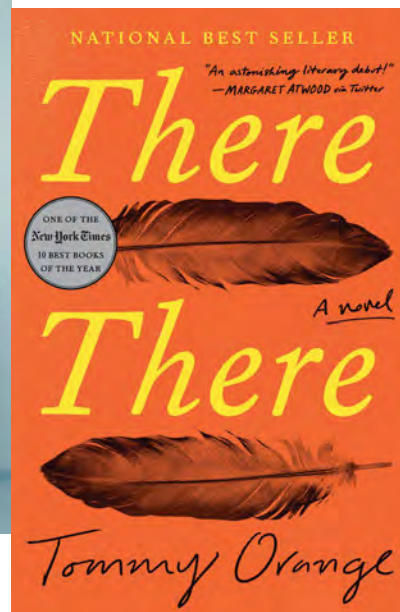
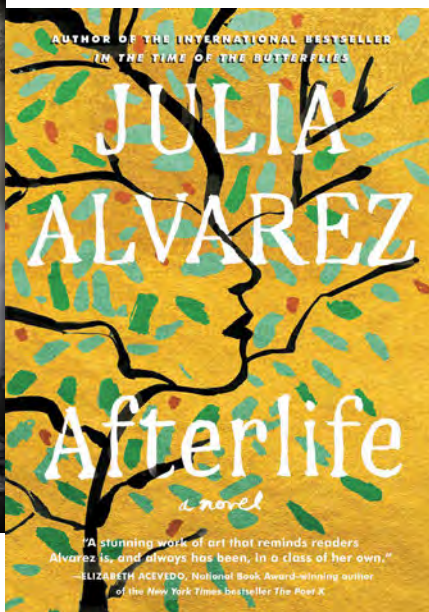
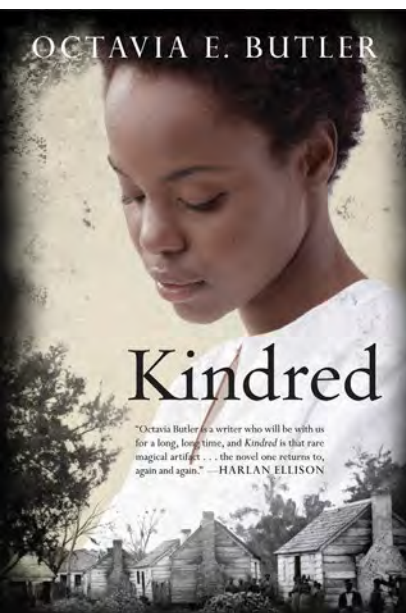
STUDENTS, FACULTY AND STAFF are all adjusting their routines to adapt to learning, teaching and working remotely online as the world works to stop the spread of COVID-19. Physical-distancing has impacted active learning, but also the important social connections and sense of community on campus. The UCI Libraries joined the Office of Inclusive Excellence and the Division of Student Affairs for the UCI Great Big Read event, a project aimed at fostering engagement and social solidarity of the UCI community while practicing physical-distancing. Campus



participants had access to ebooks available in the UCI Libraries' catalog and [Overdrive](#) collection, which helped to highlight the Libraries' extensive popular fiction collection.

Two members of UCI Libraries' Diversity Team, a task force established to be a catalyst to promote a culture of diversity and inclusive excellence in the Libraries,

assisted with the selection of books.



Selections were focused on themes of inclusion and connection as ways to enhance openness to diverse perspectives and connect UCI as a community of readers. Cataloging and Metadata Librarian, Joshua Hutchinson, represented the UCI Libraries' Diversity Team for the UCI Big Read, noting "Everyone on the Diversity Team was eager to help the UCI Great Big Read project develop a sense of UCI community through a remote reading and discussion group. These are challenging times, and everyone within the Libraries are finding their way through remote working and providing remote services to our patrons, but I've been so pleased with the level of enthusiasm and engagement from other members of the Diversity Team and Libraries' colleagues as they helped to provide remote services to the project."

The book selections, offered to UCI students, faculty and staff for free through UCI Libraries' Overdrive and ProQuest, were selected by the campus community in a poll. UCI Alumni and community members were also

invited to participate in the UCI Great Big Read by purchasing the books or borrowing from their county library. The first book, *Kindred* by Octavia Butler, is a classic time travel novel about a heroine caught between two worlds. It was offered in both traditional and graphic novel form. The second selection, *Afterlife* by Julia Alvarez, explores an immigrant writer, recently widowed, and examines hope – something many readers resonated with throughout the project.

The UCI Great Big Read programming engaged the community through both reading and thoughtful discussion. A robust calendar of virtual events invited participants to discuss the various themes of both books. These events showcased the Libraries' resources, diverse staff and librarian talent, and commitment to serving campus needs in innovative ways. Two UCI librarians led discussions that highlighted the depth of their expertise and their interest in engaging with the UCI community. The planning process behind these events forged a stronger



STAFF SPOTLIGHT

KELSEY BROWN

Library Assistant in Reference

Meet Kelsey Brown, Library Assistant in Reference. As part of this department, Kelsey provides reference assistance at the Ask Us Reference Desk, through Ask a Librarian chat, and in Research Consultation Appointments. She also supervises student assistants on the reference desk and teaches Writing 39C workshops. As Libraries' Diversity Team co-chair for two years, Kelsey helped curate an exhibit on LGBTQ+ history and culture in Orange County, a diversity-themed book display "Off the Shelf & On Display," and partnered with UCI Counseling Center staff, UCI Libraries' staff and other campus affiliates to put on educational workshops. "The best part of my job is exposing patrons to all the libraries have to offer, growing their research skills, and empowering them to apply those skills in their own way," Brown said.

STAFF SPOTLIGHT

JOSHUA HUTCHINSON

Cataloging and Metadata Librarian

Meet Joshua Hutchinson, Cataloging and Metadata Librarian. As part of the Cataloging and Metadata Services Department, Josh is responsible for adding monographs in all formats to UCI Libraries' Library Search and Melvyl: print and ebooks, special collections material, DVDs, audio CDs, sheet music and more. Having served for more than 3 years on the Libraries' Diversity Team, Josh has helped to curate an exhibit about the history of LGBTQ+ people in Orange County, has worked to make a wide range of prize-winning books about diversity more discoverable through the Libraries' catalog, and has helped organize events for UCI Libraries' staff. "What I love most about working at UCI Libraries is the opportunity to work across a broad range of subject areas, including in cataloging, on groups such as the Diversity Team, and on large system wide projects with colleagues from other UC campuses," Hutchinson said.



partnership with the Office of Inclusive Excellence and laid groundwork for future collaboration.

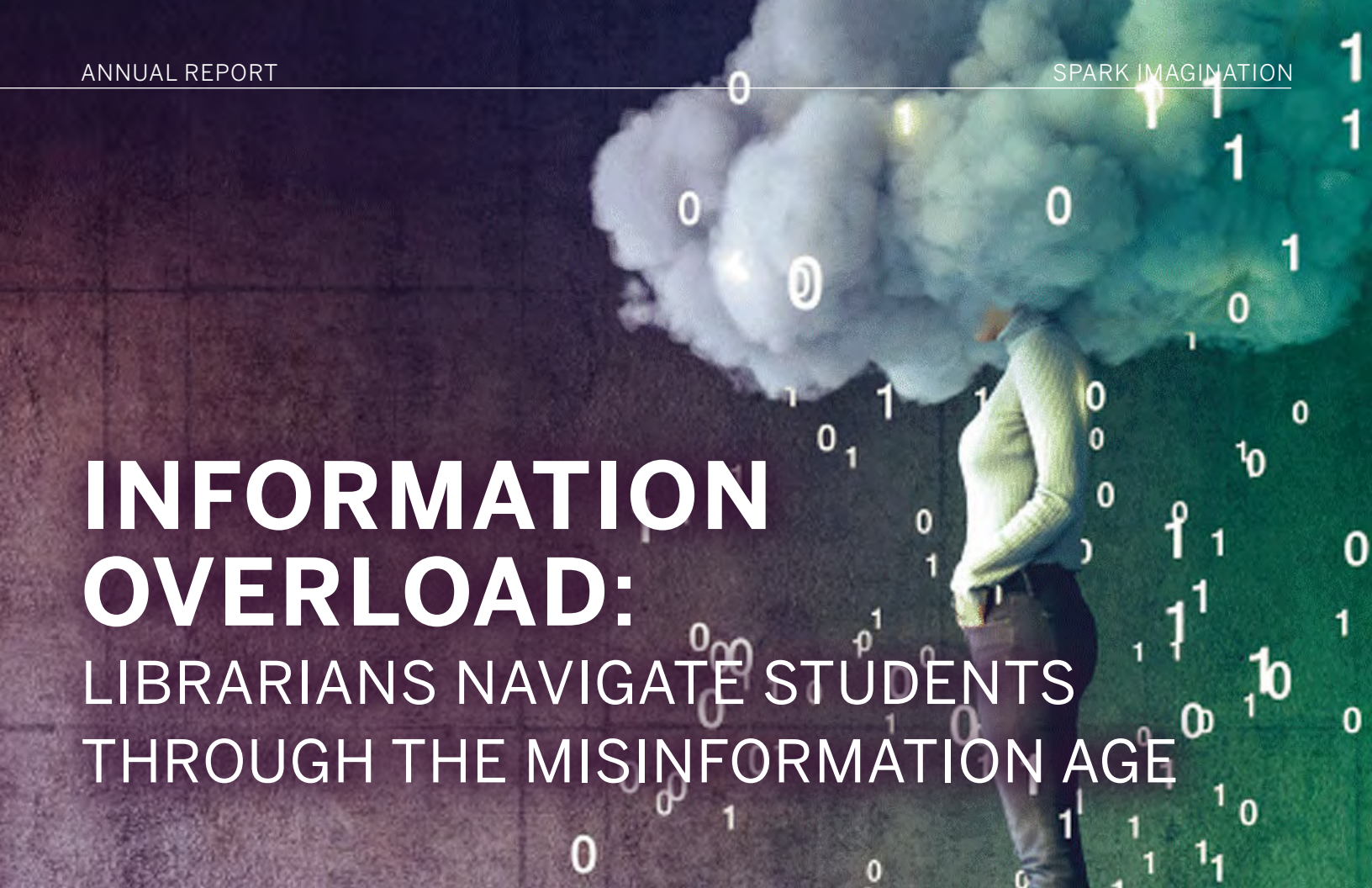
Additionally, Zine Workshops provided participants with the opportunity to create an original

piece reacting to the themes of the books, and to submit their zine to an online contest. The virtual Zine workshops offered the opportunity for UCI community members to connect through a mutual interest in diverse topics.

Library Assistant in Reference and representative of UCI Libraries' Diversity Team, Kelsey Brown said, "Although the focus of the Big Read is reading and discussing books, our team was determined to offer additional ways to

participate. The Office of Inclusive Excellence and the Diversity Team both prioritize accessibility and creating a welcoming space for all members of our campus community. As a visual medium of communication, zines encourage participation from those who may not connect with verbal discussions. I designed the workshops to balance three elements: providing information about the history of zines, discussing ways of interpreting themes in order to express them to others, and maintaining a relaxed 'craft with me' atmosphere."

UCI's Great Big Read will pick up again in the fall. Hutchinson says, "It's really nice to work alongside colleagues from other areas of the university and to help them navigate the Libraries' resources. Helping to provide information to fellow members of the UCI community is what the Libraries are for—this group provides one of the most direct manifestations of what we as librarians can see: we provide the book, people read it, and then they come and talk about it with us. Fantastic!"



INFORMATION OVERLOAD:

LIBRARIANS NAVIGATE STUDENTS THROUGH THE MISINFORMATION AGE

INJECTING DISINFECTANT won't kill COVID-19.

Astrology cannot predict when the virus will end. Ibuprofen won't make the symptoms worse. Cats and dogs can't spread the virus from person to person. And garlic won't keep the virus away – that's vampires. The rapid spread of COVID-19 has been outpaced only by the "infodemic" of myths, rumors, and fake news about the virus. Librarians are uniquely placed to help with the spread of misinformation. In the digital information age, understanding where information comes from is essential. As images, news stories and firsthand reports circulate across social media platforms, the ability to evaluate this information lies in the skills learned in research courses – like those taught at UCI Libraries.

The American Library Association (ALA) defines information literacy as the ability to "locate, evaluate and use effectively the needed information" in order to think critically. Stacy Brinkman, head of education and

outreach at UCI Libraries says, "Information literacy asks us to continually evaluate information and the notion of authority; it asks us why we choose to give a piece of information authority, and it asks us to be aware of what voices are present in the conversation – and what voices are silent." Teaching students to join this conversation and to evaluate information has become a key part of the work in the Education and Outreach department at UCI Libraries. In an average academic year, librarians teach between 750-950 information literacy workshops to approximately 25,000 students at all levels by partnering with faculty and graduate students.

The COVID-19 pandemic has brought to light the importance of information literacy, as researchers and health officials scramble to publish new findings and policies as they unfold, and news outlets and social media channels race to share information. However, the pandemic has also shown how quickly

misinformation – some deliberately sown – can also spread. The traditional peer-reviewed process of publishing in scholarly journals has been too slow to keep up with the spread of the virus itself, and the circulation (and retraction) of multiple unreviewed scientific articles has created confusion about what to believe and what policies to promote. What information is authoritative? Who has authority?

The question of “who has authority and in what context” is one of six frames used by the Association of College and Research Libraries to approach information literacy. Other frames highlight things like search strategies for finding high-quality information in specialized databases that can't be found in Google. For example, students in the Paul Merage School of Business School might learn to find market research data, or students in Engineering might learn to find patent information.

Students at UCI are often first exposed to concepts of information literacy through lower-division writing courses such as Writing 39C or Humanities Core. These foundational classes set students up for more advanced research and critical thinking about information in their majors. In writing papers for these classes, students

begin to consider how scholarship is a conversation – that is, each scholarly article a student encounters is part of a broader scholarly conversation about a topic that can often be traced in the article's bibliography. Students are encouraged to consider how their own writing represents joining that existing “scholarly conversation” – and that the bibliographies they build are not simply there to “prove their work,” but to demonstrate how their own claims are in conversation with existing work about a topic. In this manner, information literacy provides a way for students to start to think of themselves as scholars and creators of information, rather than just consumers and “reporters” of what other people have already written about a topic.

Today's students are in a position to be the next generation of information creators, whether they become researchers, journalists, or social media information-spreaders. In a world where information moves faster than it has ever moved before, information literacy skills – such as strategies for effective searching and understanding concepts like authority and the idea that real scholarship is built on the foundation of previous scholarship – are critical for students not just in a classroom setting, but in becoming informed global citizens.



A SNEAK PEEK

INSIDE THE NEWLY RENOVATED SCIENCE LIBRARY GRAND READING ROOM

“ I AM SO THRILLED ABOUT THE IMPROVEMENTS TO THE SCIENCE LIBRARY! WE HAVE SIGNIFICANTLY INCREASED THE NUMBER OF SPACES TO STUDY AND COLLABORATE. AND MOST IMPORTANTLY, WITH THE NEW VARIETY OF STUDY SPACES, WE ARE PROVIDING STUDENTS **STATE-OF-THE-ART** LEARNING SPACES AND TOOLS TO SUCCEED,” shares University Librarian, LORELEI TANJI.

INVIGORATE LEARNING SPACES

UCI Libraries help invigorate learning spaces to support academic inquiry, collaboration, and creativity.

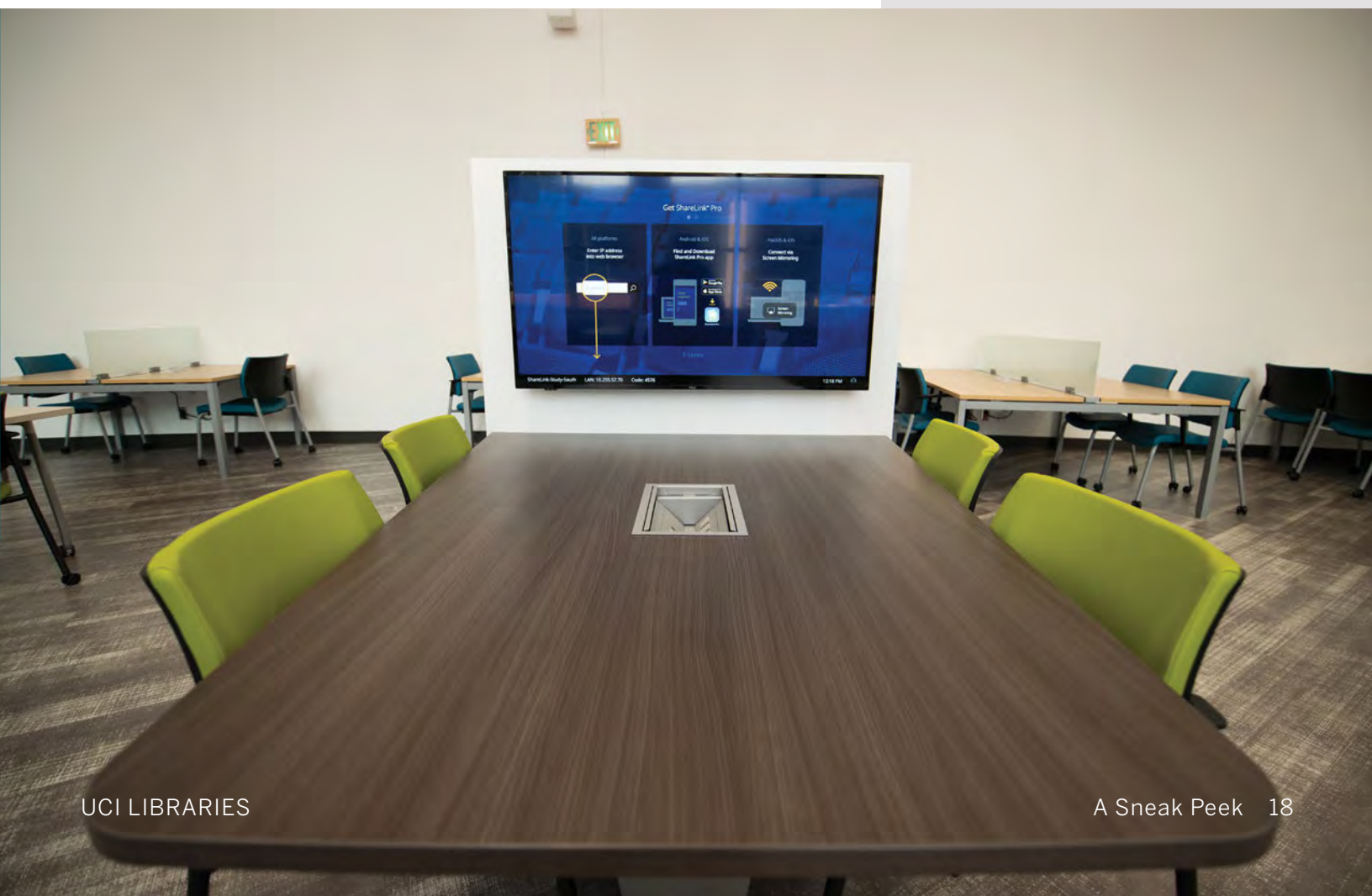
THE SCIENCE LIBRARY is one of the largest consolidated science, technology, and biomedical libraries in the nation designed by renowned architects, Sir James Stirling and Michael Wilford. It supports research and instruction in science, medicine and technology including astronomy, biology, chemistry, computer science, earth system science, engineering, mathematics, medicine, and physics.

This past summer, the UCI Libraries completed the first phase of a broader renovation project to enhance the Libraries' central role in supporting student success with support from the Provost's Office. The Grand Reading Room, located on the second floor of the Science Library, is one of the most popular study spaces on campus due to its high ceilings and the natural sunlight from windows overlooking the central courtyard. It has been completely transformed to support the individual study and collaborative needs of the 21st century scholar.

Prior to the renovations, the Grand Reading Room housed microform collections, periodicals, reference books, study carrels and large study

Editor's Note: In response to the COVID-19 pandemic, the UCI Libraries' buildings are closed and we are implementing a phased reopening in alignment with state, county health, and UC/UCI plans and guidelines.

Please visit the UCI Libraries' Reopening Plan website (<https://www.lib.uci.edu/uci-libraries-phased-reopening-plans>) for the latest news. We look forward to the time when library users can utilize and take advantage of these exciting learning spaces.



tables for students. The space layout and outdated furniture were not well-adapted to support the work and space needs of today's scholar. In an effort to both maximize the usage of space and facilitate collaborative activities, the Grand Reading Room was renovated to include flexible furniture that can be moved and reconfigured to best meet the needs of students, with

FUTURE PHASES OF THE SCIENCE LIBRARY RENOVATION PROJECT WILL CREATE A **STUDENT EXCELLENCE CENTER** ON THE FIFTH FLOOR THROUGH A PARTNERSHIP WITH THE PROVOST'S OFFICE AND THE OFFICE OF THE VICE PROVOST FOR TEACHING AND LEARNING. STAY TUNED FOR FURTHER DEVELOPMENTS!

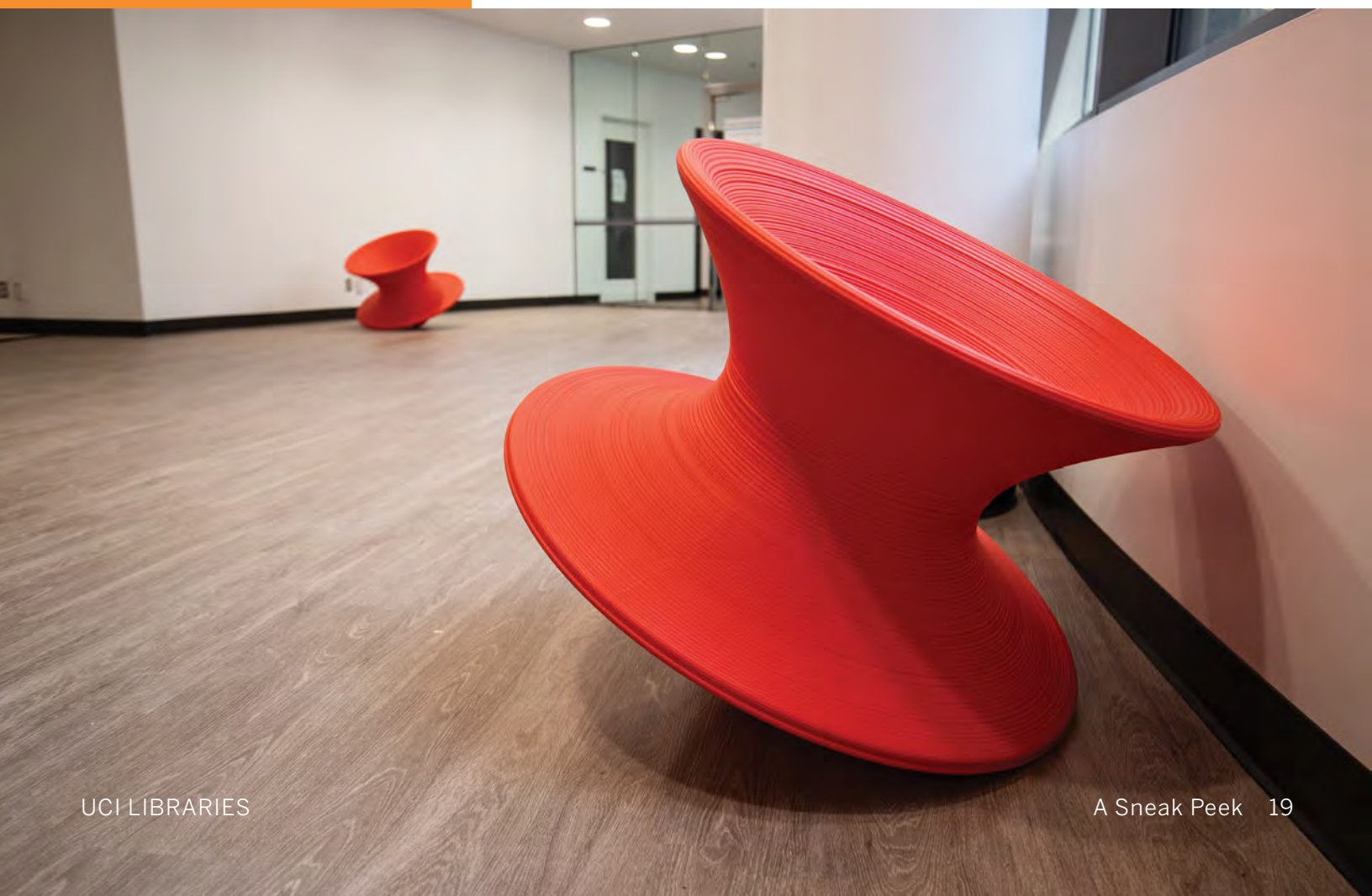
enhanced Wi-Fi coverage and plenty of power outlets to keep devices charged for hours of studying.

Additionally, the Grand Reading Room includes a variety of

different study spaces for solo and group studying. It supports collaborative learning through shared screens and portable whiteboards for small group projects. An "active study" area will include two treadmill desks and three bike desks to promote student wellness and movement while studying. To add a playful element to the Grand Reading Room, Magis Spun Chairs, which allow users to rock from side to side or spin around, will be available for use.

To further connect and engage students, faculty and staff, and the broader community, a dedicated exhibit space has been included in the updated second floor layout. With this new space, the UCI Libraries will continue teaching, creating awareness and connecting the Libraries more closely with academic departments through partnerships and displays of archived materials.

For a sneak peak, view this amazing time-lapse video of the renovations: <https://youtu.be/OdALOYLYVm0>.





MAKING SPACE FOR ACTIVE LEARNING

THE LIBRARIES ARE not just a place to learn about the past, they are places to create the future. Physical library spaces can foster creativity and innovation, which is why the UCI Libraries continue to invest in technology, resources and space updates that redefine what it means to learn and collaborate in an academic setting. From the outside looking in, active learning spaces may appear simply as classrooms outfitted with technical gadgets, but they are more than that. Active learning spaces offer students opportunities to develop relevant life skills to meet the needs of the ever-changing labor market. In active learning spaces, students must think creatively to problem-solve, possess digital literacy and develop the social skills to function well in teams.¹ By providing a variety of collaborative and active learning spaces, the UCI Libraries not only serve as a gateway to knowledge, but as a laboratory for discovery and a launch pad for new ideas.

SCIENCE LIBRARY, MULTIMEDIA RESOURCES CENTER

OPEN STUDIO

The Open Studio at UCI Libraries is a dynamic and inclusive center for intellectual and creative engagement on campus. It is a

¹ Aalderink, S. (2019, October 30). Active Learning Spaces: Lessons Learned in the United States. Retrieved June 10, 2020, from <https://er.educause.edu/blogs/2019/10/active-learning-spaces-lessons-learned-in-the-united-states>.

“THERE IS REAL ENERGY IN BRINGING OUR DIGITAL SERVICES, SUCH AS COMPUTING WORKSHOPS AND TECHNICAL CONSULTATIONS, INTO CREATIVE AND INTELLECTUALLY STIMULATING SPACES LIKE

THE OPEN STUDIO”

flexible and open space that can be used for teaching, consultations, and collaborative group work, with a focus on experimentation, creativity, technology, and exploratory play. The Open Studio features tools needed for digital production projects, traditional crafting activities and a collection of exciting reference books designed to inspire students.

Madelynn Dickerson,
Head of Digital Scholarship Services -

"One of the things that excites me the most about the Open Studio is the role it plays in bringing people together as a learning community and pushing the boundaries of what library collections can be, not just books but also things like microcomputers, recording equipment, even knitting needles. There is real energy in bringing our digital services, such as computing

workshops and technical consultations, into creative and intellectually stimulating spaces like the Open Studio."

LANGSON LIBRARY COLLABORATION ZONE

The third floor of the Langson Library houses one of the Libraries' first flexible collaboration spaces that features a writeable glass wall, collaboration pods, a large digital display that connects to multiple devices over Wi-Fi, and moveable chairs, tables and whiteboards. The space has quickly become a popular destination for students looking for a space to study and work together. Open collaboration spaces provide impromptu meeting spaces for small groups and help foster a culture of curiosity, inquiry and support.





LANGSON LIBRARY CLASSROOM 228

Langson Library's main instructional space, Classroom 228, located in the main lobby features tables on wheels and six wall-mounted TV screens. The primary layout of the room is a pod-based active learning classroom, but it can also be used as flexible event and presentation space or can be arranged in a traditional lecture format. This active learning space encourages flexibility, collaboration, and team and project-based learning through its moveable layout and technology. The six screens in the room can be configured to project the same content as the instructor's station, or they can project content independently of each other.

Jenna Dufour,
Research Librarian for Visual Arts -

"Classroom 228 has certainly improved instruction. We've been able to move beyond a traditional 'Show-and-Tell' model of special collections materials for students. With the ability to use multiple screens around the room at the same time, we encourage self-directed and peer learning by using the screens above each table as question prompts which students work through as they encounter various materials and objects. With furniture flexibility, we created an activity where groups curated small exhibits based on the material they encountered, and then presented their selections to the class by making connections between primary sources and class lectures. What was most rewarding about this is that students actively developed basic curatorial skills while collaborating together!"



GRUNIGEN MEDICAL LIBRARY RESEARCH LOUNGE

NAP PODS AND MAKERSPACE

The Research Lounge provides a 24/7 study space for UCI's health sciences students, residents, doctors, nurses, and researchers. Students, faculty, and staff may access the workstations in the Research Lounge to study, research, write, or recharge their minds and bodies with a power nap by using one of the newly installed nap pods. Also included in the Research Lounge area is the Forest J. and Dolores S. Grunigen Study Room, which is equipped for individuals or small groups to video conference with colleagues at any time, day or night.

Newly available to the UCI Medical Center community is a Makerspace Cart outfitted with supplies for origami, button making, sewing and knitting. Inspired

by a *New York Times* article, the staff at Grunigen Medical Library chose the Makerspace Cart activities to serve as a non-traditional service point that might help residents and medical students fine-tune their motor skills—a necessary skill for surgeons.² Also available for checkout is a VR headset with virtual reality meditation apps.

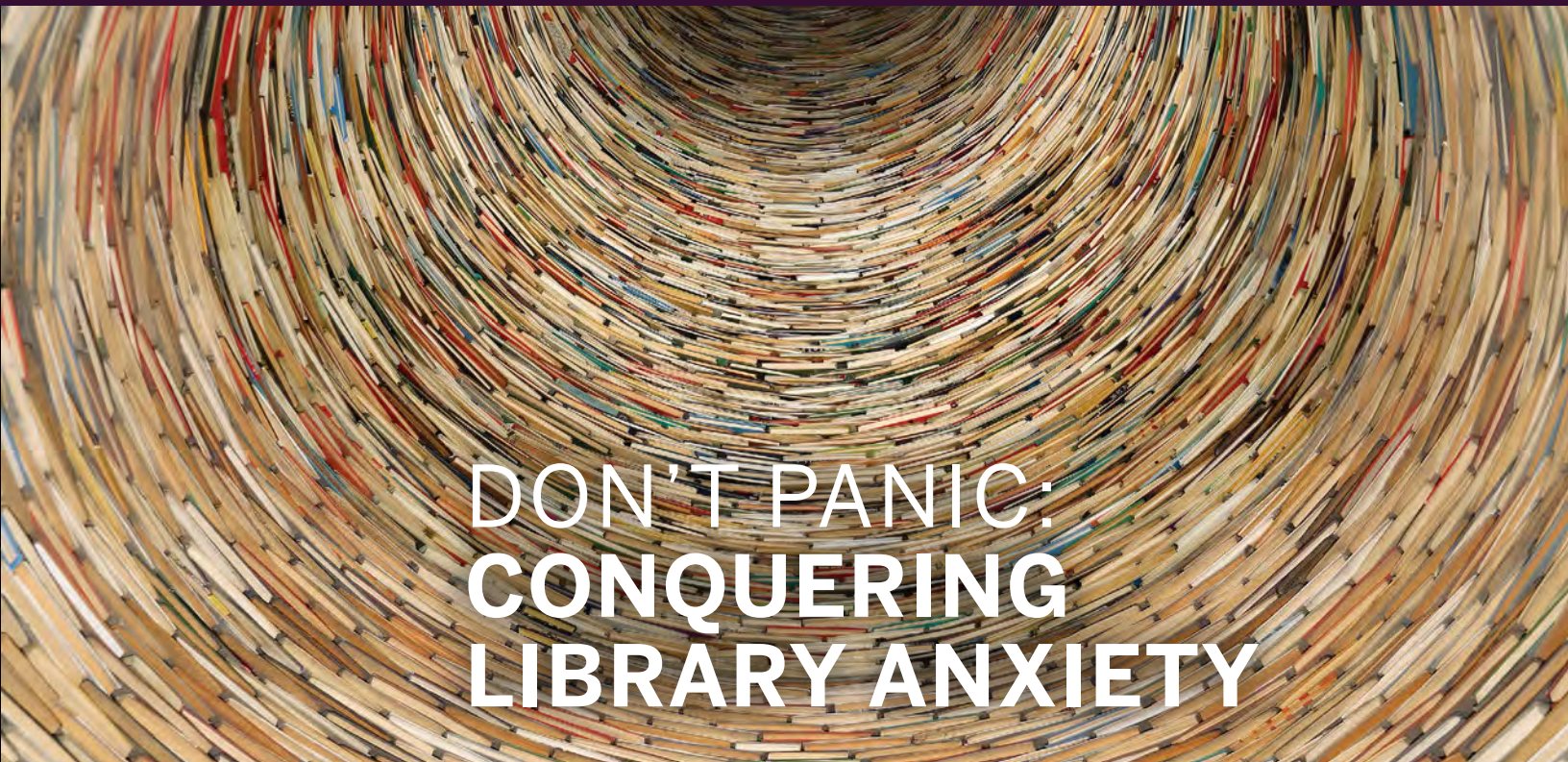
Cynthia Johnson,
Head of Grunigen Medical Library -

"In the future, we hope to partner with medical departments to provide high-quality equipment and a library of VR tutorials for residents and medical students. These tutorials would allow them to get a sense of what it is like to be in surgery without actually being in surgery."

² Murphy, Kate. "Your Surgeon's Childhood Hobbies May Affect Your Health." *The New York Times*, The New York Times, 30 May 2019, <https://www.nytimes.com/2019/05/30/well/live/surgeons-hobbies-dexterity.html>.

IGNITE STUDENT SUCCESS

UCI Libraries help ignite student success by providing the services, technologies, resources, guidance and spaces needed along students' academic journey.



DON'T PANIC: CONQUERING LIBRARY ANXIETY

THIS IS EXACTLY WHAT
THE UCI LIBRARIES' STAFF
ARE TRAINED TO ACHIEVE:
**HELP STUDENTS
SUCCEED**, EVEN
WHEN THEY DON'T KNOW
THEY NEED HELP.

A STUDENT

APPROACHES the service desk in Langson Library looking to use a computer. She seems unaware of the fact that this computer is configured to mirror the staff's computer screen so students can follow along and learn

search strategies. When the Libraries' staff inquires if the student needs help, she quickly responds "No! I just need a computer." But after some additional questions from Library Assistant, Brianna Limas, it turns out she does need help. Limas was able to introduce the student to course reserves and help her secure a book. This is exactly what the UCI Libraries' staff are trained to achieve: help students succeed, even when they don't know they need help.

Since the term was coined in 1986 by academic librarian, Constance A. Mellon, helping students to overcome their "library anxiety"¹ has been a main goal of academic libraries across the world. At UCI Libraries, helping students succeed means helping them overcome their fears, and their overconfidence, through a multifaceted approach.

FEAR: "My library skills are inadequate compared to the skills of other students."

THE UCI LIBRARIES APPROACH: A Personal Librarian Program for everyone to stay informed.

In a world where information is everywhere, students are trained to look online first, and look at physical resources second, if ever. This often leads to incoming freshmen with very little idea of how the library can help them – or how it even works.

To combat this, every incoming freshman and transfer student at UCI is assigned a personal librarian for the entire year. Students are assigned librarians based on their declared majors, allowing a level of personalization in the emails that are sent on a regular basis. Emails inform students about subject-related research guides, databases with full-length articles, and UCI Libraries' resources such as printing, course reserves, and private study rooms. This program introduces them to resources and tools that they can access throughout their academic career, and helps students become life-long learners with the skills to do research even after their time at UCI has come to an end. As remote learning becomes the new "norm," the UCI Libraries' Personal Librarian program provides students with personalized attention in a time when they are physically distant from their professors and peers.

FEAR: "My inadequacy is shameful and it shouldn't be revealed. They'll think I'm a fraud!"

THE UCI LIBRARIES APPROACH: Take the librarians outside of the library.

Academic research libraries can be intimidating and off-putting to a student who doesn't know where to start. To remedy the anxiety, UCI Libraries takes the library to students. During the 2018-2019 academic year alone, "UCI Libraries Out and About," brought the Libraries' resources, such as books and music scores directly to UCI Arts students in their classes, with 85% of students leaving the pop-up with a UCI Libraries' resource. "The goodwill created during these events has led to a marked increase in research consultations and other interactions," notes Scott Stone, research



librarian for performing arts. By changing the environment and providing access to librarians in a way that students wouldn't normally have inside the traditional library, pop-up library events help change students' perceptions and encourage students to feel more confident in taking the next step of asking for help.

FEAR: "My lack of knowledge about how to find a book using Library Search or in the stacks will be revealed by asking questions."

THE UCI LIBRARIES APPROACH: Artificial Intelligence (AI) helps bridge the gap.

The fear of confirming that they don't know how to use the Libraries often keeps students from asking for

help in the first place, and a 1997 study² found that non-native speakers are more prone to this particular fear as they may be unfamiliar with not only the language, but also the classification system, the role of librarians and how to use the technology.

“THE GOODWILL

CREATED DURING THESE EVENTS HAS LED TO A MARKED INCREASE IN RESEARCH CONSULTATIONS AND OTHER INTERACTIONS.”

STAFF SPOTLIGHT

SCOTT STONE

Research Librarian for Performing Arts

Meet Scott Stone, Research Librarian for Performing Arts at the University of California, Irvine. He primarily works with the Dance, Drama, and Music departments in the Claire Trevor School of the Arts. On any given day he might be found helping students find a music score to prepare for an upcoming performance, working with a graduate seminar to teach them best practices for utilizing historical images as inspiration for contemporary theatrical designs, or analyzing the library's performing arts resources to create a world class research collection that can support faculty and PhD student research projects. Scott regularly partners with faculty to bring pop-up library events to their classes in order to alleviate student research anxiety and help them become more confident to further explore the wonders of the library alone. He is an active member of the Music Library Association and is currently the Associate Editor of Notes: *The Quarterly Journal of the Music Library Association* and a national Board member of the Theatre Library Association. His recent research has focused on practical library outreach projects aimed at performing arts students and faculty culminated in the recently published book *Outreach for Music Librarians*.



According to the UCI International Center, 6,792 of UCI's students are from foreign countries, meaning familiarizing international students to the Libraries is an important task. Enter ANTswers, an online chatbot designed to answer student questions with anonymity, efficiency, and some personality. ANTswers provides the opportunity for students to ask simple questions, such as how to print at the library, to more advanced questions such as what book they should read if they enjoyed the Harry Potter series.

Since March of 2014, a total of 13,512 total questions have been submitted to ANTswers and the number continues to increase each year, especially during the COVID-19 pandemic, where questions ranged from how to install a VPN to campus housing and fees. While ANTswers cannot replace the role of librarians

in providing true research consultations, the chatbot gets students comfortable asking questions without fear of judgement and directs them to staff when their questions progress beyond the AI's capabilities.

REFERENCES

1. Constance A. Mellon (1986) Library Anxiety: A Grounded Theory and Its Development, *College & Research Libraries*, Vol 47, No. 2, 160 – 165.
2. Qun G. Jiao and Anthony J. Onwuegbuzie Antecedents of Library Anxiety, *The Library Quarterly: information, Community, Policy*, Vol 67, No. 4 (October 1997) pp 372-389.

LOCATIONS ▾ CONNECT FROM OFF-CAMPUS

HOURS ♿ ACCESSIBILITY ACCOUNTS GIVING

UCI Libraries

FIND
Books &
Collections

SERVICES
Service Points &
Tools

ABOUT
Visiting &
Contacts

HELP
Ask a Librarian
& Guides

Search for books, journals, guides, web pages



ANTswers: Your Interactive FAQ

ANTswers is an experimental computer program which can answer simple questions about library resources and services.

UC Irvine Libraries' licensed online resources are available to current UC Irvine students, faculty & staff, use [Connect From Off-Campus](#) to enable remote access.

Clear | Submit Feedback

ANTswers: Hi! I am ANTswers, an experimental computer program here to answer your questions.

Ask ANTswers a question here!

send

Feeling adventurous? Try ANTswers, the UCI Libraries' Interactive FAQs application!

For more complicated questions or if ANTswers can't answer your question, try one of the [Ask a Librarian](#) services: Call or visit, schedule an appointment, chat or email us.

To search for call numbers in Library Search please enter just the call number into the chat box on the left. Ex: QE28.2 .M872 1999



TRANSFORMING KNOWLEDGE, TRANSFORMING LIBRARIES

GRANT INSPIRES UCI STUDENTS AND COMMUNITY PARTNERS

IN SPRING 2017, the UCI Libraries were awarded a prestigious Institute of Museum and Library Services grant, *Transforming Knowledge, Transforming Libraries* (TKTL). The goal of this three-year research grant was to connect library and information studies practice with ethnic studies curriculum to provide undergraduates with first-hand experience in building and providing access to the cultural heritage of underrepresented communities. The research team, comprised of librarians from UCI Libraries' Special Collections and Archives, collaborated with the UCI departments of Asian American Studies, Chicano/Latino Studies and African American Studies, as well as stakeholders representing organizations throughout Orange County, California.

Receiving the *Transforming Knowledge, Transforming Libraries* grant was both significant and timely for Orange County. While the diverse population of Orange County and UCI has continued to grow, many researchers still point out minority groups are underrepresented in the historical record. In working with ethnic studies and community-based archives, TKTL researchers shared the common goals of empowering people and shifting the dominant narrative that erases marginalized communities and misrepresents them.



STUDENT SCHOLARS IN THE ARCHIVES

In 2018 and 2019, researchers worked with two summer cohorts totaling 30 undergraduate students. As part of the curriculum, student scholars learned valuable knowledge through a combination of seminars, workshops, discussions and guest presentations that took place over the course of 10-weeks. In addition to the traditional instruction and assignments, scholars received a general overview of technical archival work, such as processing materials, collecting oral histories and digitizing materials.

STUDENT SCHOLARS SUPPORT COMMUNITY PARTNERS

Student scholars' role and responsibilities were tailored to meet the specific needs of their assigned

community archive. But what do community archives actually preserve? Curator for Orange County Regional History, Krystal Tribbett shares, "Archives do not start out with the purpose of being an archive. People save things to document their lives and experiences, and build community and connection with people. They are memories, and they become archives when they are preserved."

For example, student scholars assigned to work at the OC Heritage Museum processed a collection that once belonged to Harriet Tyler. Tyler was very active in the Orange County Black community assisting with cultural events, and advocating for education and civil rights. Her collection included ephemera that

“ARCHIVES
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OUT WITH THE
PURPOSE OF BEING
AN ARCHIVE.”





“THEY ARE
MEMORIES, AND THEY
BECOME ARCHIVES
WHEN THEY ARE
PRESERVED.”

important it is to empower communities to document and preserve their pasts. In doing so, it ensures that the history of the area includes all the people that have shaped it throughout the years.

Supporting community-based archives is nothing new to the UCI Libraries. Tribbett shares, “Community-based really means that the work is being done in the community from the ground up. The UCI Libraries recognizes our positionality, and bridges the commitment to the community and the work of preserving history.”

documented social life in the 1940s through the 1960s. Now, a predominantly Hispanic community, Tyler’s collection of social life in Santa Ana shows how

THE STUDENT SCHOLAR EXPERIENCE

Aside from learning about local narratives and library sciences, *Transforming Knowledge, Transforming Libraries* was an inadvertent opportunity for student scholars to create self-identity. Exposure to archivists work within communities roused fourth year History and Anthropology double major and TKTL student scholar, Chloe Marbell Davidson’s interest in pursuing a career in library science. Learning how to amplify voices within communities was a critical point in her *Transforming Knowledge, Transforming Libraries* experience. Growing up as a Latinx with disabilities, Davidson felt there was a lack of representation and availability of mentors with whom she could identify.

“I would be a different person without the experience. I would not have known that giving a voice to a new

history is possible! Archives can be very alleviating and I want to use history as a tool for activism, wellness and healing for communities who have been hurt for so long or have not have the opportunity to tell their stories for themselves. I want to curate history that inspires students to speak up,” said Davidson.

This past May, shortly after the conclusion of the *Transforming Knowledge, Transforming Libraries*, Davidson was one of 25 students accepted to the iSchool Inclusion Institute, a prestigious undergraduate research and leadership program that prepares students from underrepresented populations for graduate study and careers in the information sciences. She plans to focus on marginalized narratives and examine the intersectionality of people of color with disabilities by highlighting those who have overcome medical and societal challenges in their past to inspire younger students with disabilities to pursue higher education.

THE WORK **CONTINUES**

TKTL researchers developed the Community Archives Digital Portal, accessible through the California Digital

Library’s [Online Archive of California](#) and [Calisphere](#). Going forward, UCI Libraries’ Special Collections and Archives will manage the portal, and continue to maintain relationships with community partners and establish connections with new organizations. “The conversation about where to go from here is ongoing,” shares Tribbett, “we know that we want to take elements from the *Transforming Knowledge, Transforming Libraries* project and infuse them into programs like Humanities Core and our primary source workshops by incorporating inclusive materials and teaching the principles and practices of community-centered archives.” The research team and their colleagues are also reimagining the work of current Libraries’ student employees, and hopes to provide them with the opportunity to take part in the discussion and gain hands-on experience. To view the *Transforming Knowledge, Transforming Libraries* Final Report, please visit: <https://escholarship.org/uc/item/47c2h0dd>.

To learn more about the *Transforming Knowledge, Transforming Libraries* research grant, please visit: https://ocseaa.lib.uci.edu/imls_grant.

MEET CHLOE MARBELL DAVIDSON

Meet Chloe Marbell Davidson, a fourth year History and Anthropology double major. Davidson is of Nicaraguan, Mexican, and Irish heritage, and was nonverbal growing up, which gave her a unique perspective on life and a different way to express herself through drawing. Davidson had a difficult time navigating higher education as a first-generation student with a disability, but her experience in *Transforming Knowledge, Transforming Libraries* encouraged her to share her perspective as a mixed student with a disability. Davidson plans to get a Master’s degree in Library Science. Additionally, Davidson would like to pursue a Master’s degree in History with a focus on Central American colonial history and decolonized fashion in Latin America and Asia.



ESTABLISH A LEGACY

UCI Libraries help students and researchers explore our legacy by preserving history and rare and special materials.

UCI LIBRARIES ADVISORY COUNCIL: LAUNCHING A LEGACY

OVER 1.6 MILLION ANNUAL VISITORS use resources provided by UCI Libraries. From checking out books and reserving private study rooms, to attending author events and exhibit openings—the Libraries are the intellectual hub of the UCI campus and community. With so many people to serve and an increasing reliance on Libraries' services and resources during the COVID-19 crisis, the Libraries rely on the help of the newly formed Libraries Advisory Council to ensure the UCI Libraries continues to serve the needs of the community through changing times.

Shortly before the launch of the Brilliant Future Campaign in fall 2019, the UCI Libraries founded the first Libraries Advisory Council, a group of dedicated volunteers who support all the Libraries locations, including the Grunigen Medical Library, through

“THE WORK OF THE ADVISORY COUNCIL IS CRITICAL DURING THIS TIME OF UNPRECEDENTED CHANGE.”





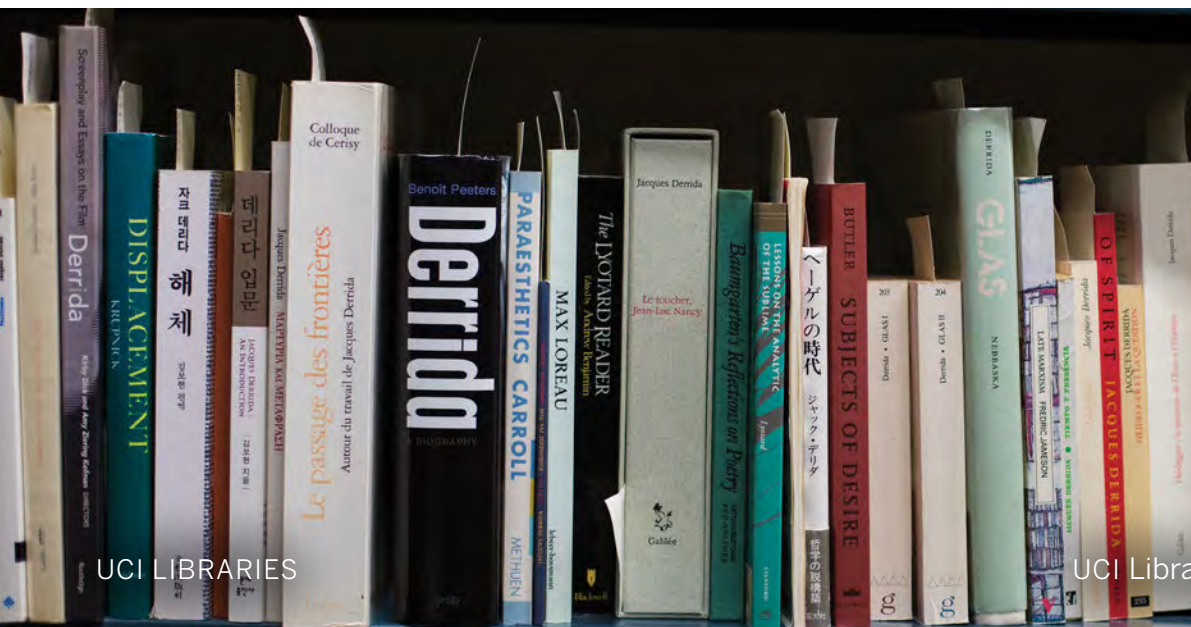
Tom and Lynda Salinger, founding Council Members

their philanthropy, advocacy, and counsel. The Council, whose members will serve three-year terms, work with the Libraries leadership to provide high quality library services and resources that support research, teaching, and patient care.

The founding members of the Libraries Advisory Council are more than friends to the Libraries, they play a critical role in supporting the vision and priorities of the Libraries in fostering connections between people and information and enhancing the intellectual life of the UCI community. Tom and Lynda Salinger, both founding Council Members, have a long history of supporting the Libraries. The Salinger Family Library Endowed Fund was established in 2004 by Tom's late mother, Irene Saltern Salinger, as a tribute to her family and as a demonstration of her strong belief in the value of learning and research for the benefit of society. The Salinger Family Library Endowed Fund supports the Libraries' general research collections, with a special focus on

the acquisition of materials in the areas of eye research and world peace. For Tom and Lynda, joining the Libraries Advisory Council is yet another way they can support the work of the Libraries. "Now more than ever, access to original documents and academic research is vital to the truth, and it's equally vital to make that access available to everyone."

Wendi Morner, director of development for UCI Libraries says, "The support of the Advisory Council members will help to ensure that the University Librarian has the necessary funds to support the highest priorities of the Libraries, particularly in times of unforeseen circumstances, such as the recent pandemic crisis." Philanthropic support from Advisory Council Members supports unrestricted funds to the Libraries, providing flexibility in contributions to areas with the most critical need. Having a flexible source of financial resources is invaluable during the COVID-19 crisis, as they can, for example, purchase essential electronic books, provide additional cleaning services, or finance the acquisition of a new database service. The work of the Advisory Council is critical during this time of unprecedented change. Wendi Morner hopes that the Libraries Advisory Council "will continue to grow and thrive to ensure a legacy of philanthropy for our Libraries."



To learn more about the Libraries Advisory Council please contact Wendi Morner, director of development, at wmorner@uci.edu or (949) 824-8904.

FACTS & FIGURES

1,642,571 EBOOKS



13 MILLION

DIGITAL VOLUMES
AVAILABLE DURING
COVID-19 LIBRARY
CLOSURE THROUGH
HATHITRUST EMERGENCY
TEMPORARY ACCESS
SERVICE



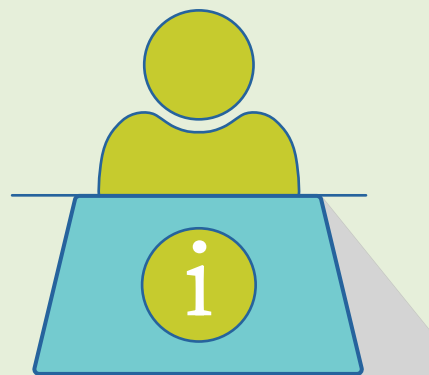
1,644,487 ANNUAL VISITORS
TO THE LIBRARIES AVERAGING TO **4,505/DAY**



3.7 MILLION VIRTUAL VISITS
AVERAGING TO NEARLY **10,000/DAY**

25,000 STUDENTS RECEIVED
RESEARCH INSTRUCTION

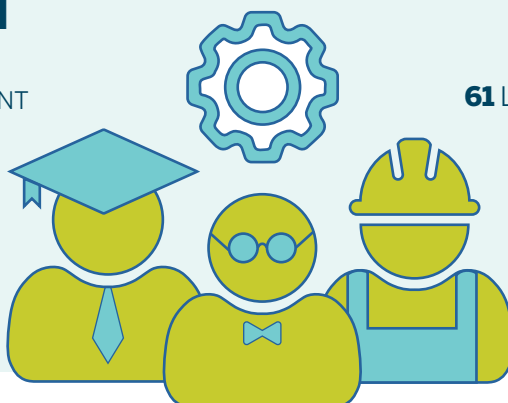
**OVER
12,000** ANSWERED RESEARCH
AND REFERENCE QUESTIONS



PRIMARY POPULATION SERVED

30,382 UCI UNDERGRADUATE ENROLLMENT
7,247 UCI GRADUATE ENROLLMENT
37,629 TOTAL UCI ENROLLMENT

25,827
OVERALL UCI
WORKFORCE
8,609 STUDENT EMPLOYEES



61 LIBRARIANS & PROFESSIONALS
99 STAFF

191 STUDENT EMPLOYEES
**LIBRARIES
EMPLOYEES**

NEW EMPLOYEES

WASILA DAHDUL joined the Digital Scholarship Services Department of the UCI Libraries on June 22, 2020 as the Data Curation Librarian. In this role, she provides support and guidance to faculty, students and researchers in the areas of research data management, planning, data acquisition, data sharing, and long-term stewardship and preservation of research data. Wasila collaborates with colleagues in the Libraries and the broader UCI community to create a campus-wide data management and curation program.

Wasila Dahdul holds a B.A. and M.S. in Biology from California State University, Fullerton and a Ph.D. in Biology from University of Pennsylvania. She was part of a team that described a new fish species Megapiranha, a 1 meter long, extinct relative of modern piranhas.

She can be reached at 949-824-2185 or at wadahdul@uci.edu.





CARRIE CULLEN joined the Reference Department of the UCI Libraries on February 4, 2020 as the Research Librarian for Physical Sciences. In this role, she maintains collections and serves as liaison to the Departments of Physics & Astronomy, Mathematics and Statistics. In addition, Carrie serves as liaison to the Campuswide Honors Collegium, provides general science reference, and supports information literacy instruction for undergraduates in Writing 39C.

Like many librarians, she rarely experiences a “typical” day. Currently, she is working on several projects, including updating the help guide for using the UCI Libraries’ discovery tool and exploring opportunities for promoting open educational resources (OER) within her assigned departments.

Carrie grew up in northern Illinois and lived in Arizona, Rhode Island and Florida before moving to California. While working remotely, she is residing in San Diego. She greatly misses karaoke nights but is enjoying making progress on her reading list while sheltering in place.

Carrie holds a B.S. in Biological Sciences from Northern Illinois University and a M.A. in Library and Information Science from the University of South Florida, Tampa.

She can be reached at 949-824-2490 or at cacullen@uci.edu.



LUISA LEE joined UCI Libraries on March 16, 2020 as an Assistant Analyst in the Design Services department of the UCI Libraries. In this role, she provides graphic and content design support to exhibits, events and communications. She also creates visually attractive and striking designs for the Libraries’ publicity efforts, signage, projects and web publications.

Luisa grew up in San Diego and graduated with a B.A. from UC Santa Cruz. In her spare time, she likes to go backpacking across the Sierra Nevada with her pit rescue, Sage, and hopes to adventure into other states soon.

She can be reached at 949-824-2700 or at luisahl@uci.edu.



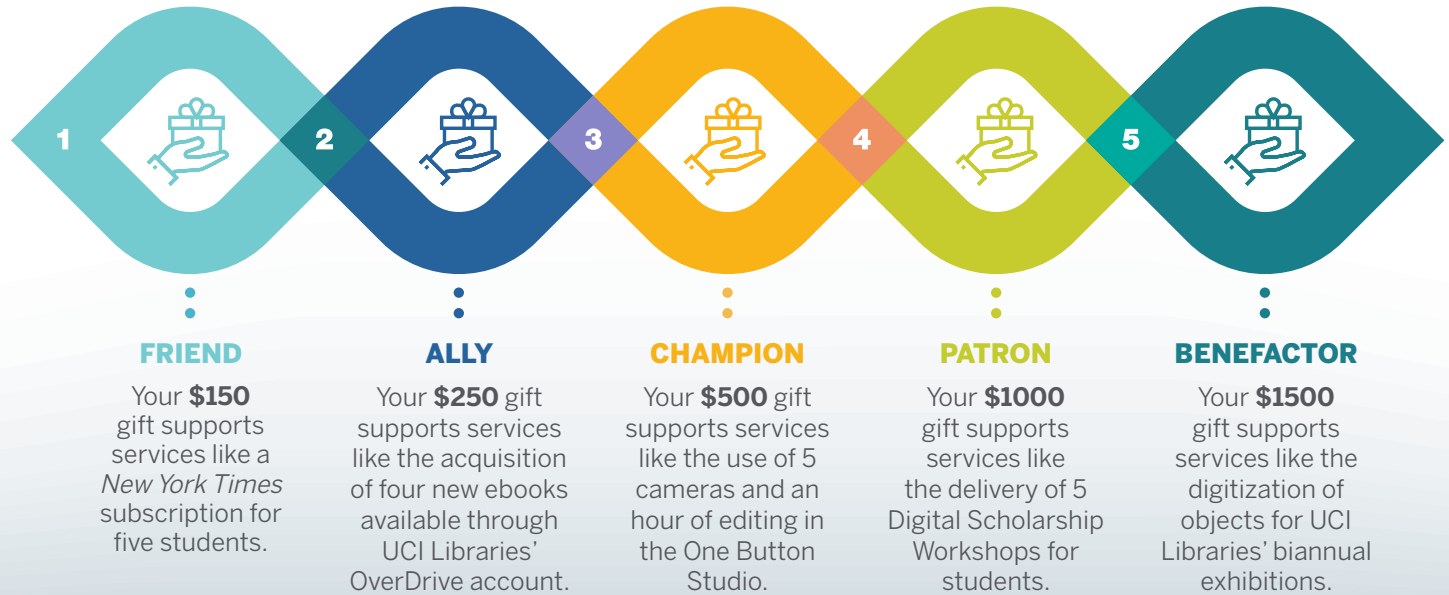
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