



CAL POLY

2020-2021

INSIDE 35

The Robert E. Kennedy Library Annual Report





VISION
PURPOSE
VALUES

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 in 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.

TABLE OF CONTENTS

04 Letter from the Dean

06 Kennedy Library’s Virtual Programs Help New Students Succeed

10 Library Study Space Reopening Creates New Opportunities for Students

14 Despite Closure, Kennedy Library Innovates to Support Students and Faculty

16 Finding Your Mustang Way

18 With Passion, Comes Action and Change: “¡Viva La Causa! A Decade of Farm Labor on the Central Coast”

22 Digital BIPOC-Focused Primary Sources Let More Voices Be Heard

26 Supporting the Campus and Community in the Archives

30 The LibGuides Open Review Discussion Sessions

32 New Publications Feature the Library’s Architectural Archives

34 Donors Give Generously to Special Collections and Archives

40 Poly Publishing: Enhancing Access to Cal Poly Scholarship

44 Former Student Assistant Searches for Life on Mars

46 Selected Staff Highlights

48 New Library Staff

49 Support Kennedy Library

50 Imprint

LETTER FROM THE DEAN

Adriana Popescu

Dean of Library Services
Robert E. Kennedy Library



Greetings from Kennedy Library!

Dear Friends,

In my address last year, I mused that the newly renamed Inside 35 publication was highlighting the library's activities that took place mostly outside Building 35. I didn't think that I would once again write this introduction after a full year of operations and services were provided mostly outside 35. Last year, I praised the library's ability to adjust and adapt to the restrictions and conditions imposed by a global pandemic. A year later, I want to instead emphasize the resilience of the library team during a time of uncertainty, an ongoing pandemic, and social and racial upheavals that underscored the severe chasms within society.

As I write this note, we are grateful that we were able to welcome students, faculty and staff back to our building when the new academic year began in September. Despite the extraordinary times we all experienced and, in many ways, continue to experience, we are using what we learned during this past extraordinary year to plan, improve, innovate and recalibrate our physical space, activities, services and programs and our organizational culture. We learned that we can remain engaged with the community even though we can't offer the physical space of the library, a lesson that will come in handy when we embark on the physical transformation of Building 35. After all, we are a Learn by Doing library.

This year's stories highlight successes and transformations, which will remain woven into

the fabric of our organization. Instituting contactless pick-up for library materials is an example of learning how to quickly bring together people to solve immediate problems (Pages 14-15). We also became more effective at engaging with our constituencies (Pages 6-7). We reached more users through virtual consultations and online reference assistance and helped them get access to the expertise and materials they needed (Pages 22-25). We opened access to special collections through on-demand digitization. We broke barriers in the adoption of digital resources for teaching. And we began the challenging work of developing a community-based, critical, anti-racist peer review culture (Pages 30-31).

Returning to the theme of resilience, Kennedy Library was in the enviable position of relying on a strong foundation at the time when we had to pivot to virtual operations; the digital transformation of Kennedy Library had started long before the onset of the pandemic. We had well-established online reference services when the library doors closed in March 2020. We have invested in digital collections for the past 10 years, but the pandemic dictated that we accelerate the pace of electronic content adoption. Most importantly, we have an amazing team of people committed to continuing to serve the Cal Poly and local communities, no matter what challenges arise. I hope you will enjoy reading about our accomplishments and that you will join me in expressing gratitude and admiration to the incredible staff, faculty and student assistants of Kennedy Library for their resilience, passion and commitment to Cal Poly.

As we look forward to a new academic year, I and the entire Kennedy Library team want to express our gratitude for your continuing support of Cal Poly's Learn by Doing library. We wish you all a healthy and thriving year.

Sincerely,

Adriana Popescu

KENNEDY LIBRARY'S VIRTUAL PROGRAMS HELP NEW STUDENTS SUCCEED

For many Cal Poly students, one of their first experiences in Kennedy Library is attending a Foundational Experiences workshop. In these workshops, offered through one of their first-year courses, students are introduced to library resources available for their research and other projects.

To support remote teaching and learning during the COVID-19 pandemic, the organizers of the Foundational Experiences workshops transitioned all of the curriculum, including Introduction to Data Visualization and Finding and Using Images, to virtual live, synchronous sessions that continue to champion Cal Poly's Learn by Doing philosophy. Using Zoom meetings and leveraging features like polling, chat and breakout rooms, each workshop offers an engaging and collaborative experience to meet the needs of diverse learners.

"We wanted to create a live workshop experience for the students virtually as well as we could," said Kaila Bussert, the library's foundational experiences librarian. "It was especially important for us to provide meaningful interactions for the students and give them the opportunity to participate and work together.

In the Research workshop, students learn

"We wanted to create a live workshop experience for the students virtually as well as we could."

how to strategically search Kennedy Library's databases, ask questions, and hone their research skills by completing in-class activities focusing on evaluating information for credibility. The Introduction to Data Visualization workshop shows students how to use data to support an argument, interpret data visualizations, and create effective data visualizations. Finally, in the Finding and Using Images workshop, students learn how to find the best images for their topics, analyze how an image achieves a specific purpose, and how to cite images properly.

"The students value the interactivity of these virtual workshops, especially activities such as quizzes and group

Chase's Excellent Research Adventure

Purpose

In this activity you will assist Chase in gathering sources for her research assignment.

Time

This activity takes approximately 10 minutes.

Navigation

Follow the slide prompts to navigate through the tutorial and complete the mission.



◀ A screenshot of one of the virtual activities offered by the library.

discussions, and the opportunities to apply research strategies to their own topics and assignments," said Mercedes Rutherford-Patten, academic services librarian for reference and instruction. "Many students appreciated the opportunities to interact with librarians and peers through these activities and felt that their confidence in using library resources and services improved during the workshop."

The workshop is co-facilitated by librarians, specialists and peer-instructors (the library's research assistant technicians, also known as LibRATs).

"Offering these workshops virtually would be impossible without the LibRATs," said Rutherford-Patten.

Lauren Borlovan, a recent architecture graduate who had worked in the library since her first year on campus, had the opportunity to learn how to run the virtual workshops alongside her peers and librarians.

"I miss the day-to-day interaction with students that you get from being at the library's Research Help Desk, but I think we found some great ways to help students virtually. Being able to contact the student for follow-ups after their workshop and working with them one-to-one through Zoom was a great opportunity for more collaboration."

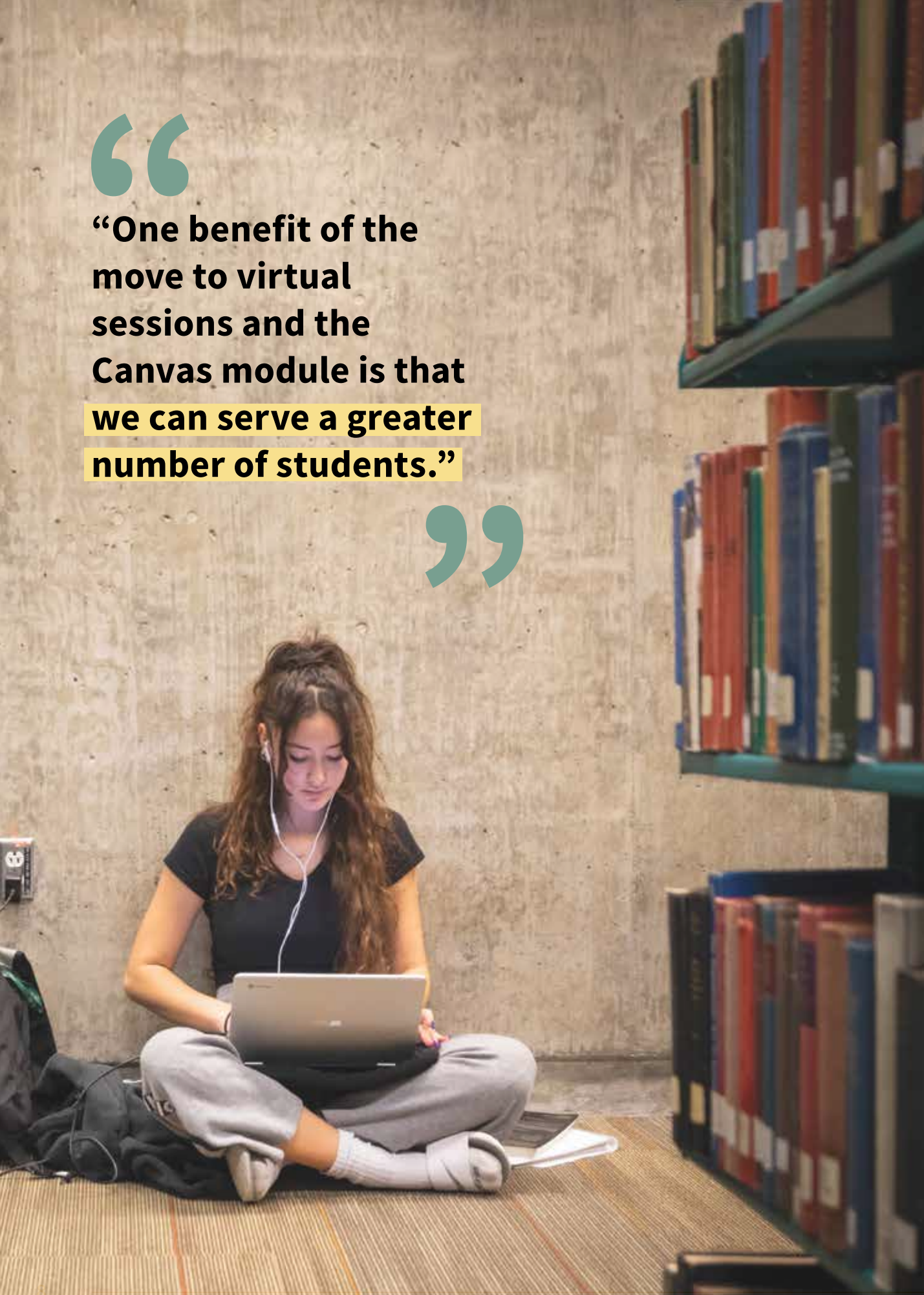
Suha Hassain, a third-year civil engineering major who began working in the library in early 2020, added, "Everyone in the library did a great job of preparing us for the new way of working virtually. We're all looking forward to teaching in person one day, but I think we've made the best out of a difficult situation."

Over winter and spring quarters, the LibRATs completed training for the remaining portion of the virtual research workshop as preparation to co-teach these workshops in fall quarter without a librarian present.

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“One benefit of the move to virtual sessions and the Canvas module is that we can serve a greater number of students.”

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Before the move to virtual instruction, each research workshop was taught by one LibRAT.

In addition to offering virtual workshops, the Foundational Experiences team, in collaboration with the library's Special Collections and Archives department, rolled out a new Canvas Research Module titled "Starting Your Research: Ethics, Information Sources, and Evaluation" to support student research assignments and information literacy instruction.

The Canvas module offers students a virtual orientation to the library, including how to use the library's OneSearch catalog and how to find and access electronic textbooks. Students are introduced to the research process, research ethics and bias, and evaluation of information sources for credibility and relevance, as well as how to research in Special Collections and Archives for primary sources. Additionally, students can play an interactive, choose-your-own-adventure-style game to strengthen their understanding of how to find and identify various types of information sources.

Students outside the Foundational Experiences program can also benefit from this research module because it introduces foundational research and information literacy skills that are applicable across disciplines.

"One benefit of the move to virtual sessions and the Canvas module is that we can serve a greater number of students," said Bussert. "In person, we usually can only

accommodate a class of 30 or so students, but we've had virtual sessions with as many as 80 students."

The Foundational Experiences workshops will remain virtual for fall quarter, with more sessions offered per week than previously to accommodate mornings and evenings.

"Virtual instruction is a valuable option for future library research workshops, and is especially helpful in reaching more students," said Rutherford-Patten. "In the future, we hope to have a hybrid model for Foundational Experiences where there are in-person and virtual workshop options.

"One silver lining of the pandemic and move to remote/virtual instruction was the opportunity to create, evaluate, and improve a program model for when the library closes for the renovation," added Rutherford-Patten.

To access the resources mentioned in this article, visit: <https://guides.lib.calpoly.edu/research-101>.

LIBRARY STUDY SPACE REOPENING CREATES NEW OPPORTUNITIES FOR STUDENTS

On May 11, the Kennedy Library re-opened Hub24, its first-floor study space area to Cal Poly students, faculty and staff after being shuttered for over a year due to the COVID-19 pandemic.

The study space was offered with social distancing and personal protective equipment safety guidelines in place, in line with public health guidance at the time, and was able to accommodate up to 200 students at a time Mondays through Fridays through the end of the spring quarter. Reopening the space provided students with access to printing, two additional campus all-gender restrooms, and group and individual study spaces. Group study spaces, albeit socially distanced, were popular and deeply appreciated by many students.

In addition to providing students with a place to study indoors on campus, reopening the space also meant an opportunity for on-campus employment for students. Fifteen students came on board to assist with the grand reopening of the Hub24 study



space. Many of these student employees were first- and second-year students who had never had the opportunity to visit the library before and were even more excited for the opportunity to work with library managers to provide a large indoor study space for their peers.

“When we opened the study space monitoring positions, we received many high-quality applications almost immediately,” said Ian Feters, site manager for the library. “Most of these students have been eager to get back to the library (or visit it for the first time in their college careers), so they were motivated to come work for us.

“I appreciated just how enthusiastic each and every member of our study space monitoring team was,” Feters continued. “So many students have come to rely on Kennedy Library as a space for them to study, collaborate, socialize, research and thrive away from the cramped dorms and noisy off-campus apartments.

“So many students have come to rely on Kennedy Library as a space for them to study, collaborate, socialize, research and thrive away from the cramped dorms and noisy off-campus apartments.”



“I look forward to opening our doors again to provide a safe and well space for students to thrive while completing their studies. Things are still uncertain, but what is certain is that the library is needed. We can open our doors and be safe together,” Feters added.

Student assistants were eager to help their fellow students learn more about the library’s resources.

“I remember visiting the library nearly every other night during my first year and using the 24-hour study space, especially around midterms and finals,” said one student assistant who helped monitor the study space and educate users on how to adhere to safety guidelines. “It was great to help make this resource available to my fellow students.

“The library is a wonderful place to visit and study throughout the day, with opportunities for different studying styles and experiences,” continued the student. “I’m looking forward to seeing students discover it for the first time.”



DESPITE CLOSURE, KENNEDY LIBRARY INNOVATES TO SUPPORT STUDENTS AND FACULTY



During the COVID-19 pandemic, libraries around the world were challenged to continue to offer essential services while also maintaining safety for their team members and users. The Access Services team at the Kennedy Library researched alternative methods of providing library services and implemented systems that allowed the campus community digital access to course reserves, as well as contactless access to the library's physical and interlibrary loan materials.

Since access to library course reserves is crucial to so many students, Access Services worked with library Acquisitions and Systems staff to rapidly transition from offering mostly print resources to offering only e-books and other digital items. An online form was created so faculty could easily request course materials to be purchased in digital form.

Over summer 2020, Access Services staff dedicated themselves to researching the latest quarantine and material-handling protocols coming from the Online Computer Library Center (OCLC) Realm project (<https://www.oclc.org/realm/research.html>). They implemented procedures to offer the campus community access

to the library's physical and interlibrary loan materials via a contactless pickup service. Upon arrival, users could call staff members, who then brought the materials outside to them. In order to serve users who were unable to physically come to the library, Access Services, Interlibrary Loan and Systems staff launched off-campus delivery services in fall 2020 that enabled the library to ship materials to students and faculty anywhere in the continental U.S. and Alaska.

Contactless access to materials worked well, and countless individuals used the service. Contactless pickup and off-campus delivery services combined provided over 1,400 library materials to users while the main library was closed. The library increased digital reserves from about 100 items to approximately 400, allowing students simultaneous access to materials that could only be used one at a time in physical form. "This has been an opportunity to explore new ways of expanding access to library materials and services," said Access Services Coordinator Cathe Olson. "What we've learned will continue to benefit students and library users even when the library reopens."

FINDING YOUR MUSTANG WAY



During the 2020-21 academic year, although many of us were physically distant from campus, Cal Poly students were hard at work updating and improving a digital, interactive campus map to help individuals navigate campus more easily while also laying the groundwork for future mapping projects.

Through a collaboration with the Kennedy Library Digital Projects Lab, Cal Poly Facilities Management, the county of San Luis Obispo and the Environmental Systems Research Institute (ESRI) Community Maps program, student teams working in classes, on senior projects and in internships contributed a series of updates to a shared Cal Poly campus basemap.

Imagery

A foundation of modern maps is accurate, high-quality aerial imagery. San Luis Obispo County is responsible for contracting updated aerial imagery for the county. As the students began their work, they encountered a challenge in that the county did not have an easy way to share this large dataset with students. Kennedy Library Data and GIS Specialist Russ White helped connect the county with ESRI's Community Maps program as a way to make this



[A] Cal Poly campus features prepared by students to be included in the ESRI interactive online basemap.

[B] Updated aerial imagery from San Luis Obispo County contributed to students' mapping efforts.

[C] Cal Poly campus CAD features available from Facilities Management.



imagery available to students and to the broader public. In spring 2021, the imagery was published to the ESRI ArcGIS Online mapping platform, providing students with an updated and high-resolution view of campus and the entire county.

Campus Features

In a related project, student teams in geography and in natural resources and environmental sciences courses collaborated with Cal Poly Facilities Management to access updated computer aided design (CAD) files of the campus. These detailed files outline buildings, sidewalks, planters, curbs, crosswalks and even parking lot lines. With help from White, the students converted these layers from CAD format into interactive GIS format, providing greater flexibility in using and displaying these campus features in upcoming digital mapping projects.

Campus Network

For their senior project, students Camille Sanseverino (Anthropology and Geography, '21) and Kennedy Skinner (Anthropology and Geography, '21) brought together the aerial imagery, map layers and GPS mapping of their own to improve navigation,

walkability and accessibility on campus. Sanseverino and Skinner combined this information to map the interconnected walking paths across campus. By connecting these pathways as a digital network, Sanseverino and Skinner created walkable routes. This dataset will be an essential component of future web or mobile apps, which can enable users to route to specific locations.

"As fourth-year geography students, they know this campus better than Google Maps," said White. "And now their knowledge and this network can enable others to navigate campus as well."

In addition to mapping walking routes, Sanseverino and Skinner created a map identifying the Americans with Disabilities Act (ADA)-accessible and gender-inclusive restrooms on campus. They referenced these locations from static PDFs created by Cal Poly Facilities and converted these to an interactive map format so that this information can be incorporated into future maps and applications. Their work fills an important need at Cal Poly to provide information about campus in flexible formats for users to examine and address issues on accessibility and inclusion for underrepresented and minoritized students on campus.

These projects provided a way for students to stay connected to the campus while working and studying remotely. As students, faculty and staff return to campus, these students' work will help them navigate through and work toward improving access to Cal Poly's shared campus.



WITH PASSION, COMES ACTION AND CHANGE: “¡VIVA LA CAUSA! A DECADE OF FARM LABOR ON THE CENTRAL COAST”

In partnership with the Office of University Diversity and Inclusion (OUDI), Student Diversity and Belonging (SDaB), Student Affairs and the Office of the President, Kennedy Library created two installations highlighting the 2001 traveling exhibit “¡Viva La Causa! A Decade of Farm Labor on the Central Coast” and related Kennedy Library archive “Central Coast Farm Labor Organizing Collection.” The primary installation is located in the first-floor elevator lobby of Kennedy Library. The second introductory installation is on view in the University Union hallway across from the MultiCultural Center. Both installations pay tribute to activist, feminist and labor leader Dolores Huerta to honor her lifelong work in service to California and its residents. In spring 2020, on the occasion of Huerta’s 90th birthday, the California State University board of trustees resolved that each of the 23 CSU campuses would pay tribute to Huerta’s legacy for generations to come. Cal Poly honored Huerta through the installations of the “¡Viva La Causa!” exhibit in the library and University Union as well as establishing an annual service award. The projects were unveiled at the 2021 President’s Diversity Awards ceremony in May.

▲ Detail of the illustration of Dolores Huerta, designed by Solena Fordham Aguilar (Art, '21) for inaugural President’s Diversity Awards “Si Se Puede” annual service award category and ¡Viva La Causa! exhibit dedication.

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For this exhibit, I wanted to highlight the farmworker stories and present the information in a recognizable, storytelling format.

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The exhibit pays tribute to the work of the United Farm Workers and social justice leaders like Huerta and documents the voices and contributions of the farmworker community on the Central Coast. This story is primarily shared through the lens of photographer Manuel Echavarria and demonstrates how farmworkers and organizers played a crucial role in the local farm labor movement and whose stories remain largely untold. The “¡Viva La Causa!” exhibit and the historical archive together capture the movement and the voices of many who collectively organized in support of the labor movement by which farmworkers were able to fight and demand better wages and working conditions for generations of farmworkers.

Creative Works’ student assistant and graduating senior Solena Fordham Aguilar (’21, Art and Design) designed the public installations. “For this exhibit, I wanted to highlight the farmworker stories and present the information in a recognizable,

storytelling format,” she said. “We wanted to amplify the families and workers that fought for the United Farm Workers movement, so I decided that the Spanish translations should be read first in all of the didactics since that was the language that the farmworkers are most comfortable with. I also made this decision so that non-Spanish speakers could be exposed to a different language. I want the viewer to understand how often the roles are reversed to encourage thoughts about their own privilege when it comes to language.”

The installation, set in the busy library lobby, required a dynamic and thoughtful design. “I chose a black-and-white color palette so that the black and white photographs by Manuel Echavarria would not get lost in a sea of color, and I selected a yellow color to highlight important call-outs and guide the viewer’s eye as they traveled the exhibit,” Aguilar said. “I utilized large white shapes throughout to move and connect the viewer from one panel to the next.

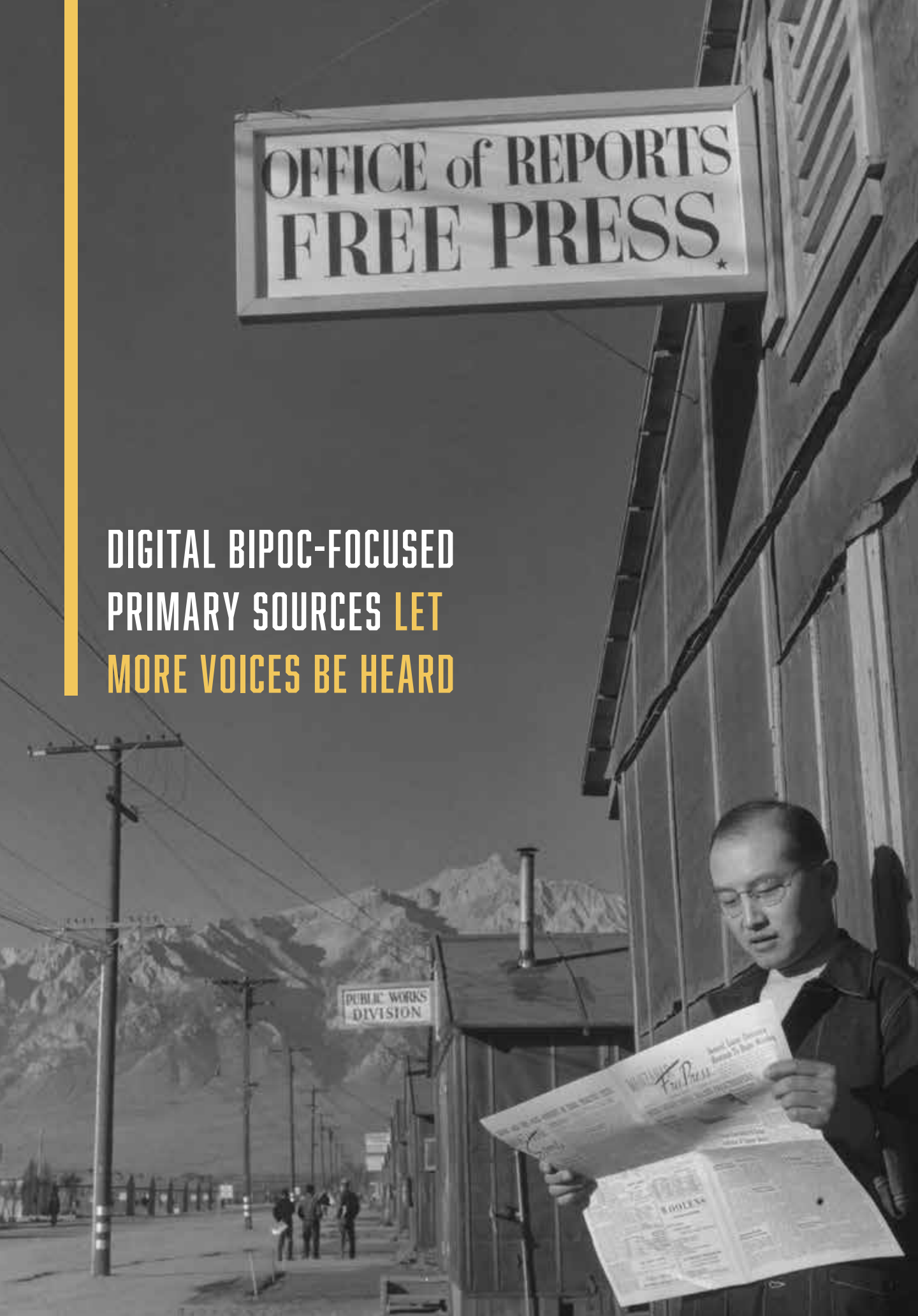


▲ The “¡Viva La Causa!” installation in the first-floor elevator lobby of Kennedy Library. Photos courtesy Kennedy Library.

“The shapes connected the otherwise separated large panels and thus connected the stories of this movement,” Aguilar continued. “I chose to use the exclamation points in the title to serve as starting points for the photos that then branched out across the paper. This served to illustrate how, with passion, comes action and change.”

Aguilar also created the illustration of Huerta used for the dedication in the exhibit and to illustrate the President’s Diversity Awards’ “Si Se Puede” category. “I never thought I would be given the opportunity to create a memorable installation for Cal Poly,” said Aguilar. “Working with Kennedy Library’s Creative Works team allowed me to gain trust in my own instincts and design abilities. This project gave me the confidence to know that my creative abilities are valuable. I now know it is possible to combine my passion for social justice and community work with my education in art and design.”

▲ Solena Fordham Aguilar (Art, '21) with Beya Makekau, recipient of the 2020-21 President’s Diversity Awards “Si Se Puede” award, featuring Solena’s illustration of Dolores Huerta. Photo courtesy Kennedy Library.



DIGITAL BIPOC-FOCUSED PRIMARY SOURCES **LET** **MORE VOICES BE HEARD**

In immediate response to the serious challenges of remote learning and instruction posed by the COVID-19 pandemic in 2020, Kennedy Library grasped more than ever before the importance of providing digital resources online. Though traditional databases provided ample access to secondary sources and scholarship, the closure of the physical library space made the need for digital primary sources more evident than ever. So in spring 2020, broad-content databases, such as Early English Books Online and Eighteenth Century Collections Online, were permanently licensed.

“At first blush, one might wonder the relevance of these digital databases to Cal Poly research and instruction,” commented Tim Strawn, executive director for Collections Strategy and Discovery. “But couple those resources with some other resources that we had previously purchased, such as the British Parliamentary Papers and the complete newspaper

◀ Editor Roy Takeno stands outside the newspaper office at Manzanar. Collection “Japanese-American Relocation Camp Newspapers: Perspectives on Day to Day Life.” (Database: Gale Archives Unbound.) Photo, Library of Congress.

Fannie Lou Hamer. Collection "Fanny Lou Hamer: Papers of a Civil Rights Activist, Political Activist, and Woman." (Database: Gale Archives Unbound.) Photo, Library of Congress.



database from England starting in 1732, and you can get a sense of how these resources can support a wide array of teaching and learning in the areas of the history of enslaved people, immigration, colonization, nation-forming by Europeans and many other areas of interest on our campus.”

Primary source materials in such broad databases inherently convey the bias of the creators of that material, who were largely European, white and privileged. In response, funds were shifted and dedicated to licensing permanent digital collections of primary sources focused on the experiences and self-representations of Black, Indigenous and People of Color (BIPOC). A large slate of digital collections has been licensed that will help students and faculty easily discover and explore such experiences and voices.

Additionally, with the adoption of AB 1460 mandating that all CSU undergraduate students pass an ethnic studies course, College of Liberal Arts Librarian Brett Bodemer worked with Strawn and his team to identify and evaluate those digital primary resources deemed first priority

in order to support teaching and learning around the ethnic studies requirement beginning in fall 2021.

“At Cal Poly, we have an amazing group of instructors in the Ethnic Studies Department and a student body that is ready to learn and engage with these topics,” said Bodemer. “By securing these primary sources focused on BIPOC experiences, we are providing another resource to help our university embrace the ethnic studies requirement.”

For instance, patrons can now search and browse the full content of The Los Angeles Sentinel, a long-running African American newspaper. Gale Archives Unbound provides access to newspapers published

by incarcerated Japanese Americans forced to live in internment camps during World War II. Asian American Drama and North American Indian Drama provide the full texts of hundreds of plays authored by Asian Americans and Native Americans, and Black Abolitionists provides access to the words and writings of African American abolitionists, whose voices are often muffled by the prominent representation of white abolitionists.

“Such primary sources are always important so students can engage directly with documents created in a different time and place and by different people,” said Bodemer. “Though such documents can prove at times unsettling, such engagement helps build a more genuine understanding of a complex past and where we are as a society now.”

In order that all students, faculty and staff can easily find these resources, they are highlighted on multiple research guides, including Ethnic Studies (<https://guides.lib.calpoly.edu/ethnicstudies>) and History (<https://guides.lib.calpoly.edu/history>).

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SUPPORTING THE CAMPUS AND COMMUNITY IN THE ARCHIVES

Although Special Collections and Archives staff's physical access to the collections was limited during the 2020-21 academic year, there was no shortage of virtual projects to support. Staff pivoted gracefully to initiate and guide student internships and to provide input and expertise on cross-unit, cross-college collaborations with the College of Liberal Arts (CLA).

Reference and instruction specialist Laura Sorvetti supervised several internships in which students gained an understanding of the archives profession and conducted research using digitized primary sources. The interns had the opportunity to present their final projects to campus partners and at the 2021 Society of California Archivists annual meeting, where Sorvetti and several interns participated in the presentation titled "Long-Distance Relationships: Creating and Managing Meaningful Archival Projects in Remote Settings."

Internship Projects

Mandy Williams, graduate history student, created an updated web-based map of activist history at Cal Poly. Synthesizing many years of research, Williams created a dataset that was mapped onto the campus landscape using ArcGIS, a cloud-based mapping software program. Her project shares important foundational knowledge about how students and campus organizations advocated for change and social justice at Cal Poly throughout the years.

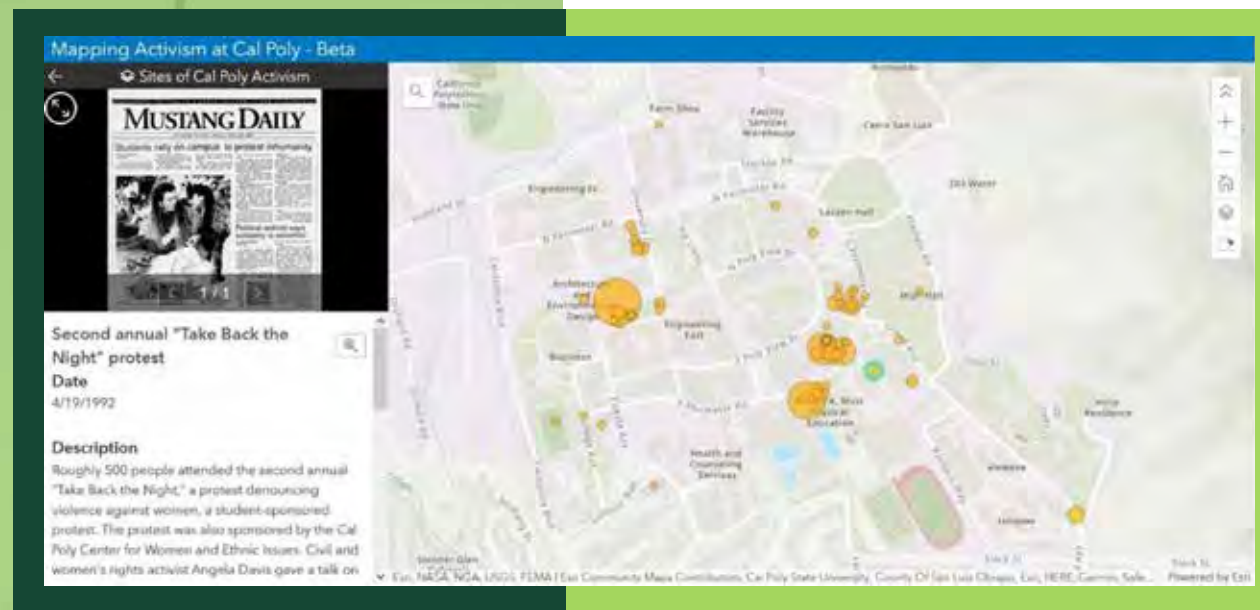


Emma Hayden, fourth-year history student, developed two web-based guided tours of the Cal Poly campus using ArcGIS Storymaps. Designed to give students the ability to explore the campus from afar, the tours highlight Cal Poly history at the sites where they happened. In the future, the tours will serve as walking tours for campus visitors.

Keagan Scott, fourth-year ethnic studies student, became a lead researcher assisting alumna Shereese Cutler (Graphic Communication, '14) with her forthcoming book, tentatively titled "Black Lives at Cal Poly." Scott built on research from the University Archives, which will accompany Cutler's interviews with Cal Poly alumni.

Sam Smith, fourth-year history student, and Farah Al-Nakib, assistant professor in the History Department, worked collaboratively with Sorvetti to develop resources for CLA oral history courses, specifically HIST 477: SLO Central Coast Arab American and Iranian American Oral Histories. Adding best practices on the technical aspects of conducting remote interviews and preparing and transferring digital oral history interviews for archiving, they expanded the Special Collections and Archives' Oral History Manual. Smith worked with digital archivist Zach Vowell to automate transcribing oral history interviews and to create an efficient transcription procedure for students to use.

“
Special Collections and Archives is committed to supporting these important racial and social justice projects, which help to balance the archival record.”



◀ “Mapping Activism at Cal Poly” Mandy Williams’ internship project integrates University Archives sources into ArcGIS Storymaps. This issue of the student newspaper (detail) provides context for a campus protest in 1992.

Collaborative Projects

Centering the voices of minoritized communities (Black, Indigenous, People of Color, differently abled, LGBTQ+, non-binary, immigrant, undocumented, international, etc.) was a vital outcome of the Central Coast COVID-19 Snapshots project. As a community collective comprised of Cal Poly faculty, staff and students, Creative Works and Special Collections and Archives staff, the Snapshots project collects self-submitted narratives, photographs, artwork and more, recording lived experiences throughout the region during the global pandemic. Special Collections and Archives will serve as one of several repositories that will provide preservation and access to these historically minoritized and unacknowledged stories.

Kavya Makam (English, '21) and mentor Shanae Aurora Martinez, assistant professor in the English Department, led the BEACoN Project “Curating Cal Poly Archives: Marginalized Student Stories Matter.” Comprised of three different projects, California Storytellers, The Underground

Anthology, and the Names Project served the dual purpose of diversifying Cal Poly’s historically white archives and amplifying and empowering minoritized groups on campus. The course-based California Storytellers project gathered creative works grounded in indigenous storytelling theory and practice. The Underground Anthology is a new journal featuring creative writing by Black, Indigenous, People of Color, Asian Pacific Islander, Desi American and Latinx authors, expanding the literary canon through a multicultural lens. The Names Project records the narratives and voices of Cal Poly-affiliated individuals from historically minoritized communities, focusing on the representative ability of names to highlight gender and sexual identity, culture, bias and even socio-political standing.

Special Collections and Archives is committed to supporting these important racial and social justice projects, which help to balance the archival record.

THE LIBGUIDES OPEN REVIEW DISCUSSION SESSIONS

An interdepartmental working group at Kennedy Library has developed a community-based, critical and reflective peer review process to evaluate LibGuides, one of the library’s essential pedagogical tools. (See sidebar.) As digital resources, research guides point students and researchers to relevant information and provide guidance on how to understand and reference them. The LibGuides Open Review Discussion Sessions (LORDS) are an open review process designed to create a space for a holistic conversation about the library’s research guides. This working group, led by jaime ding, has a core group including Laura Sorvetti, Russ White and Sarah Lester, with additional participation from others across the library.

The intention of LORDS is to interrogate

both the structure and content of the research guides and the information resources they contain. As part of this project, the working group designed a rubric (see image on Page 31) to facilitate discussion and to provide comments and recommendations for individual research guides. These discussion sessions also provide space to explore and discuss how to critically incorporate ideas on diversity, inclusion, accessibility and equity in the way that the library provides instruction and research support. In addition, the discussions have included how to improve accessibility and transparency, as well as center resources authored by Black, Indigenous and People of Color.

Everyone in the library was invited to participate, with some sessions extended

CSU LORDS PILOT 2.0

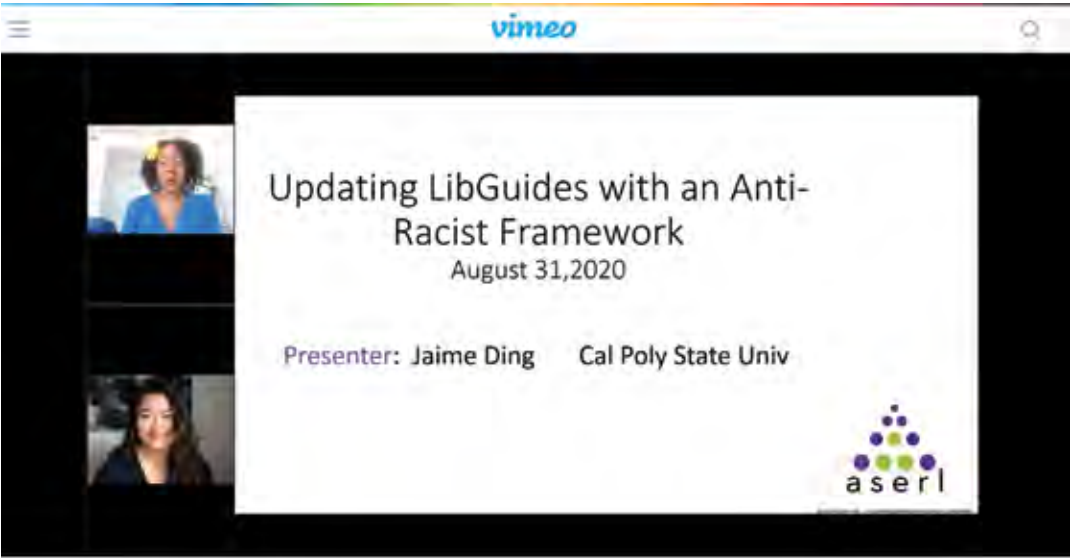
Reviewing:	This needs improvement	This is expected	This is admirable
Accessibility (ADA and beyond) Use this WAIVE tool to help assess accessibility	- Has standard title and description, but the purpose and intended audience of the guide is somewhat unclear. - Some links are broken or link texts are not descriptive ("click here"). - Images are purely decorative and/or do not have alt text. - Includes Videos without captions. - Font colors, color contrast, or other styles make reading comprehension difficult. - LibGuide is difficult to navigate.	- States purpose of the LibGuide in clear, concise manner, with utilization of the description. - Acknowledges audiences, potential and purposeful. - Consistent navigation for all your guides. - Uses meaningful, descriptive link text. - Easy to navigate. - Uses inclusive, updated language. - Includes some visuals with alt text and embedded videos with captions.	- Introduces the LibGuide with clear language and a clear voice from the author. - Thoughtfully includes visuals that help scaffold, and visuals have alt text. - Uses formatting options to help legibility and navigation. - Points towards other resources in the library. - Does not assume demographic of readers in language or term choices. - Easy to navigate, with mobile-friendly design and ability to provide similar content in multiple formats.
Comments Critical Race Theory Application	- Silence: race isn't mentioned.	- Acknowledges systemic racism and/or includes BIPOC resources/representation. - Scholar Representation Tally when possible, depending on the LibGuide.	- Beautiful scaffolding and centering BIPOC resources and anti-racism, with language attempting to upending white supremacy systems. - Interpretation of challenges within the discipline being discussed. - A task, a takeaway, a call to action.
Comments:			- Loved the critical cartography content, but it seemed a little siloed. Perhaps it could be incorporated in other places too with some additional context. - Nice job incorporating census information, but could perhaps link out to a supplemental resource for some.

to students, faculty and staff from other departments and units on campus. As part of the California State University system, Cal Poly’s Kennedy Library knows the importance of sharing this work with other CSU campuses. Many are now holding their own review sessions with much reported success. The LORDS working group also offered multi-campus discussion sessions in which library faculty and staff use a systemwide rubric for review and discussion, thus creating a peer-to-peer network across California. This work has also gained traction throughout the United States and has been shared by jaime ding at several regional and national library conferences. Through this dissemination, similar work has begun at several other colleges and universities, including those in the University of California system, creating a movement to rethink how libraries use LibGuides, to build trust and encourage accountability, and to support both scholarship and the people who are scholars.

What are LibGuides?

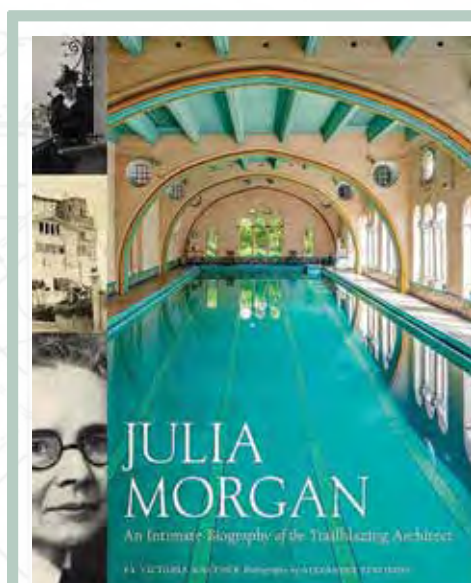
LibGuides are a cloud-based curating and publishing platform developed by Springshare, a company focused on creating a variety of systems solutions for libraries. Kennedy librarians and staff have leveraged a subscription to this easy-to-use platform for over a decade to organize and present information to support learning, research and teaching at Cal Poly. The guides were renamed locally as Research Guides to convey this primarily academic purpose. Kennedy Library’s guides provide streamlined access to coherent subsets of databases and information resources, ranging from course-specific support, disciplinary support and cross-disciplinary support for wider areas, such as GIS/Data and Special Collections. Kennedy Library’s Research Guides have been viewed over 1 million times in the past seven years.

See our set of guides here: guides.lib.calpoly.edu.

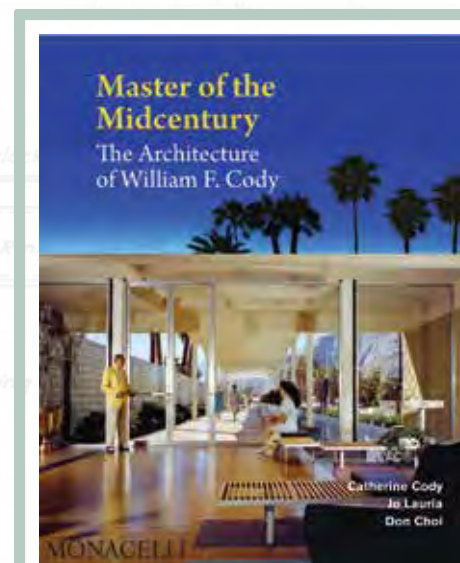


NEW PUBLICATIONS FEATURE THE LIBRARY'S ARCHITECTURAL ARCHIVES

Two definitive books utilizing source material from Special Collections and Archives illuminate the lives and work of California architects Julia Morgan and William F. Cody. Both books are profusely illustrated with architectural drawings, photographs, letters and other documents from their personal and professional papers in Special Collections and Archives.



In the forthcoming “Julia Morgan: An Intimate Biography of the Trailblazing Architect” (Chronicle Books), historian Victoria Kastner presents a revealing portrait of Julia Morgan (1872-1957) as a prodigious, resilient artist and a contemporary role model. Through Kastner’s meticulous, insightful research, Morgan’s character gains nuance, and her considerable legacy receives the care and critical attention it deserves. Kastner also centers Morgan’s decades-long partnership with William Randolph Hearst, crediting her not only as the designer of Hearst Castle, but as its essential co-creator.



“Master of the Midcentury: The Architecture of William F. Cody” (Monacelli Press) offers a comprehensive, first-ever survey of the Palm Springs-based architect William F. Cody (1916-1978). With their personal, hands-on, historical and theoretical expertise, co-authors Catherine Cody, Jo Lauria and Don Choi explore Cody’s wide-ranging practice. Projects include residences, hotels, country clubs and commercial and industrial complexes. Many exemplify Cody’s convivial brand of “desert modernism,” which seamlessly combines technical innovation, art, pattern, texture and color.

It is a distinct delight that these books will reach a wide audience of architecture and design enthusiasts. They represent the culmination of several years of research and digitization support from Special Collections and Archives staff, and many of the authors have ties to the university. Victoria Kastner is an alumna of Cal Poly and a former student assistant in Special Collections and Archives. Don Choi is a professor in the College of Architecture and Environmental Design. Catherine Cody is the generous donor of many of her father’s papers to the library. Through his friendship with former College of Architecture and Environmental Design Dean George Hasslein, Cody gave lectures to students at Cal Poly and hired several Cal Poly graduates into his practice, cultivating the next generation of architects.

“*It is a distinct delight that these books will reach a wide audience of architecture and design enthusiasts.*”

DONORS GIVE GENEROUSLY TO SPECIAL COLLECTIONS AND ARCHIVES

Special Collections and Archives received two important donations from Los Osos collector Roger Verity and the family of Ken Schwartz. These generous gifts expand the library's unique and rare resources available to the Cal Poly community and to the public for research and scholarship.



The Kenneth Schwartz Papers

The Kenneth Schwartz Papers trace the professional life of Ken Schwartz, the late San Luis Obispo architect, professor and civic leader. Naming just two of his many accomplishments and contributions to the local community, Schwartz was a professor of architecture at Cal Poly for 36 years, and he served as mayor of the city of San Luis Obispo from 1970 to 1980. His papers include original architectural plans, scrapbooks, subject files, reports and plans, photographs, unpublished memoirs and exemplary student projects.

During Schwartz's time in city government, ensuring city residents would enjoy an excellent quality of life was his top priority. The extensive files he kept on the development of Whale Rock Reservoir (near Cayucos), as well as the transformation of Mission Plaza in downtown San Luis Obispo, show the depth of his involvement. Respectively, these projects expanded the region's essential water catchment infrastructure and created a center of cohesion and tranquility in the city.

Schwartz continued to teach at Cal Poly during his tenure as mayor. He was novel in his approaches, having students use San Luis Obispo as a living site to explore renewal and redevelopment concepts in course assignments. This practice lives on as a signature Learn by Doing teaching method in the College of Architecture and Environmental Design.

The Roger and Janice Verity Californiana Collection

The Roger and Janice Verity Californiana Collection adds to the library's published works about California, contributing over 2,000 books and periodicals and over 3,000 maps, atlases and ephemera. For over 25 years, Roger Verity collected intently and broadly on the American Far West and California before and after statehood in 1850. The collection has concentrations in mining, town and city growth, tourism and promotion, transportation and infrastructure related to leisure travel and commerce. The Gold Rush materials range from contemporary guidebooks and maps for prospective miners, to personal accounts, novels, histories and pictorial works.

With its variety and depth, the collection provides opportunities for researchers and Cal Poly students and faculty to critically analyze the ways California has been mapped, depicted, promoted and received in print, especially recognizing the routine exclusion of minoritized people whose stories are a fundamental part of state history.

[View collection highlights on the next pages ►](#)



Schwartz House, circa 1973

A fellow of the American Institute of Architects (AIA), Ken Schwartz designed his redwood-trimmed family home located on Buena Vista Avenue in San Luis Obispo in 1962. The Schwartz House may be the best example of his residential architecture.

(Kenneth Schwartz Papers)

Newspaper clipping from a scrapbook, circa 1977

A Ken Schwartz political reelection advertisement from the Telegram-Tribune.

(Kenneth Schwartz Papers)



Concrete Shell Structure, 1956

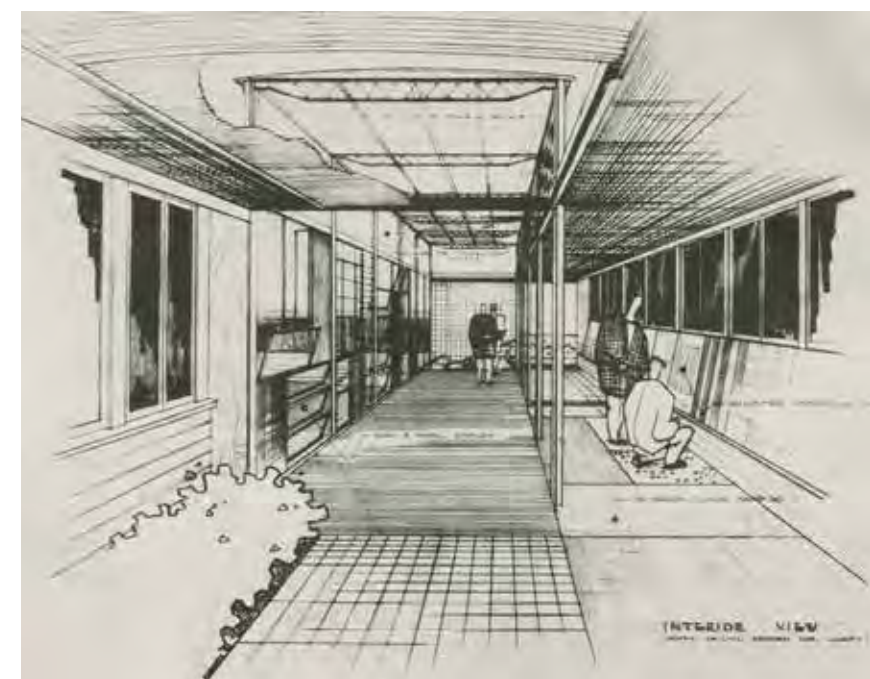
As a professor of architecture at Cal Poly, Schwartz advised campus-based Learn by Doing projects like this architectural engineering senior project.

(Kenneth Schwartz Papers)

Design Gallery, 1955

Schwartz was the director of this student-constructed project, which was featured in Art & Architecture magazine. From sashes to flooring, the space was developed to spotlight the latest building products so they could be observed, touched and manipulated.

(Kenneth Schwartz Papers)





“Map of the Gold Regions of California, Showing the Routes via Chagres and Panama, Cape Horn, &c.,” 1849

At the time, ocean routes were the most direct ways to reach the gold fields of California. This map provides a bird’s eye view of sailing options along with step-by-step directions. Originally issued as a folding pocket map, it was the Google Earth of its day.

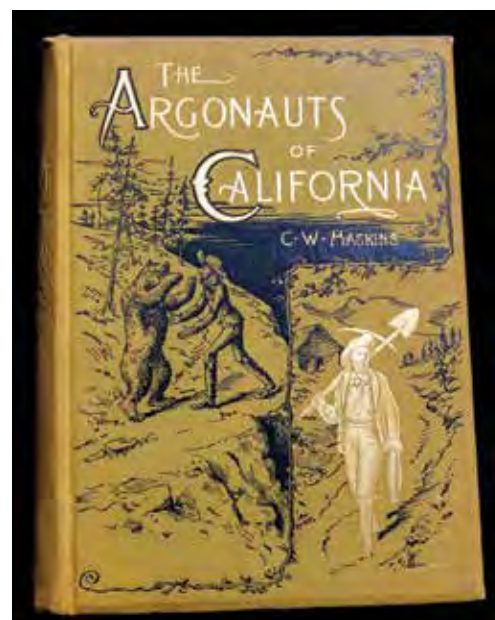
(The Janice and Roger Verity Californiana Collection)

“The Argonauts of California, Being the Reminiscences of Scenes and Incidences That Occurred in California in the Early Mining Days,” 1890

In the 19th century, cloth became an economical book-binding material for popular works, replacing leather. Publishers introduced highly decorative, eye-catching covers, often with metallic accents. Embossed pictorial covers like the one pictured on the right predate the illustrated dust jacket.

In this instance, the color of the cloth fittingly suggests a nugget of gold.

(The Janice and Roger Verity Californiana Collection)



“The Automobile Club of Southern California Tour Book,” 1911

The Automobile Club of Southern California (later known as AAA) began to publish maps in 1909, the same year the Ford Model T debuted. A year later, their first tour book appeared. Designed to ensure that member motorists traveled safely with dependable information, its pages had detailed maps; descriptions of the smoothest roads, the scenery, mileage, and incline and decline percentages; and advertisements for AAA-approved accommodations and repair garages. Note the twists and turns of the Cuesta Grade before U.S. Highway 101.

(The Janice and Roger Verity Californiana Collection)



“On Sunset Highways: A Book of Motor Rambles in California,” 1915, along with the revised and enlarged edition of the book, 1921

By 1915, motor travel guidebooks had become their own subgenre within tourism and promotion literature. The “ramblings” from Santa Barbara to Monterey include descriptions of San Luis Obispo, Paso Robles and San Miguel interspersed with high-quality illustrations of the missions and oak woodlands. Like “The Argonauts,” these books are examples of elaborate publishers’ bindings.

(The Janice and Roger Verity Californiana Collection)



POLY PUBLISHING: EXPANDING ACCESS TO CAL POLY SCHOLARSHIP

Poly Publishing is a donor-funded initiative that is an extension of the highly successful Digital Publishing Pilot led by Kennedy Library's Creative Works unit. Poly Publishing strives to provide a more inclusive and accessible system for publishing Cal Poly's research and scholarship using innovative methodologies, integrated workflows and flexible structures. The long-term goal is to publish nontraditional forms of research and scholarship that are equal to typical print-based forms that are recognized in the criteria for faculty promotion and tenure at Cal Poly. It is committed to amplifying underrepresented voices and intersectional scholarship through transparent and sustainable access to digital publications authored by Cal Poly's Black, Indigenous, queer and feminist scholars, as well as critical race theorists.

A variety of platforms and tools are available for digital publication, especially as the technology becomes more ubiquitous and less cost-prohibitive. Poly Publishing uses a holistic process to evaluate and select the digital tool or format that aligns best with the specific project, moving away from the one-size-fits-all approach that is typically used in publishing. Through this careful process, Poly Publishing ensures the work is published in a way that improves access to and sustainability of these non-traditional scholarly and creative works. Moreover, Poly Publishing acknowledges the immense labor involved in digital publishing, crediting not only the author or creator, but the whole team of illustrators, designers and technical experts involved in the research and publishing process.



Although the traditional editorial and peer review processes used in scholarly publication have always aimed to be objective, there can be a subjective component that is rooted in long-standing practices and the result of implicit bias. Poly Publishing challenges these traditional processes through a new approach to the selection of authors and their scholarship. Cal Poly's faculty whose works are published in the Poly Publishing platform, as well as external jurors who are invested in promoting nontraditional forms of publishing, provide guidance and input on the selection of new projects from Cal Poly's

students and faculty. Poly Publishing also uses methods of open peer review like those used in the LibGuides Open Review Discussion Sessions (see Pages 30-31), thereby establishing a practice of open evaluation. This approach expands how scholarship is assessed and ultimately disrupts the long-standing methods of peer review in traditional scholarly publishing. In addition, by centering underrepresented voices and including research that promotes anti-racism, Poly Publishing is being more responsive to Cal Poly's community of scholars who are advancing diversity and inclusion in their disciplines by offering a platform for

publishing these important scholarly and creative works.

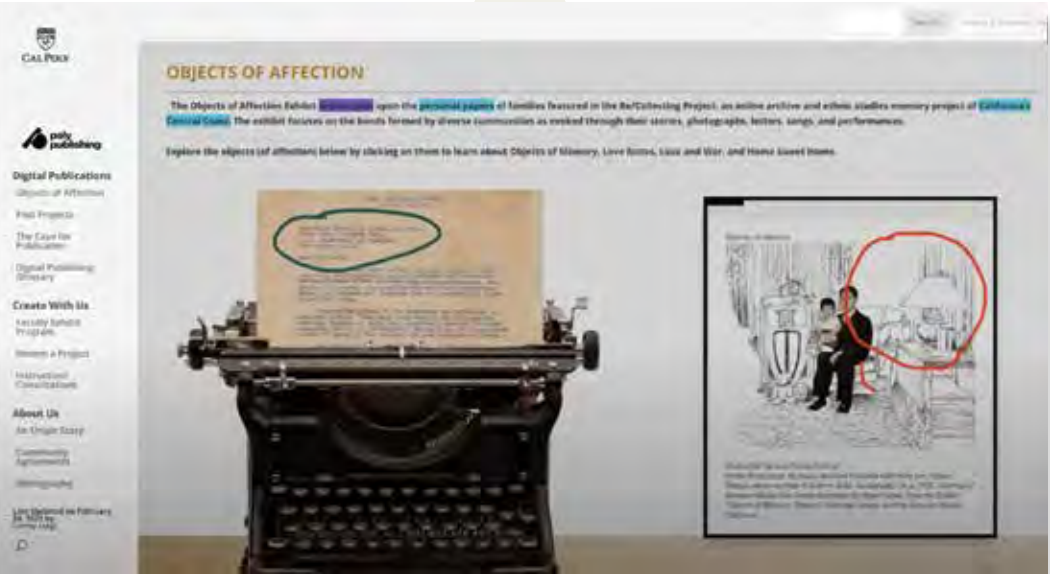
This past year, Poly Publishing provided opportunities for Cal Poly students to explore academic and scholarly publishing systems and to investigate innovative technologies to enhance its digital publishing platform. Halle Fernandez Gotico, a student mentee in Cal Poly's Believe, Educate and Empower, Advocate, Collaborate, Nurture (BEACoN) mentors program, extensively researched the history of peer review at Cal Poly, offering her unique perspective in her culminating presentation "Please Validate Me." Students from Cal Poly's software engineering program created a visual annotation tool, DoodleTater, which is an extension of hypothes.is, a collaborative digital annotation tool, to enable the open, documented review of content on the Poly Publishing platform.

Through such projects, Poly Publishing is offering authentic Learn by Doing opportunities that promote diversity, equity and inclusion by supporting students and expanding the reach of Cal Poly's research and scholarship.

Poly Publishing is leading the way in developing a digital publishing system that combines the notions of traditional scholarly publishing with innovative processes that enhance access to non-traditional forms of scholarship. They are elevating underrepresented scholars and their contributions by continuing to work toward a more equitable digital publishing system through inclusive consultation and active collaboration. Poly Publishing exemplifies the exciting and groundbreaking work that donor funding can bring to Kennedy Library and Cal Poly.



Screenshot of "Objects of Affection" exhibit with visual annotation tool *DoodleTater*.



Images from Presentation "Please Validate Me," authored and drawn by student Halle Fernandez Gotico.



FORMER STUDENT ASSISTANT SEARCHES FOR LIFE ON MARS

Jordan Ticktin completed both his bachelor's degree in industrial technology and his master's degree in industrial engineering while working nights at the Kennedy Library tech checkout desk, a job he says that not only helped him pay the bills during college, but also prepared him for his current role at NASA's Jet Propulsion Laboratory (JPL).

"It's not often you have a job for four years by the time you finish college, and it was really useful for getting a job offer," said Ticktin, who earned his master's degree in 2019. "It showed JPL that I'm the type of

person that sticks around and is dependable. Working at the library really did help me land my job at NASA."

Ticktin worked on NASA's Perseverance rover, performing hardware inspection on the rover's sample caching system, which is a central part of the rover's mission on Mars. The rover is tasked with taking samples of rocks and other matter on the red planet in order to store them in such a way that the next mission can grab the samples and bring them back to Earth for further analysis.



"Everything is about bringing Mars to Earth rather than bringing Earth to Mars," said Ticktin. "If you bring samples back to Earth, you can do a lot more science on the samples than if you just test things on Mars.

"We've been doing this with Apollo moon rocks. For example, we realized, 20 years later, that moon rocks had tiny amounts of water in them! We couldn't have known this when we first got them, because the tech wasn't there."

Ticktin is now working on his next interplanetary project, the Europa Clipper, which will study Europa, a moon orbiting Jupiter that is thought to be covered with an ocean 60 feet deep.

"One of the core missions of NASA is to find out if we're alone in the universe, and all life that we know of needs water. So, there's this ocean moon, and maybe that's a good place to look for life."

When Ticktin isn't working on the Mars rovers and interplanetary orbiters he helps mentor students interns at JPL, another skill he developed during his time at the Kennedy Library.

"I learned a lot about that type of work from being a senior student assistant at the library, mentoring new students and helping to train them in all of the ways that we work," he said.

SELECTED STAFF HIGHLIGHTS



Brett Bodemer

Brett Bodemer, College of Liberal Arts librarian, published his book, “Madrona: A Micro-Geography of the 1960s and 1970s.” Drawing on personal memory, detailed mapping and archival research, the book explores the lived experience of growing up in Seattle’s Madrona neighborhood, historically characterized as both integrated and segregated. The book addresses redlining, restrictive covenants, the tension between a gradualist civil rights modality and radical Black Power, and farther back, the Olmsted vision for restorative green spaces, and the formative grafting onto Seattle’s topography of elite New England cultural values.

The text was edited and designed by Gabriella Fredericks (English, ’21), who executed this work as her senior project. In consultation with Russ White of Kennedy Library’s Digital Projects Labs, Fredericks also created vivid maps and visuals to highlight the intertwining of racial and geographic facets explored in the text. Intentionally designed for online reading, this Open Access book is available on the DigitalCommons at Cal Poly: https://digitalcommons.calpoly.edu/lib_fac/133/.



jaime ding

jaime ding worked to make connections and facilitate outreach about various aspects of the Poly Publishing project (Pages 40-43). ding presented at multiple conferences and panels over the past year, including the Critical Pedagogy Symposium, the Library Publishing Forum Virtual Conference, the College of Liberal Arts Teach-In, the California Academic and Research Libraries (CARL) Diversity in Academic Libraries Interest Group (DIAL) and Scholarly Communication and Open Resources for Education (SCORE), the Library Association of the University of North Carolina at Chapel Hill Annual Conference, and the American Library Association Annual Conference. ding also served as a BEACoN Research Faculty Mentor and was published by WOC+LIB, the Teaching Special Interest Group of the Art Libraries Society of North America (ARLIS/NA) and the Association of Southeastern Research Libraries Webinar.



Ian Fetters

Ian Fetters took on the emergency role of library site manager in spring 2021 with the intention of hiring, training, supervising and providing support for the study space monitors in the newly opened HUB24 space. The role was a reassignment of his role as temporary evening services coordinator in the Access Services department. Once the 2020-21 academic year drew to a close, Fetters’ new assignment was expanded with a focus on providing coordination and management support for the library’s reopening efforts. His reassignment ended in November 2021, when he returned to Access Services.

In addition to his managerial duties, Fetters has been working diligently on literary scholarship and publications. He has a book on “Weird Fiction in the 21st Century,” to be released in late 2021 via Routledge Press, as well as a book on the topic of “Horror in the Anthropocene Epoch: eco-critical perspectives on extinction romances in literature” arriving in 2022.



Laura Sorveti

Laura Sorveti, reference and instruction specialist in Special Collections and Archives, earned her Master’s in Library and Information Science (MLIS) from San Jose State University in spring 2021. Her curriculum focused on the management, digitization and preservation of cultural heritage and records, with additional coursework in digital curation, information literacy and instructional design. “Completing the MLIS program while working in the archives was a true Learn by Doing experience, and I was able to directly apply theories and concepts presented in my courses to projects in the archives,” said Sorveti. “I look forward to incorporating emerging and best practices in archival studies in my work in the archives, library and within our communities.”

NEW STAFF MEMBERS

Danielle Angelina

Danielle Angelina joined the Kennedy Library as a resource sharing and collections specialist. Working primarily on the borrowing side, Angelina helps students, staff and faculty at Cal Poly obtain the resources they need to complete their tasks, research whatever intrigues them, and ultimately provide the means to help them succeed. Angelina thoroughly enjoyed working at the library as a student assistant and is thrilled to be back, doing what she enjoys. “I love utilizing my analytical skills to better serve the patrons of Kennedy Library,” said Angelina. “Life is full of moments, however small, but they can make the most impactful waves. You can never know what will leave a lasting impression on your life, directly or indirectly; it could be a book, a concept or even a single quote.” One of her favorite quotes is “C’est pas une vie la vie qu’on vie, quand on vie pas la vie qu’on veut,” which is translated in English as, “It’s not a life, the life one lives, when one does not live the life one wants.” “But you can never know unless you search,” Angelina added.



Leyla Cabugos

Leyla Cabugos joined the library in early 2021 as the agriculture and environmental sciences librarian, having spent four years in a similar role at UC Davis. She draws upon varied experiences evaluating plants and markets for the green roof and bioenergy industries and surveying wild plants and animals for restoration projects and tribal forest management to support research and learning across the diverse disciplines within the College of Agriculture, Food and Environmental Sciences at Cal Poly.

She earned her B.S. in botany from Humboldt State University, her M.S. from the University of Hawai`i, and went on to coordinate programs supporting garden-based educators, school chefs and small seed businesses. She returned to the study of how humans curate and organize knowledge, begun in her ethnobotany courses a decade prior, and completed her M.L.I.S. at San Jose State University. Cabugos’s interest in evidence synthesis methods has offered opportunities to engage deeply with student and faculty researchers, even in a remote environment. So far, she has had a peek of the library (and even harvested CAFES orchards with Glean SLO) and looks forward to meeting all her wonderful library colleagues and campus community in person.



Heather Cribbs

Heather Cribbs joined the Kennedy Library as a systems librarian in fall 2020. Born and raised in the San Joaquin Valley, Cribbs served as systems and electronic resource management coordinator at CSU Bakersfield from 2017 until 2020 and has worked in libraries for over 15 years. Cribbs has worked in all types of libraries, including at Daniel E. Lewis Middle School in the Paso Robles Joint Unified School District and the Peachtree Branch of the Atlanta Fulton Public Library in Georgia.

She holds an A.S. in chemistry from Bakersfield College, a B.S. in biochemistry from UC Santa

Barbara and an M.L.I.S. from San Jose State University. Her research interests include improving users’ experience with library technology and ensuring equitable access to research and scholarly materials.



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Because of our donors:

- ➔ Research help is available daily through our online peer research assistance program.
- ➔ Kennedy Library is the only place on campus with open access to data tools such as geographic information systems (GIS), and it offers one-on-one support and instruction.
- ➔ Students have access to unique collections, such as original drawings by famed architect Julia Morgan and memorabilia from every Poly Royal and Open House.
- ➔ Online resources were swiftly expanded to support virtual research needs during the pandemic.
- ➔ Kennedy Library is emerging as a leader in digital publishing, specifically to amplify historically underrepresented voices.

Give to Kennedy Library

Support Learn by Doing by investing in Kennedy Library. Send your check payable to the Cal Poly Foundation or visit giving.calpoly.edu.

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