

INSIDE 35

THE ROBERT E. KENNEDY LIBRARY ANNUAL REPORT 2018-19



CAL POLY

VISION

We connect people and inspire learning.

PURPOSE

We are a Learn by Doing library. We help every member of the Cal Poly community engage in open and informed inquiry and contribute through creation, innovation and collaboration to the quality of life of our community.

VALUES

We value learning, innovation, and the diversity of individual and group experiences and perspectives that make our community sustainable, compassionate and resilient.

These values commit us to being open, responsive, and inclusive in the relationships we build across the entire Cal Poly campus and community — including our region, state and beyond.

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Greetings from Kennedy Library!

Taking time to reflect on last year's accomplishments is special to me in my role as dean of library services. Every year, it proves to be a challenging task to decide which stories, facts and accomplishments are worth sharing with you all, when there is so much happening "Inside 35," the Kennedy Library.

As you may have noticed from the publication's cover, we are naming our annual report Inside 35, and we are introducing a new format that aims to illustrate the impact of our programs on the Cal Poly community and how a library experience can transform lives and define future careers (see [Pages 9-11](#) about the 10-year LibRAT anniversary and [Pages 40-41](#) about our Digital Projects Lab). Kennedy Library is more than a facilitating outlet for a Learn by Doing education. The library, through all it has to offer, inspires and celebrates every student's experience of learning, discovery and personal growth.

The library renovation remains a top priority. The programming and feasibility study completed in 2018 estimated that the project would close Building 35 for about two years and result in a significant re-imagining of the building's internal space. The renovation would transform the library, maximizing space efficiency while providing students with increased study and collaborative space, enhanced access to valuable collections, and state-of-the-art technology. There is no set timeline for when Building 35 might close, as the timing and extent of the renovation depend entirely on successfully securing the project funds. The renovation was originally projected to cost \$55 million. However, that was several years ago, and those projections are now out of date. The university is optimistic that with support from the California State University and donors, we can increase the project's budget. The library's fundraising goals are fully integrated and aligned with the university's recently launched Capital Campaign (see [Page 27](#) for Robert E. Kennedy Library's Campaign Priorities). By engaging our supporters, friends and alumni, Kennedy Library faculty and staff are committed to reaching these goals.

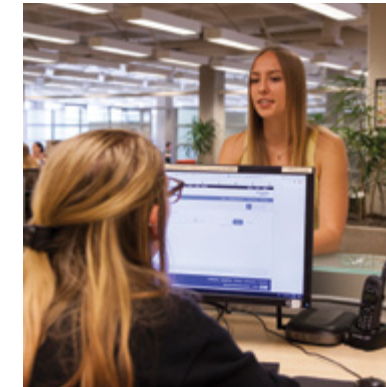
We may be several years away from welcoming a new Mustang class to a transformed Building 35, but until then, we are proud to continue the incredible work that defines Kennedy Library and contribute to the success of each and every student who sets foot Inside 35.

Adriana Popescu
Dean of Library Services
Robert E. Kennedy Library

KENNEDY LIBRARY STUDENT EMPLOYEES

Kennedy Library is one of the largest employers of student assistants on the Cal Poly campus. Over 100 student employees are vital to providing library services. They are employed by the library in many different positions and offices, from checkout services to photography.

All departments offer mentoring and training in a collaborative environment where Cal Poly students can acquire excellent customer service and team expertise as well as technology and information skills that can help them succeed in their Cal Poly courses and future careers.



▲ Student assistants work across different areas, from teaching peers and helping visitors at service points to digitizing historic collections.

▼ Kennedy Library's student assistants in front of Kennedy Library.





10-YEAR ANNIVERSARY

LIBRAT PROGRAM EXPERIENCE PROMOTES STUDENT SUCCESS

In 2009, Kennedy Library launched the LibRAT (Library Reference Assistance Technician) program, an innovative initiative seeking to empower Cal Poly undergraduates to engage and assist their peers with evaluating information and accessing library resources.

Now being emulated by other academic libraries, including UCLA's Powell Library, the program has been deemed a resounding success. "This has all been achieved beyond our wildest expectations," said Brett Bodemer, coordinator of reference, who helped found the program. "An equally exciting and unexpected benefit has been the positive impact the program has had on the LibRATs themselves — both during their time at Cal Poly and beyond."

The student employees undergo a lengthy and intentional training process that teaches them how to use and navigate library resources and also focuses on honing their interpersonal communication and group presentation skills.

"Most LibRATs are hired as first-years and nearly all stay until graduation, allowing them to build a strong sense of community," Bodemer said. "They take pride in what they do as a group, and they take care of each other individually. This job not only provides them with useful skills in research, communication and presentation, it also shows them firsthand what a successful team looks like."

"I am always amazed by how quickly these students turn their library experience into promising career pathways," Bodemer continued. "One of the first generation technicians is now a deputy city attorney, and I remember how she parlayed her LibRAT credentials into a position at a law library as soon as she started her J.D. Others have gone on to positions relevant to their Cal Poly majors as architects, teachers and industry insiders, and three have even gone on to become librarians."

They are a productive group as well. In the last five years, LibRATs have facilitated an average of 136 library workshops, reaching 12,000 undergraduates. During the 2018-19 academic year, the students fielded over 2,000 inquiries at the Research Help Desk.

Kennedy Library reached out to three former student employees whose successful careers and reflections on their time and experience as LibRATs are profiled on the next pages. Read on to find out what Cal Poly alumni Lauren Young, Andrew Meyer and Lea Espinosa are up to today.

◀ *LibRATs answer questions at the Research Help Desk.*



A

FOREVER FUN: FORMER LIBRAT CHASES LOVE OF LIBRARIES

Lauren Young (Biological Sciences, '14) is a former LibRAT who now works as a digital and social media producer at Science Friday, a weekly public radio show produced in New York City. For “fun,” she also works part time at Teachers College Library, a part of Columbia University.

“I find working at the library energizing,” she said. “I get to talk to people and get instant gratification.”

After graduating from Cal Poly, Young attended New York University’s Science, Health and Environmental Reporting Program. Her work has appeared in such esteemed publications as IEEE Spectrum, Atlas Obscura and Smithsonian Online.

At Science Friday (sciencefriday.com), she writes about life science and the environment, technology, health and human behavior, space, history and culture, art and architecture.

Young joined the LibRAT team at the end of her first year and, as the majority of the student assistants do, stayed until graduation. She spent much of her time at the Research Help Desk, helping students find research materials. “I’m a science geek; I love finding stories,” she said.

With a bit of experience under her belt, she added teaching to her library duties. Some classes require students to take library research sessions or workshops.

“Typically, librarians had taught those sessions, showing students how to navigate the catalogs and locate materials,” Young explained. “Brett Bodemer had an upside-down philosophy, though, where

he thought students would be effective at teaching students, so the LibRATs stepped in.”

“And the system worked,” Young continued. “Students filled out surveys at the end of the class, and indeed, I recall the results showed the students responding as well or better to the peer teachers than they did to the librarians.”

Young’s Cal Poly library position opened up other possibilities. “The library was filled with many opportunities, and I met other librarians doing other things,” she said.

Her senior year, she started writing for the Kennedy Library blog (lib.calpoly.edu/news), further exposing her to the world of writing.

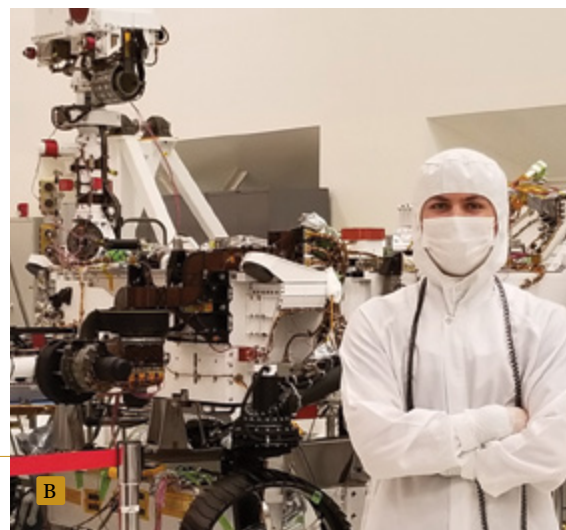
Becoming a LibRAT seemed a natural option for Young. “I love libraries, especially Kennedy Library,” she said. “I was intimidated at first, then I realized the people inside make it a warm, inviting place.”

It was there she learned how to communicate and present information. “It also taught me patience,” she said. And it led to something bigger: the realization that she would rather share research than work in a lab all day. “It was a drastic shift — from biology to writing — and that came about, in large part, by discovering all the wonders there are in the library.”

FLIGHTS OF FANCY: ALUMNUS LANDS DREAM JOB AT NASA

Former LibRAT Andrew Meyer (Aerospace Engineering, '17), was hired a month before graduation by NASA’s Jet Propulsion Laboratories to work on the Mars 2020 project.

Meyer thought being a LibRAT would be a great experience while he studied at Cal Poly. “I heard they’d work around my crazy college schedule,” he said. “Also, I was afraid of public speaking, and knew I could get over that fear with this job.”



B

He credits much of his success at Cal Poly to his position at the library. “It broke me out of my shell and gave me the ability to make something good out of my life,” Meyer said. “It led me to another on-campus job, which led to another on-campus job, and now I have my dream career. I thank Kennedy Library every day for pushing me up.”

LibRATs need to think critically and quickly about things they might never have heard of before, Meyer said. “I learned resourcefulness. I had to learn the ins and outs of more than 100 databases. I needed to know how to ask the right questions to either broaden or narrow the search terms, which taught me how to interact with people.”

The most valuable skill Meyer learned was public speaking. “I had done some in high school, but I would shake every time I was in front of people,” he admitted. “But having a structured lesson plan to teach helped calm my nerves. Eventually I didn’t need the lesson plan, and now I can go in front of crowds of people, and my heartbeat rises only a little. It’s by far the best single skill I got out of college, and it has helped me in multitude situations at my current job.”

Meyers said other skills he learned have helped him gain recognition and respect. “Communication is key, and being able to ask the right questions to get the information that I need to do my job correctly has helped me immensely,” he said.

CONFIDENCE BUILDING: ARCHITECT THRIVES AT HELP DESK

While it’s too soon to know how the LibRAT experience will impact recent alumna Lea Espinosa (Architecture, '19), all signs point to a bright future.

“The experience made me a better researcher and a better student,” she said. “Through conversations with the librarians, I learned tips and tricks to be successful at Cal Poly. They imparted great advice for my pursuits after college, too. It’s comforting to know that I’ve built a strong network of people to support my career.”

In the library, Espinosa assisted college librarians and helped students with research needs. She also led research workshops and taught technical writing research classes for engineering majors.



C

Espinosa said she learned empathy and patience on the job. “At the Research Help Desk, we learn how to solve problems and give patrons the help they need,” she said. “Sometimes students come in frustrated with their assignments, research or other problems. As a LibRAT, I learned to smile and understand these people. I’d help them through their struggles — whether it was related to their research or their life — I’d help them get to the place they needed to be.”

Complex research questions proved to be one of the most challenging aspects of her job and also one of the most rewarding. “People working on senior projects would request specific help on researching high-level terminology or look for in-depth research specific to their discipline,” she explained. “As an architecture major and LibRAT, I specialized in my own discipline and general research tips, but it was fun and challenging to become a temporary expert in mechanical engineering, graphic design, or whatever subject the student was studying.”

Espinosa has accepted a job as a designer at an architecture firm and expects her extensive research experience and her countless interactions with library clients will serve her well. “A lot of research goes into our building projects as well as into the built environment in general,” she said. “As a LibRAT, I worked with a variety of individuals, allowing me to become more open to ideation and project creation.”

She is grateful for the skills she developed at Kennedy Library. “The job led me to be curious, inquisitive and more inventive in how I go about solving problems.”

Espinosa advises current and future LibRATs to enjoy the experience. “It goes by fast. In addition to answering the hundreds of questions you’ll be asked, be sure to ask thousands of your own.” ■

◀ A Young photographing a paleontology dig for Science Friday.

B Meyer pictured with the Mars Rover in a NASA lab.

▶ C Espinosa helping a student at the Research Help Desk.

MAKING A MEANINGFUL DIFFERENCE

LIBRARY STUDENT ASSISTANT IMPROVES QUALITY OF LIFE FOR INJURED YOUTH

Undergraduate Leila Assal is many things to many people, but to 10-year-old Julian Reynoso, who was severely injured in a drunk driving accident that took the lives of his father and two siblings, she is a friend and a champion.

Assal is a fourth-year Cal Poly biomedical engineering student and a student assistant at Kennedy Library. She and seven other engineering students belonging to Cal Poly's Quality of Life Plus Student Association (QL+SA) built a set of prosthetic hands for Reynoso, who suffered burns over 35% of his body in the April 2018 crash.

"I wanted to work on this project because the story touched me on an emotional level," Assal said. "QL+ offers a wide variety of projects that help others. I'm so grateful I had this opportunity."

The Hands for Julian team created prosthetics to help him do the things he used to do. "The most challenging aspect was creating a design that would best fit Julian's needs," Assal explained. "Each hand had a different level of ability, so we needed two different approaches."

He had most of his right hand, so they created a glove with extensions to the digits he had. "Between meeting him in November and checking back with him in April, we found that he'd mastered most things, so we kept the design simple to aid in what he still struggled with, which was having a finer grip," Assal said. "He's missing almost all the fingers on his left hand, so we created a robotic hand with switches on the inside that he could trigger to move the fingers forward and back."

The team presented Julian with his prosthetics on June 8 at an emotionally charged meeting. "Our team had spent so much time trying to create something we were proud of, and more

importantly, something that Julian would be happy with. Seeing it come together was wonderful," Assal said.

The project proved invaluable to Assal. "I've become more confident since I've gained a very practical perspective of the type of work I could be doing. I've been blessed to be a part of something so meaningful."

Assal, who has worked at Kennedy Library since 2016, said her time at the library has enriched her academic experience. "I've learned to take my time to do the job right the first time rather than rush through just to get the job done," she said. "I spend more hours in the library than I do anywhere else — between work and studying and the sheer knowledge of the amount of information we have at the library has been beneficial. I discovered that searching for academic papers and articles for library users made it much easier for me to do my own research."

At the library, Assal works at the Circulation Desk, where she answers questions and maintains the stacks. Her supervisor, Linda Daguerra, calls her one of the department's "most valued" student assistants.

"Leila seeks a challenge, whether that challenge is finding a lost item in the library's collection or assisting a patron in locating a study space," Daguerra said. "With her work ethic, empathetic spirit, and focus on improving lives through her biomedical engineering career, she will make a profound impact on the communities she serves."



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- ◀ A Leila Assal (Biomedical Engineering, '19)
- B Students collaborate on the prototype of the artificial hands.
- C The finished prosthetic hands for Julian.
- D The Cal Poly team presents the artificial hands to Julian.

CREATIVE WORKS PROGRAM

FOSTERING SCHOLARSHIP THROUGH CREATIVITY

In a comprehensive effort to support scholarship, creativity and research at Cal Poly, Kennedy Library has linked new and existing programs together to form the Creative Works Program.

The merged programs — Art Management, the Faculty Exhibit Program, Library Community Galleries and the new Digital Publishing Program — are under the watchful eye of Curator Catherine Trujillo.

“Creative Works is designed to provide experiential learning opportunities, collaborative faculty-driven exhibits, and adaptable gallery spaces for students and faculty to showcase their scholarly and creative work in a variety of ways,” Trujillo said. “The program is intended to amplify voices and showcase creative works and non-traditional research.”

One such component, the Faculty Exhibit program, highlights one or more faculty members’ scholarship every spring and debuts during Cal Poly’s Open House. Oftentimes the faculty exhibit is connected to a senior project or a group

of student collaborators. Past exhibits have showcased hip-hop culture, the planet Mars, and works of art created by incarcerated artists at the California Men’s Colony in San Luis Obispo. The display space used for the Faculty Exhibit Program is located on the second floor of the library. “It’s not a traditional gallery,” Trujillo said. “We re-envision the space every year. It’s a gallery without walls.”

For a more flexible space, the library provides a Community Gallery, located on the first floor, to showcase the research and creative endeavors of faculty and students. It’s a pop-up display place where posters sessions can be held and art projects displayed. The gallery serves as a flexible display space including magnetic white boards and a digital monitor. The exhibits are self-curated and stay up for about two weeks.



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- ▲ A “Don’t Believe the Hype” hip-hop exhibit, spring 2018.
- B “Between the Bars” featured art by incarcerated artists, spring 2017.
- C “The Living Library” flowers and swingset, spring 2016.

- ▼ D Student assistants and art management interns view photographs from the University Art Collection.
- E Physical exhibit assets will be published digitally across different online platforms.
- F Student-designed “Banned Books Week” exhibit in the library’s Community Gallery.



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The library plays a central role managing the university art collection (artcollection.calpoly.edu).

Under the guidance of the University Art Acquisition and Oversight Policy, the library works to unify the university’s collecting practices in support of making works of fine art accessible for teaching and research and enriching the artistic cultures of both the campus and local communities. The collection encompasses artwork in all forms, including paintings, drawings, prints, photographs, sculptures, architectural elements and installations. The library has also spearheaded online access to the collection. With a click or a swipe, students and faculty can experience the collection online as it evolves — an open-ended digital exploration across disciplines and departments.

The expanded Creative Works program also includes a publishing component that will produce “visually rich” digital exhibit catalogs.

Kennedy Library is blazing a trail with its Digital Publishing Program — investigating, developing, and piloting digital publishing approaches for

library assets with a primary focus on faculty exhibit catalogs.

As the Faculty Exhibit and Digital Publishing programs have grown, crossover opportunities for publishing and sharing faculty research into wide-ranging platforms have been identified. The goal is to create an open conduit for publishing scholarly research that enables the library to play an active role in strengthening Cal Poly’s scholarly communication system and to ensure that Learn by Doing research is widely disseminated and preserved. Stay connected through the library’s first entry in its vlog series, “Meet the Student Assistant,” featuring digital publishing student employee Isabela Presedo-Floyd, a third-year graphic design student. Watch the video at bit.ly/lib-creativeworks.

This combined organization reinforces the central tenet that the campus community drives the programming by placing their research, scholarship and creativity as the catalyst for participation. “Our mantra is ‘shaping, sharing and fueling stories with art, exhibits and publishing,’” Trujillo said. ■

SHOWCASING INNOVATION

PROVING IT: STUDENT AND FACULTY RESEARCH AND INVENTION ON DISPLAY

In spring 2019, Kennedy Library premiered the faculty exhibit “Limitless: The Process of Innovation,” showcasing the unique work engineered by about 50 students in the university’s PROVE (Prototype Vehicles) Laboratory — a student-led collective that makes zero-emission vehicles designed to break world records.

The major theme of the exhibit was to illustrate innovation and invention without a rulebook. The display of prototype vehicles, projects and processes was intended to demonstrate the power of alternative energy through innovative engineering. The exhibit included student-designed and fabricated projects in development, including a human-powered submarine, a top-speed gravity-powered vehicle, and a fully electric long-range sports car.

“This is a chance for PROVE Lab to show what invention looks like,” said Graham Doig, former advisor and faculty member in the Aerospace Engineering Department. “It normally happens behind closed doors, out of sight. It’s works in progress. It’s ideas in the process of being tested. It’s an unbelievably talented and dedicated group of students figuring out how to be world-changers.”

Kennedy Library invited local charter middle school and high school students and members of Girl Scout troops to see the exhibit. “We try to amplify underrepresented voices in all of our faculty exhibits,” explained Curator Catherine Trujillo. “We wanted to introduce and inspire women and girls to STEM (science, technology, engineering, mathematics) disciplines.”

The library provides an alternate way to disseminate research. “It is not always about art,” Trujillo said. “We highlight current research where the faculty drive the topics and showcase projects within a public space that is interdisciplinary and accessible to all majors and interests.”

Trujillo works with three student assistants to manage the Creative Works Program. Student curators and student designers assist with art direction, installation and graphic design. “The program provides an opportunity for students to gain experience and to build a portfolio,” Trujillo said. “Student assistants are integral to the programs and services we offer the campus community. From their expertise in graphic design to their willingness to learn new skills, we couldn’t do what we do without our students.”



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- A The interdisciplinary group of PROVE Lab student engineers.
- B Student engineers working with a 3D printed model of the endurance car.
- C Visitors reading exhibit panel on the PROVE Lab’s women engineers.
- D Astronautics student Rylie Bryant with former PROVE Lab advisor Graham Doig.
- E The endurance vehicle prototype featured in the library exhibit.



BOLD IMPROVEMENTS

IAN SUN'S STRATEGIC BUSINESS KNOWLEDGE LEADS TO ENHANCED LIBRARY EXPERIENCE

Kennedy Library's efforts to support student success have been greatly enhanced recently, thanks in large part to industrial engineering senior Ian Sun, co-chair of the Student Library Advisory Council (SLAC), a group of about 25 undergraduates committed to improving library visitors' experiences.

"SLAC serves as internal consultants to the library," explained Sun, who shares his current leadership role with mechanical engineering student Alec Berge Der Matoian and recent business graduate Madeline "Maddy" Maloon. "We want to improve the library experience for students by providing insight into what they might need. I'm trying to bring a more data-driven, quantitative approach to help guide decision-making."

Although still quite young, Sun has already gained extensive industry and internship experience, which he's used to make transformative changes to the SLAC organization and Kennedy Library. "We're better positioned now to add more value to the library compared to prior years, and we have been able to see our suggestions take shape," he said.

His internships, he said, have taught him the valuable role of using data to justify changes and inform decision-making. "During my internship at Intuitive Surgical in San Jose, I used data to change the manufacturing process and labor planning," he said. "At internet provider Viasat in San Diego, I used data to justify a capital investment in radio

frequency identification (RFID). And at Walt Disney Parks and Resorts in Anaheim, I collected data of all dimensions in order to understand guest behaviors and inform resort strategies."

Sun returned from his Disney internship in winter 2019 energized and bursting with ideas. "As a result of my combined experiences, I wanted to create sustained practices of collecting the right types of data in order to better understand library operations so that SLAC could make informed decisions and easily measure the impact of those decisions."

However, when his efforts for improvement initially hit a roadblock, he wasn't deterred. SLAC's structure prevented students who cannot attend the group's weekly meetings from participating in its activities — and one of Sun's required classes conflicted with those meetings.

"Several students had to miss meetings because of other commitments; therefore, they didn't have an opportunity to add value to the group," Sun said. "That didn't seem fair."



▲ The group meets weekly to discuss current library developments.

▼ SLAC Co-chair Ian Sun (Industrial Engineering, '19)



▲ Kennedy Library's SLAC members in the atrium.

So he came up with a solution, ultimately resulting in the creation of the SLAC Auxiliary Committee (see “Big Ideas and Big Impact,” Page 23), which could help identify potential key metrics and then determine ways to collect the data in order to synthesize these key metrics. Plus, the Auxiliary Committee allows those students who can't attend regular meetings to contribute to SLAC on their own time through independent projects.

Sun also introduced a SLAC documentation goal, which attempts to standardize SLAC documents, meetings and deliverables, centralize those documents in an easy-to-use database, and externally distribute documents that report on SLAC activities.

He has also implemented changes intended to keep members engaged. SLAC has increased the frequency of its meetings from biweekly to weekly and is having members reapply to serve every year.

“It used to be that the students who were accepted to SLAC remained members until graduation,” Sun said. “Now everyone must reapply. That keeps us motivated and accountable.”

His knowledge hasn't all been gained from off campus activities. On campus while serving as director of philanthropy for Zeta Beta Tau, Sun's role included coordinating fundraising events. “I was able to translate that experience into creating the Textbook Giveback program, which adds resources to the library's Course Reserve materials. (see “Big Ideas and Big Impact,” [Page 23](#).)

SLAC's leadership team has also developed an orientation program with the goal of creating a stronger relationship between library stakeholders and SLAC members. The program is designed to educate SLAC members about all the library's resources so that everyone is up to speed.

The student group as a whole worked to re-brand SLAC. “We rewrote the bylaws and the constitution and made structural changes geared to jump-start and re-motivate members. We want to make sure that members are even more aware of the library's function and resources.”

Sun also served as SLAC chair in 2017-18 and has been on the board of the Industrial and Manufacturing Engineering Student Fee Committee since 2017. He has also volunteered as an orientation leader for Cal Poly's New Student and Transition Programs.

Balancing all of that hasn't harmed his impressive GPA, which has landed him on the Dean's List 10 times. Sun expects to graduate fall quarter 2019.

Cheryl May, director of Kennedy Library Operations and an advisor to SLAC, said Sun is a very engaged student. “He's done amazing things for us in SLAC by bringing external ideas from these companies back to Cal Poly,” she said. “As a result of Ian's leadership, there is a renewed and sustainable energy that has realigned SLAC with its intended purpose — an advisory committee that helps the library continually improve and meet user needs.” ■



BIG IDEAS AND BIG IMPACT

STUDENTS MAKING A DIFFERENCE AT KENNEDY LIBRARY

A hardworking Student Library Advisory Council (SLAC) is making recommendations, and Kennedy Library administrators are not just listening, they are amplifying the group's efforts to improve library services and programs. One program that was initiated in the last year is highlighted below.

Through a branded campaign in spring 2018, SLAC students solicited donations for the first Textbook Giveback program, an effort to increase the course materials available to students through the library's Course Reserves.

Instructors set aside Course Reserve materials for their students, who can check out the books and class resources for up to 48 hours. The program supports the instructional requirements of specific courses and can provide students with significant savings, one of the core reasons universities established Course Reserves.

The giveback program was entirely managed by students. "Graphic design student assistants created logos and materials to market the drive, library student assistants set up a booth to spread awareness and promote the program, collect the books, and hand out Kennedy Library swag and stickers," said Chris Lee, resource sharing specialist and SLAC advisor. "I've mentioned this new program to several colleagues at other universities, and many of them were excited to get a similar program started at their institutions."

"Many academic libraries do not budget for Course Reserves acquisitions," explained Caleb Nichols, Course Reserves coordinator. "In spring 2018 we received approximately 400 usable textbook donations, and of those, added 111 books to the reserves collection, representing an increase of roughly 11%. The cost of these new materials would have been way more than \$10,000."

Course Reserves gives students easy access to course materials, and the Textbook Giveback program is a way of paying it forward. "The

Textbook Giveback program adds value to Course Reserves because the library doesn't need to absorb the costs to supply these books, and the students can use the books without having to purchase them," Nichols said.

SLAC Co-chair Ian Sun hopes that student participation continues to grow. "It's one of the best initiatives SLAC has done since I've been involved," he said. "I'm really proud we were able to crowdsource students to donate their textbooks. This is a great example of students helping students."

With an eye toward making more and better recommendations to improve library services, SLAC has created an Auxiliary Committee to carry out tasks and provide additional assistance when necessary.

All SLAC members are expected to attend the group's weekly meetings Thursdays at noon, but class schedules can get in the way. "When a student is unable to attend the Thursday meetings, they can't participate in regular SLAC programs and initiatives," said Cheryl May, director of Kennedy Library Operations and an advisor to SLAC.

To help get around that — and to tap into all the talent that SLAC members bring to their positions — an Auxiliary Committee was formed. "This group is made up of students who can't attend the regular SLAC meetings," May explained. "But by committing to work an hour a week on projects for the library, these students can still participate in SLAC's work."



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- A Students may donate used textbooks to the library.
- B Student-designed Textbook Giveback program logo.
- C Students have access to more textbooks thanks to the program.



HOMECOMING HISTORY ON DISPLAY

LIBRARY STUDENT EMPLOYEES CURATE POP-UP EXHIBIT

The services that Kennedy Library provides are greatly enhanced by a cadre of student assistants, who not only assist a large population of students and faculty members with scholarly endeavors, they also curate a variety of exhibits that are designed to both educate and entertain.

In fall 2018, Courtney Thompson (History, '20) and Charlie Williams (History, '19), both student assistants in Special Collections and Archives, curated a pop-up exhibit displaying Cal Poly's Homecoming traditions. The exhibit, on the second floor of Kennedy Library and at the Alumni Office in downtown San Luis Obispo, ran simultaneously during the week of Homecoming, Nov. 5-12, 2018.

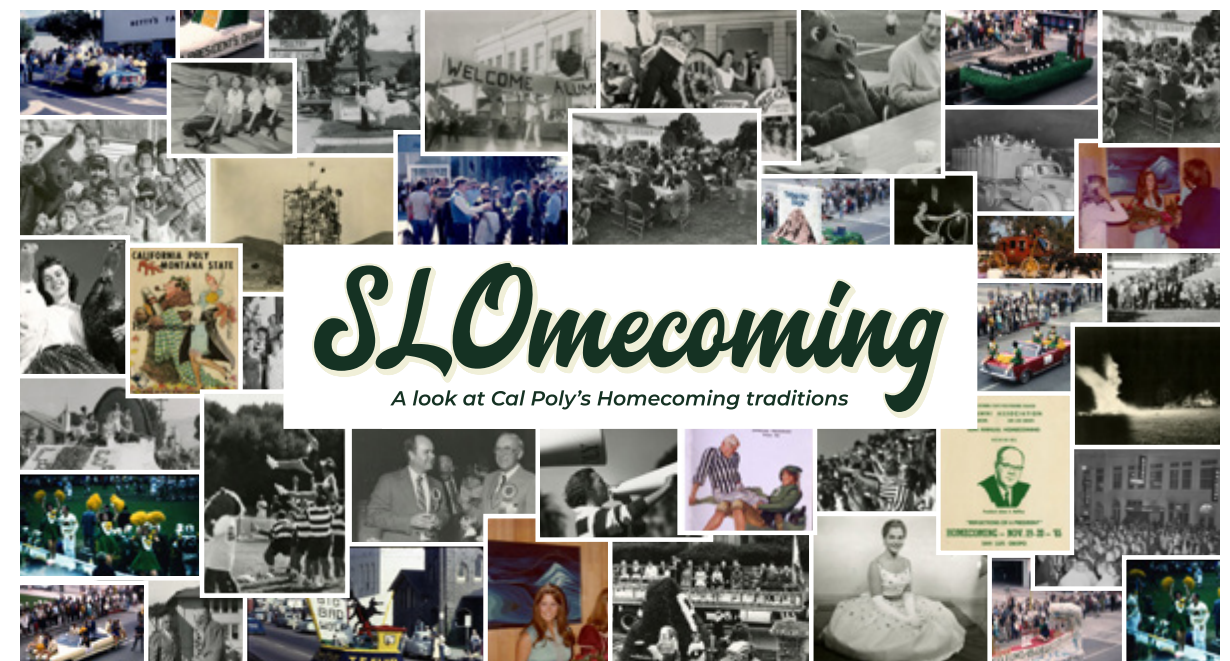
The exhibit, titled "SLOmecoming," showcased Homecoming activities from its inauguration in 1924 through 2016. The display illustrated how Homecoming has evolved over time to encompass several events: the first Homecoming Dance in 1927, large bonfires and rallies, Homecoming Court, the Homecoming football game, parade, an Honored Alumni Banquet, and various class reunions.

To Thompson and others in the library, the exhibit

was a long time coming. "We thought it was time to recognize the long history Homecoming has had on this campus," Thompson said. "We also thought it would resonate with current students and alumni alike; the alumni get to recollect their Homecoming memories, and current students get to see the evolution of Homecoming on this campus."

Thompson said curating the exhibit was a worthwhile endeavor. "It's a completely different way to view and interact with history outside the realm of traditional academics," Thompson said. "As a history graduate student, most of the writing and research I do is geared toward an academic audience, so to curate an exhibit to a general audience was definitely new."

For more information and images from the exhibit, go to: bit.ly/lib-slomecoming.



▲ The exhibit design features many historic images from the Kennedy Library's University Archives.

DEAN'S ADVISORY COUNCIL

INDUSTRY AND COMMUNITY LEADERS PROVIDE EXPERT ADVICE

The Dean's Advisory Council (DAC) brings together a group of industry and community leaders who serve as individual and collective advocates for Cal Poly, and for the Robert E. Kennedy Library. They provide advice to the library staff in their efforts to create and foster connections with foundations, corporate donors, and other private donors.



The council's impact on the Kennedy Library in just a few short years has been profound: DAC members have contributed to the library atrium, Data Studio, Digital Publishing Pilot Program, library student assistant "Earn by Doing" positions, collaboration spaces in the library, and a new award for Cal Poly faculty — the Learn by Doing Scholar Awards. Read more about the awards that honor instructional research and scholarly activities on [Pages 37-39](#).

The library advisory council members include:

- Chair Robert C. Tapella, Owner and Managing Director, Digital Technology Associates LLC
- Philip S. Bailey, Dean Emeritus and Director of the Frost Fund, Cal Poly
- Jay Devore, Professor Emeritus, Statistics
- Bob Kitamura, Architect
- Jeff Pulver, Former Vice President, Global Alliances, Workday
- Peter Booth Wiley, Chairman Emeritus of the Board, John Wiley & Sons
- Christine Young, Vice President, Century Tubes Inc.

▲ The Dean's Advisory Council in April 2019: Tapella, Kitamura, Interim Provost and Executive Vice President of Academic Affairs Mary Pedersen, Pulver, Devore, Young, Dean of Library Services Adriana Popescu, Bailey, Wiley and Cal Poly President Jeffrey D. Armstrong (from left to right).

CAMPAIGN PRIORITIES

THE POWER OF
DOING

The Campaign for
Learn by Doing



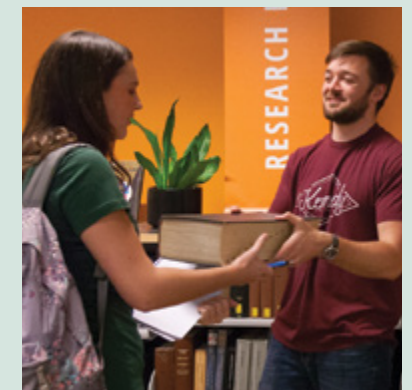
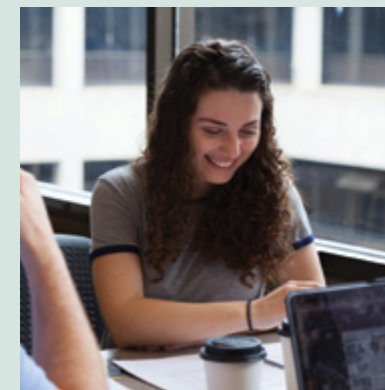
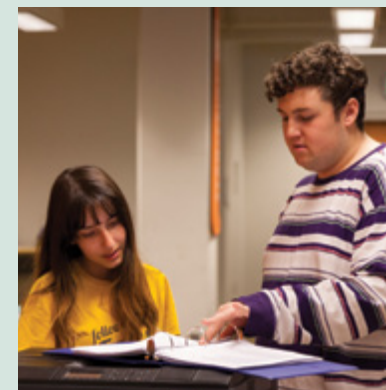
Complete a renovation and renewal that will evince the qualities of a 21st century Learn by Doing library with engaging and technologically rich environments for work, study, collaboration and presentation, and for showcasing student and faculty work.



Secure sustainable funding for collections and information resources that support and enhance the Learn by Doing curriculum.



Preserve the unique items that reflect our community and university's history so that generations to come can learn and study from the past and acquire and curate unique new collections of historical significance to Cal Poly and to the community.



Give to Robert E. Kennedy Library

We support the collaborative nature of Learn by Doing. Your investment in Kennedy Library will directly impact each student at Cal Poly.

Send your check payable to the Cal Poly Foundation or visit giving.calpoly.edu.

KENNEDY LIBRARY STAFF AND FACULTY

▼ A View from Robert E. Kennedy Library.



A



B

▲ B Kennedy Library staff retreat, 2019.



C



D

◀ C Main entrance of the library, Building 35.
D Robert E. Kennedy Library Atrium.

STAFF AND FACULTY ACCOMPLISHMENTS

MARK BIERAUGEL

Business Librarian Mark Bieraugel and marketing Professor Stern Neill of the Orfalea College of Business participated in Cal Poly's BEACoN Mentor program. This nine-month program, which runs during the academic year, connects underrepresented Cal Poly students with faculty mentors. Once the student and faculty are matched, they meet and work on the faculty member's research project. Bieraugel's and Neill's research project examines how shared spaces foster entrepreneurial thinking and behaviors among student entrepreneurs. For the project, the student helped with the literature review, assisted in creating survey questions, and recruited and retained study participants from The Hatchery, an on-campus program that fosters entrepreneurship. Bieraugel also authored a book chapter, "Do Your Library Spaces Help Entrepreneurs? Space Planning for Boosting Creative Thinking," that was published in *Advances in Library Administration and Organization*.

BRETT BODEMER

Associate Librarian Brett Bodemer presented "Enriching Memoir by Digital Means" at the Coalition for Networked Information in Washington, D.C., in December 2018. The presentation focused on how the creation of data sets and spatial mappings of personal experience made him see things as he had not seen them before, informing the process and the final product of a two-year writing project on his childhood in a racially diverse neighborhood. The inspiration for the research stemmed from his collaboration with Russ White in the Kennedy Library's Digital Projects Lab (read more in "Data Matters," [Pages 40-41](#)). Bodemer completed the manuscript during a summer sabbatical in 2018.

NIKKI DEMOVIILE

Nikki DeMoville, electronic resources coordinator, delivered two presentations this year. In February she presented "Network Zone Analytics — What It Is and How Not to Ruin it for Everybody," at the 2019 SUNYLA (State University of New York Librarians Association) Midwinter Virtual Conference. She also presented "Network Zone Analytics: Getting the Most from Your Consortial Environment" at the ELUNA (Ex Libris Users of North America) Meeting in Atlanta in May.

JEREMY HOBBS

In May, acquisitions specialist Jeremy Hobbs presented a hands-on workshop during ELUNA Developer's Day, a one-and-a-half day pre-conference event for system administrators, customizers and developers to network, show what they have been working on, and learn from coders at other ELUNA member institutions and from Ex Libris. In Hobbs' workshop, participants learned how to use Alma APIs (application programming interfaces) to create their own applications using the Python programming language.

CONNOR LIEGL

Conny Liegl, designer for web, graphics and user experience, gave several presentations: "Content KonMari: Create Website Content that Sparks Joy" at the Higher Ed WEBSITES Conference, held June 6, 2019; "Countering Ruff Days: Improving Library UX With the Help of Therapy Dogs" at the Higher Education Innovation Summit, held July 8, 2018, and at HighEdWeb, in Sacramento on Oct. 23, 2018, where she served as the Academies Marketing Coordinator. She presented "We Go Together Like ... Content and UX" at the eduWeb Digital Summit 2018, held July 24, 2018, in San Diego, where she served on the Conference Committee as the track chair for Content and Email Marketing. Since 2018, Liegl has also served as a peer reviewer for *Weave: The Journal of Library User Experience*.

LAURA SORVETTI

Public services and instruction specialist Laura Sorveti gave a presentation about Julia Morgan, noted architect of Hearst Castle in San Simeon, at the Annenberg Community Beach House in Santa Monica in March 2019. Sorveti spoke to over 150 attendees about Morgan and her life, the architectural archives at Kennedy Library's Special Collections and Archives, and the history of the Morgan-designed pool and guest house at Annenberg Community Beach House, which was originally owned by Marion Davies and William Randolph Hearst. Read about the digitized Hearst-Morgan correspondence on [Page 45](#).

JESSE VESTERMARK

Architecture Librarian Jesse Vestermark's sabbatical program was approved this year. He will embark on a six-month sabbatical to study the contemporary relevance of the mandorla, the central, almond-shaped symbol created by two circles intersecting. The mandorla has a long multicultural history and includes a conceptual map to healing psychological and social rifts. As an MFA-holding artist and a champion of creative research, Vestermark will use his sabbatical to create paintings for exhibition and design hands-on workshops around the potential of the mandorla concept to encourage creativity and empathy. In support of this project, he was awarded a Cal Poly Research, Scholarship and Creative Activities Grant.

ZACH VOWELL

Digital Archivist Zach Vowell is working on improving software emulation technology with the EaaS (Emulation-as-a-Service) Development Team at the University of Freiburg, Germany. The project aims to make obsolete software accessible. When a digital file can no longer be opened on a computer because the software has become obsolete, software emulation makes it possible to open that file and to interact with it. The technology, however, is still in its early stages, and emerging emulation interface design has yet to be optimized for libraries and their patrons. Vowell's sabbatical project attempts to improve this situation through conducting a User Experience (UX) study of the EaaS interface, in close collaboration with the University of Freiburg.

RUSS WHITE

In August 2018, Russ White, data and GIS specialist, led a hands-on workshop titled "Data Lit through Data Viz" at the inaugural Mountain West Data Librarian Symposium in Boulder, Colorado. The symposium provided an opportunity for library professionals involved in data-related services, such as research data management, data literacy instruction, and visualization support, to gather and learn from this growing community. White's presentation focused on some of the instructional materials, visualization tools, and techniques for teaching introduction to data visualization workshops with first-year undergraduate students at Cal Poly. The workshops were developed to complement and expand the existing information literacy workshops already offered at Kennedy Library and to focus on the increasingly important skills of finding, using and effectively communicating data.

MEET THE NEW LIBRARY EMPLOYEES

DANIELLE DAUGHERTY



Danielle Daugherty joined Kennedy Library in fall 2018 as the research, scholarship and publishing specialist. Daugherty is an alumna of Cal Poly with a bachelor's degree in history and a minor in graphic communication. As a student, she interned in Kennedy Library's Special Collections, digitizing a Cal Poly publication from the 1940s for Digital Commons, and curated a mini-exhibit about the Filipino community on the Central Coast at the SLO County Historical Museum. Daugherty came to Cal Poly from a San Luis Obispo County administrative position and previously worked as a digital production artist at a printing company. She spends her weekends attempting to sleep in, enjoying family time, and binge watching Netflix.

IAN FETTERS



Ian Feters has been the evening services coordinator in Access Services since August 2018. He holds bachelor's and master's degrees in English, both from Cal Poly. Feters was a lecturer and teaching assistant in Cal Poly's English Department and worked in the university's Writing and Rhetoric Center. He also worked as a peer writing tutor and English-as-a-second-language instructor at Cuesta College. He is researching Antarctic fiction as part of two fellowships from Brown University and UC Berkeley. His most recent research, "Lovecraft's Dark Continent," was published in *Lovecraftian Proceedings*, Volume III. He also writes fiction and is a musician who enjoys recording and mixing music.

KEN KOLEGRAFF

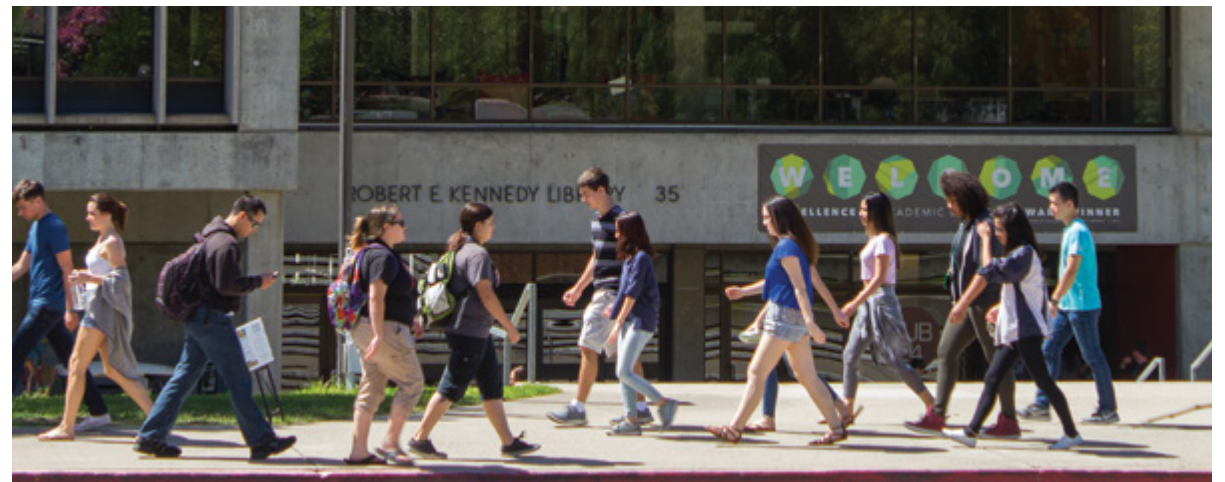


Ken Kolegraff became the library facilities manager in September 2018. He came to us with three years' experience as a project manager at Cal Poly's Facilities Planning office and over seven years of construction management and supervisory experience in the construction field before joining the university. Kolegraff spends his spare time pursuing a Master of Science degree in engineering/integrated technology management, riding the great surf breaks around San Luis Obispo County, and coaching youth football.

ASHLEY LAGUNA



Ashley Laguna joined Kennedy Library as the new assistant to the dean of library services in October 2018. Laguna previously worked at Central Coast Home Health and Hospice, where she was a quality assurance assistant. Prior to that, she was the health information coordinator at Dignity Health in Los Osos and a certified nurse assistant for San Luis Transitional Care. In her off hours, she enjoys decorating, improving her fitness at the gym, and kicking back with friends at the beach.



SARAH LESTER



Sarah Lester joined Kennedy Library in summer 2018 and jumped right into her role as the college librarian for engineering. She served as the engineering librarian at Stanford University in Palo Alto, California, from 2008 until 2018. In addition, Lester worked for many years in the information technology industry as a user interface designer and software engineer. She holds a B.A. in liberal arts from Evergreen State College in Olympia, Washington, and a master's degree in library and information science from the University of Washington. Lester spends her free time with her family, their four chickens, dog and hamster. She is also an avid collector of all things llama.

MERCEDES RUTHERFORD-PATTEN



Mercedes Rutherford-Patten joined Kennedy Library in fall 2017 as a library services specialist for instruction and reference support in Academic Services. She earned a bachelor's degree in biology with minors in chemistry, sociology and cultural anthropology from Central College in Pella, Iowa. After graduating, Rutherford-Patten attended Cuesta College, where she earned an associate degree in library information and technology. At Cuesta, she interned at Kennedy Library, gaining an in-depth understanding of the operations of an academic library and executing several projects. Currently she is pursuing a master's degree in library science at San Jose State University. Her favorite thing to do is play with her Labrador retriever, Murphy.



BUILDING KNOWLEDGE FROM EXPERIENCE

LEARN BY DOING AWARDS RECOGNIZE SCHOLARLY RESEARCH ON CAL POLY'S SIGNATURE ETHOS



Come to campus on any given day, and you'll find faculty and students engaged in a wide variety of hands-on Learn by Doing activities.

Kinesiology students designing and developing adaptive assistive devices to improve the lives of people with disabilities. An associate professor of psychology using cultural immersion to bring diversity and inclusivity into the classroom to broaden students' awareness.

Those are just two examples of the impact on pedagogy and practices that Cal Poly's Learn by Doing Scholar awards have recognized.

Examples of Learn by Doing can be found in virtually every corner of campus. But how is Learn by Doing defined? How do experiential models differ? What are the differences and similarities between disciplines? What does the research say?

The Learn by Doing Scholar awards, funded by the Dean's Advisory Council to Kennedy Library, encourages — and rewards — faculty members to look further and dig deeper to answer these questions and share their findings.

The awards recognize faculty members who advance the signature pedagogy through research on Learn by Doing. The council funds two Learn by Doing Scholar awards annually: \$2,000 is bestowed for completed research, and \$1,000 is given for proposed or in-progress research.

The awards acknowledge scholarly research that goes beyond descriptive examples of Learn by Doing projects and recognizes how faculty are directly contributing to the pedagogical understanding and practice of Learn by Doing.

"Everyone agrees Learn by Doing is good and that we should be actively evaluating it and not

just doing it," said Jeanine Scaramozzino, chair of the Learn by Doing Scholar awards committee and librarian for the College of Science and Mathematics and School of Education.

As part of that examination, Brian Greenwood, lead author of the book "More than a Motto: The Meaning Behind Cal Poly's Learn by Doing Signature" and a longstanding member of the awards committee, believes he and the book's co-authors found evidence to support the notion that Learn by Doing represents a unique institutional identity that has transcended into a full campus ethos.

"We've evolved in higher education to a point where accountability is important to our stakeholders," Greenwood said. "The Learn by Doing Scholar awards help promote scholarship that provides support for why it's working. For example, rather than a chemistry professor simply integrating students into the research process as a means of promoting Learn by Doing, that professor might organize a focus group afterward where the student research group reflects on the process and whether or not this form of learning was more impactful than taking an exam.

"The biggest struggle we've had is that while many Cal Poly faculty fully and completely embrace the Learn by Doing ethos, some either don't feel the need to measure its impact, are not equipped to do so, or are not provided incentives for it to count in furthering their career," Greenwood continued. "But, the Learn by Doing Scholar awards provide an incentive for faculty to engage in this type of scholarship, and the resulting output benefits all concerned — Cal Poly, our faculty, and most importantly, our students and the organizations and people who are served."

A The project "Design Thinking as a Framework for Teaching Packaging Innovation" by Javier de la Fuente, Irene Carbonell, Mary LaPorte won the 2019 award in the completed category.

B Sarah Bartlett won for "Effectiveness of Intergenerational Service Learning Programs for Psychology of Aging" in 2019.

C "More than a Motto" book authors Dawn Janke, Lorraine Donegan, Brian Greenwood, Keri Schwab.

It might seem that the focus of Learn by Doing is rooted more in the sciences and engineering disciplines. “We asked the faculty who are applying for the award to give us the definition of Learn by Doing within their discipline,” Scaramozzino said. “What does Learn by Doing look like in their field? The mechanism by which a discipline shares and evaluates research varies.”

It wasn't too long after the first awards were presented that the researchers noticed that their research was having a much wider impact than anyone had anticipated.

Many of the award winners present their research at international conferences, and several have had their peer-reviewed articles published. Citation databases demonstrate that these papers are being downloaded and used by other scholars and researchers around the globe.

One such article, “The Impact of Peer Mentoring on Marketing Content Mastery,” has attracted more than 1,400 reads and downloads from the library's Digital Commons platform and was cited in three other research papers.

That paper, co-authored and based on research by Orfaea College of Business faculty members Lynn Metcalf in the Industrial Technology and Packaging Area; Brennan Davis, Stern Neill and Lisa Simon in the Marketing Area; and Sharon Dobson in the Finance Area, won the 2017 Learn by Doing Scholar Award in the completed research category.

The 2016 in-progress research award went to Alan Kiste and Gregory Scott, faculty members in the Chemistry and Biochemistry Department. Their paper, “An Examination of Student Outcomes in Studio Chemistry,” was subsequently published in the prominent journal *Chemistry Education*

Research and Practice, published by The Royal Society of Chemistry. The article detailed the effects of a major curriculum revision that included using student learning assistants (LAs) that was found to increase student engagement and success in a general chemistry class.

Kiste's and Scott's research examined student outcomes in their studio chemistry courses in general chemistry, which was comprised of two components: the studio curriculum and pedagogy, and the inclusion of learning assistants in the studio classroom.

“Because of the positive effects that the LA program has on student learning and on the learning assistants themselves, I had been looking for other venues to establish similar programs,” Kiste explained. In fact, Kiste recently returned from a sabbatical at a Chinese university, where he helped implement the learning assistant portion of his and Scott's work. “This is, as far as I am aware, the first and only LA program at a Chinese university,” Kiste said.

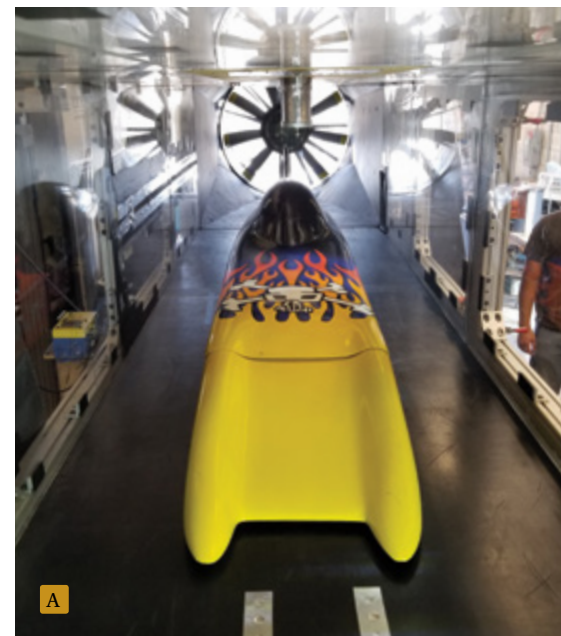
He had met the dean of the School of Pharmaceutical Science and Technology (SPST) at Tianjin University in Tianjin, China, in 2016. “I told him about the positive impacts our research found on student learning, and he invited me to give a talk at SPST the following fall,” Kiste said.

Kiste delivered on that promise and spent an additional two quarters in 2019 at SPST, establishing a learning assistant program in organic chemistry. “I modified the training curriculum I had developed for our LAs, and I trained the faculty to run the program,” he said.

Kiste collected qualitative data on the Chinese learning assistants' experiences and plans to publish those findings.



▲ 2016 award winners Gregory Scott and Alan Kiste.



▲ A Student engineers wind-tunnel test “The Challenger,” a record-breaking vehicle designed by Don Baumea.



B The library exhibit “Limitless: The Process of Innovation” showcased many experimental prototypes by students.

Published articles and conference presentations are common ways to share information; exhibitions provide another avenue. Last year, Kennedy Library co-hosted “Limitless: The Process of Innovation,” an exhibit based on the work of former aerospace engineering faculty member Graham Doig (see [Pages 14-15](#)). He won the in-progress research award in 2018 for his project titled “Why Do Some Students Choose to Get Involved in Co-curricular Engineering Projects?”

The exhibit showcased student-designed and fabricated projects, such as a human-powered submarine, a top-speed gravity-powered vehicle, and a fully electric long-range sports car. These physical manifestations were shared in a unique manner that exposed more people to it than would otherwise have been possible.

“The successful applicants for the Learn by Doing Award present a compelling definition of Learn by Doing and clear evidence as to how the scholarship contributes to the understanding and practice of Learn by Doing,” Scaramozzino said. “More generally, successful applicants demonstrate quality and intellectual merit, creativity, clear methodology, and meet all application requirements.”

Now in its fifth year, the awards are formally presented to winners during Cal Poly's annual Fall Convocation.

In 2019, the award will be presented to faculty members Javier de la Fuente (Industrial Technology and Packaging), Irene Carbonell (Industrial Technology and Packaging) and Mary LaPorte (Graphic Design) for their completed project “Design Thinking as a Framework for Teaching Packaging Innovation.”

The recipient of the Proposed or In-Progress Award is Sara Bartlett (Psychology and Child Development) and her project “Effectiveness of Intergenerational Service Learning Programs for Psychology of Aging.”

For more information, go to: lib.calpoly.edu/faculty/learn-by-doing. ■

DATA MATTERS

DIGITAL PROJECTS LAB HELPS MAKE SENSE OF DATA

Not long ago, gathering and analyzing massive amounts of data could take students and faculty researchers weeks or even months to compile. Today, that same information can be garnered in minutes and made visually available in the form of charts, maps, graphs and infographs.

And it can all be readily accomplished at Kennedy Library's Digital Projects Lab (DPL), a place where students and faculty can get help working with data related to their research.

The DPL — composed of the former Data Studio and Digital Research Hubs — is a cross-unit collaboration involving Brett Bodemer, College of Liberal Arts librarian, coordinator of reference, and coordinator of the DPL; Russ White, data and geographic information systems (GIS) specialist; and Zach Vowell, digital archivist.

"Scholarship is changing the way we conduct research," White said. "Students are required to use data sources and be able to communicate that information visually. We can help faculty and students find a data source or the software to do analyses or visualization such as charts, graphs, maps and infographics. We help people make sense of their data and be able to communicate the meaning of it."

To do this, the DPL employs several student

assistants or peer assistants, modeled after the successful LibRAT program (see "10-year Anniversary," Pages 9-11). The team helps students and faculty across campus use digital tools, network to find relevant partners, and build a campus community for scholarship and expressive activities.

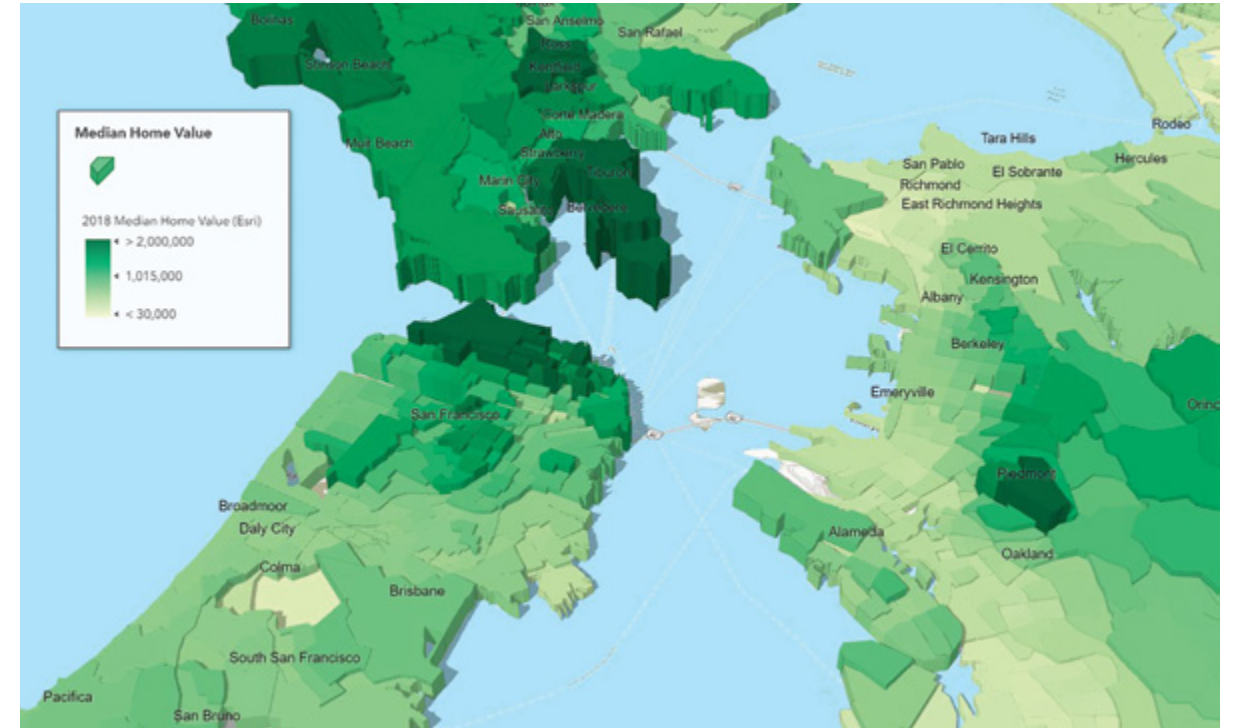
"We are trying to get students to engage with digital tools for information visualization in their first or second year," Bodemer said. "We conduct workshops; we host events at which students can become familiar with specialized tools. Our Programming for Non-Programmers workshop introduces command line tools for students who may never have encountered them before. These are skills that transfer to any project."

In DPL's Introduction to Data Visualization workshop, students learn how to build a data dashboard to organize and present relevant information in an easy-to-read format.

"Today's journalism students aren't just learning how to write compelling stories for a print publication; they are also learning to create visually appealing graphics to go with the article to post online," Bodemer said. "We have the tools to take a highly technical topic and communicate it to a general audience."



▲ Cal Poly students can engage with visualization software on library computers in Hub24.



▲ Median home value in the San Francisco Bay area, visualized as a 3D height map using ESRI ArcGIS Online.

For example, one class partnered with the university's Digital Transformation Hub, powered by Amazon Web Services, to track all donors who had given to Cal Poly over the last 20 years.

"Students had to come up with a way to visualize that information in order to find insights into giving," White said. "I worked with them to create an interactive dashboard to map and visualize trends in Cal Poly giving over time. Cal Poly had the data, but it was hard to explore. This exercise was intended to help fundraisers conduct more effective outreach to potential and existing donors."

In another example, a political science class was tasked with examining gerrymandering in U.S. Congressional districts. "Students had to make their own gerrymandered maps," Bodemer said. "They took on the role of drawing district boundaries, taking advantage of minimizing the competitiveness based off demographic and voting data."

In a history class, students were asked to explore the demographics of their neighborhood from the 1960s to today. This "race mapping" assignment was designed to engage students in critical

thinking about race, introduce students to digital tools, and illustrate to students that the library is willing and able to support their research.

The class also served as a model for effective library and instructional faculty collaboration. "Kennedy Library helps fill unmet academic and student needs and is open to any discipline," Bodemer said. "We are partners in advancing the data literacy of our students."

Assistant Professor of English Chelsea Redeker Milbourne has experienced this partnership firsthand. "I have had a wonderful experience working with the faculty and staff of Kennedy Library's Digital Project Lab," Milbourne said. "Russ White, in particular, has visited two of my classes to present his Introduction to Data Visualization workshop. This workshop is informative, accessible and hands on. By the end of the workshop, students are using real data sets and data visualization programs to analyze data, make arguments, and visually communicate their findings with their peers."

For more information about the Digital Projects Lab, go online to: bit.ly/lib-dpl. ■

THE EVOLUTION OF A CAMPUS

NEW COLLECTION SHOWS THE PHYSICAL GROWTH OF CAL POLY

During his 34-year-tenure on campus, from 1982 to 2016, Rex Wolf, architect and former project manager for Cal Poly's Facilities Management and Development office enjoyed a unique insider's role in shaping the university's physical growth and ever-evolving campus.

Thanks to his efforts and foresight, the development of Cal Poly's sprawling physical expansion can now be seen by anyone who visits Robert E. Kennedy Library.

Last year, Facilities transferred to the University Archives thousands of documents and other material, including slides documenting campus projects in the 1970s, architectural drawings, and photos illustrating how the campus has grown.

Wolf donated hours of his time volunteering in Special Collections. "Rex helped to describe and date the photos and drawings so that when they are added to the online collections, researchers will be able to find images and other records," said Zach Vowell, digital archivist for Kennedy Library.

According to Wolf, "The collection tells a good story of the development of Cal Poly from a construction perspective."

The collection consists of:

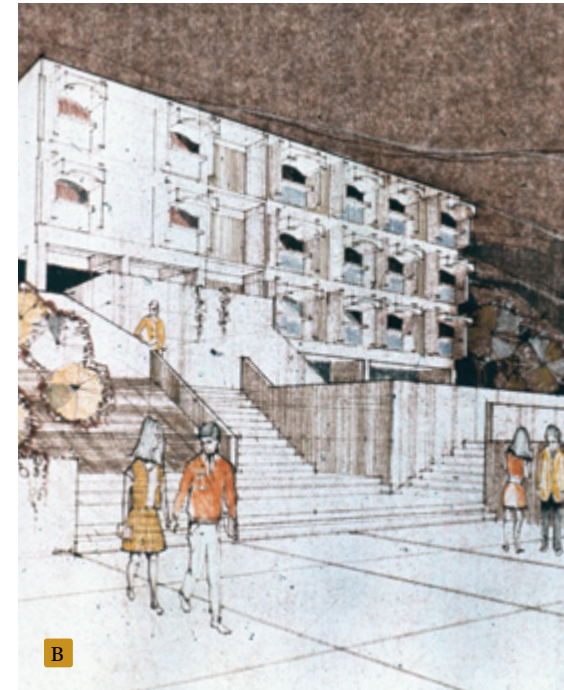
- Digitized plans of construction projects from 1906 to 2000.
- Selected paper maps and construction plans.
- The P.K. Phillips slide library, consisting of over 3,000 slides, as well as digital copies of the slides. Phillips was the campus architectural coordinator from the '70s to the '90s.

Wolf considers some of the more important and interesting items in the collection to be: original drawing of the first buildings on campus, maps, images of building sites before construction, images of student-built projects under construction, a time capsule being buried under the library's patio, buildings under construction from the mid-1970s to 2000, photos of architectural models and designs for proposed projects that were never built.

"Much of this acquisition adds fresh documentation to the University Archives, especially the images and plans during Warren J. Baker's term as president from 1979 to 2010," Vowell said. "The campus has seen quite a few changes over the years, and we are excited to make so many new details of those changes available to researchers and students."



▲ A Photograph of Cal Poly campus, 1910.



▲ B Design-phase renderings of Sierra Madre Hall.
C Students building the concrete Erhart Ag Bridge.



▲ D Photograph of Cal Poly campus, 2014.

Over its 100-plus-year history, Cal Poly has experienced tremendous expansion, both in terms of student enrollment and the campus' physical attributes. Here's a look by the numbers:

Total Student Enrollment	
1909-10	139
1954-55	2,745
2000-01	17,028
2013-14	19,703

Total Number of Buildings	
1909-10	22
1954-55	130
2000-01	302
2013-14	365

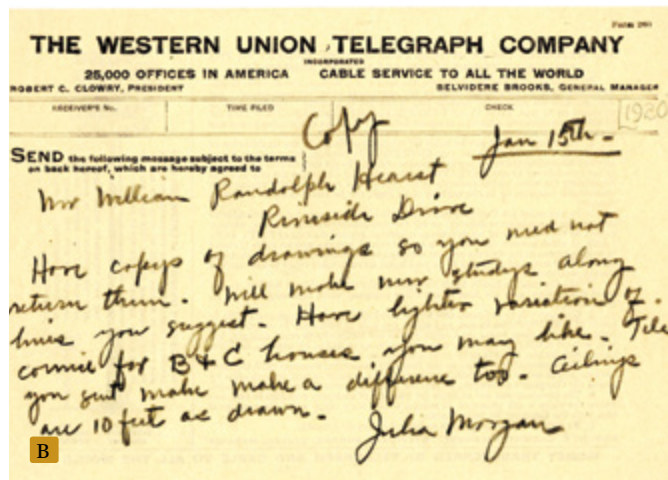
Total Building Square Footage	
1909-10	88,879
1954-55	845,903
2000-01	3,763,308
2013-14	6,032,563

Student Housing Square Footage	
1909-10	20,804
1954-55	193,121
2000-01	524,009
2013-14	1,607,172

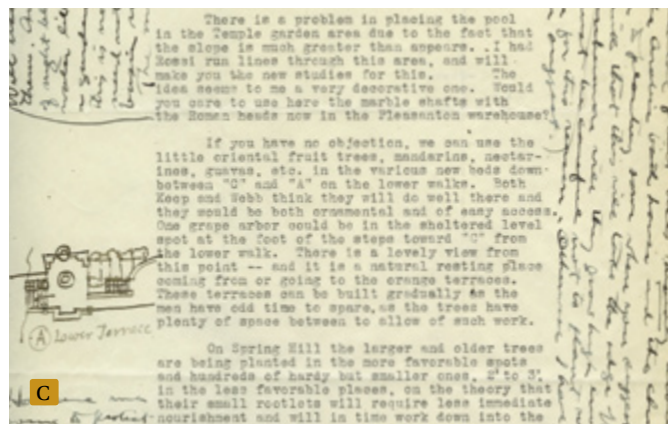
Parking Square Footage	
2000-01	312,450
2013-14	909,404



A



B



C



D

KEYS TO THE CASTLE

HEARST-MORGAN CORRESPONDENCE IS NOW AVAILABLE ONLINE

It took more than three decades for William Randolph Hearst and architect Julia Morgan to build Hearst Castle, originally named La Cuesta Encantada or The Enchanted Hill. During much of that time, the two exchanged thousands of letters and telegrams in which they discussed every imaginable detail of the historic project, from treasured works of art and carved doors to window screens and a vacuum cleaner.

Kennedy Library's Special Collections and Archives has been actively preserving these documents, which includes 13 boxes of correspondence from Hearst's office staff, his art dealer, and various contractors involved in the construction. The entire collection of correspondence makes up just a fraction of the Julia Morgan Papers, which includes many other types of records donated by her heirs.

And until last year, the correspondence was available only to visitors to the library. Now, thanks to a laborious three-year digitization project, the entire collection is accessible to anyone with an internet connection at morganpapers.org.

Library Digital Archivist Zach Vowell oversaw the project, which took five student assistants over 800 hours to complete. The students digitized 3,270 pages. They also worked to make every word in the letters keyword searchable.

Former student assistant Ella Worley (Wine and Viticulture, '19) worked on the project from fall 2017 to winter 2018. "I had a great time learning about the Hearst-Morgan relationship while digitizing their correspondence," Worley said. "Day to day, there was a lot of repetition — handling, scanning, cropping and straightening. But once I got to the transcribing step, it was awesome seeing how their relationship worked. There were jokes and disagreements, miscommunication and collaboration. It was exciting!"

"During my time in the archives, the Morgan papers were some of the most requested documents in our collection," she continued. "These letters are on fragile paper, and they're old. Some are written in pencil, which fades, and each time they're handled, their integrity degrades. Morgan was a very private woman, so not much of her personal life was known while she was working. These letters are some of the best windows into her personal and professional life."

Digitizing the collection was just part of the equation, though. Vowell still wanted to make the correspondence more easily and widely accessible. For that, he enlisted four computer engineering students to build a web portal, which allows users to conveniently search the full text of the letters, browse by a timeline or a map (which tracks Hearst's travels as he wrote), bookmark letters of interest, and generate citations of letters for use in scholarly works.

Students working on the project were treated to another excellent Learn by Doing opportunity. "Working on the digitization project was a great experience," said Joey Wilson, a fifth-year computer engineering student. "I got to try out a different field of software engineering in a real-world environment with a customer and a team to answer to. I'd never done any sort of website development and was unfamiliar with most of the technologies we worked with, so this project gave me an awesome chance to learn new skills and explore different career paths."

"I spent most of the first quarter learning skills, then we put together an amazing product," Wilson continued. "This project has a large scope and could prove interesting to a great many people, especially historians and architects."

The portal also employs machine-learning technology to provide automated suggestions, based on the text found in a search result, of related digitized photographs and documents from the Morgan collections at Cal Poly. The home page even displays a "Letter of the Day," which corresponds to the letters written on the current calendar day.

- ◀ A Student employees discuss details of a scanned letter.
- B Telegram from Morgan to Hearst, 1920.
- C Many of the historic documents contain handwritten drawings and annotations by Morgan, like this 1923 letter.
- D Each piece of correspondence was digitized by hand.

POWER TO THE PEOPLE

LOCAL NUCLEAR POWER STRUGGLES CHRONICLED IN NEW COLLECTIONS

Nearly everyone living in San Luis Obispo County from the late '60s to the '80s — and a majority of people throughout California and beyond — likely remembers the controversy surrounding the opening of Diablo Canyon Nuclear Power Plant. It was a time well-recorded in print, photographs and motion pictures. Now, anyone interested in the history of nuclear power in the region can head to Kennedy Library Special Collections and Archives to learn more.

Noted California filmmaker Judy Irving has donated to the library original 16 mm film footage, magnetic audiotape, and associated materials related to her 1982 documentary “Dark Circle,” an impassioned, feature-length film on nuclear weapons and power.

The film won the 1983 Grand Prize for Documentary at the Sundance Film Festival. A third of the film focuses on the construction of Diablo Canyon Nuclear Power Plant, legal actions taken by the San Luis Obispo Mothers for Peace, and the 1981 blockade, where record-breaking numbers of people, including local activist Raye Fleming and then-Gov. Jerry Brown, attended protests to stop the opening of the plant. This 20-day blockade remains the largest anti-nuclear civil disobedience action in U.S. history.

The donation comprises all of the never-before-seen outtakes filmed in San Luis Obispo. A sampling of the film and tape is currently being digitized and synchronized by the California Revealed project, a state library-funded initiative that provides online access to significant California history.

“The ‘Dark Circle’ donation brings dimension to our environmental collections, which were also complimented this year by a donation from anti-nuclear activist Mark Evanoff,” said Director of Special Collections and Archives Jessica Holada (see images at right). “Together with the organizational records of the San Luis Obispo Mothers for Peace and the library’s Diablo Canyon Public Documents Collections, these collections trace decades of local environmental action.”



▲ A Activists outside Diablo Canyon Nuclear Power Plant in Avila Beach.
 B The library was permitted to digitize the Abalone Alliance newsletter “It’s About Times” in its entirety.



QUICK FACTS 2018-19

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