

# LLAG Minutes Spring 2016

April 14 and April 20

1. Introductions (Peggy Keeran)
  2. Moreland Grants (Carrie Forbes)
  3. Ex Libris and the Library Website (Sheila Yeh and Chris Brown)
  4. Prospector During the Migration (Carrie Forbes and Ryan Buller)
  5. Change in Library Hours (Michael Levine-Clark and Ryan Buller)
  6. Renaud notebooks in Special Collections (Kate Crowe)
  7. ULA and Other Collections Updates (Peggy Keeran)
  8. Wrap Up (Peggy Keeran)
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1. Introductions (Peggy Keeran)
  2. Moreland Grants (Carrie Forbes)
    - ❖ We are fortunate enough to have a donor through University Advancement who gave \$80,000 over a period of three years to support the integration of information literacy into all undergraduate majors.
    - ❖ The Joseph I. Moreland Fund for Information Literacy Programs is a three-year pilot program designed to support the library's goal of embedding research instruction into all undergraduate majors. The program awards instructional development grants of \$2,500 to instructors who would like to design or revise an undergraduate major course, in collaboration with their subject librarian, in order to infuse an entire course with information literacy and research skills.
    - ❖ We gave 8 grants this past year for courses in Sociology/Criminology, Chemistry, Management, and Marketing. Melissa Akaka (Marketing), Karen Albright (Sociology/Criminology), and Debbie Mitchell (Chemistry) shared their experiences with the Moreland grant and also discussed strategies for integrating information literacy into courses.
    - ❖ We will put out a call for applications to the liaison listserv in a few days. We will be giving up to 12 grants for the coming year.
      - Applications will be due May 27.
      - Notification given in early June.
    - ❖ A few notes on eligible classes:
      - Courses must be undergraduate courses within a major which are taken by a large percentage of students in that major, including:
        - Introductory or large lecture courses required for majors
        - Undergraduate major courses that introduce research methods
        - Seminars and senior capstone courses where students conduct extensive research
        - Core courses for a major where students need to learn disciplinary databases and tools
      - We strongly encourage applications for multiple courses within the same department so that faculty can build a sequenced information literacy program within a major.
      - Classes can be new or revised to incorporate ways to teach information literacy and research skills.
      - The idea is to encourage the development of research skills within disciplinary areas (critical thinking, research skills, use of the library resources, etc.).
    - ❖ Q & A:
      - Are there separate applications for each course?
        - One application per course. Most projects are one course, but a project could also include several sections of the same course.
        - You can coordinate with another professor to write the grant together.
      - Is this available to adjuncts too?
        - We'll need to evaluate this on a case-by-case basis.

- This may conflict with the sustainability requirement for application. (How will you sustain curricular changes? How will you use this experience to inform other classes?)
- Is this just library sources here? Does this apply across to Iliff?
  - Shouldn't be any issue in working with Iliff, and could potentially also cross into Law.

### 3. Ex Libris and the Library Website (Sheila Yeh and Chris Brown)

- ❖ Michael announced our ILS migration last September in LLAG, and we're now in full swing.
  - LMS: Library Management System; handles the entire workflow from ordering books to delivering items to the user; this is front end and back end and is hosted on the cloud.
  - We kicked off the project in January and plan to deploy in June (We are on time!).
  - The perspective on the library website will change - once the link is stable, we will share it with liaisons.
- ❖ Chris demonstration - highlighted features:
  - One Search for everything (only one search box on the website).
  - Virtual shelf browse.
  - Location limiting.
  - "Get It" button.
  - Granular Browsing by LC Subject Classification.
  - Searching in databases and in research guides.
- ❖ Q & A
  - Will Iliff be joined into the new system?
    - Yes. Law as well. We are all migrating to Alma together, and you will be able to see holdings across all libraries in one search.

### 4. Prospector During the Migration (Carrie Forbes and Ryan Buller)

- ❖ Starting on April 30<sup>th</sup>, we will have to temporarily suspend Prospector for an approximately two month hiatus
  - All of the current requests must be processed and returned before we can shift to our new server. Two months covers processing time, the initial loan of three weeks, the renewal for three weeks, and the time to return the item to its home library.
  - More information will come out this summer as we know more about exactly when we can make the shift.
- ❖ Prospector will be available through DPL or any of the other local public library systems.
- ❖ ILL will still be available here at DU.
  - We're prepping our department to process the larger volume, and we've contacted all the other Prospector libraries in the state to let them know to expect requests through the ILL system.
    - Please note that ILL requires more processing and utilizes the mail, rather than a courier like Prospector. There will be a greater delay than we are used to with Prospector.
- ❖ We will also make purchases for materials as needed.
- ❖ Q & A
  - So the simplest thing to do is to use Prospector through the Denver Public Library?
    - Yes, although we can't deliver to campus, so that's inconvenient.
  - Can you request Prospector items from our library site?
    - Yes, although the link in the record will go away, and DU will no longer be an option to log in with.
  - Where do we go for Interlibrary Loan?
    - There's a direct link on the right of the library homepage, and a WorldCat link at the bottom of the library homepage.
    - We prefer that you use the FirstSearch feature and import the request into ILL - it processes faster.
    - If you have questions about this process, please contact your liaison, or the Research Center (libraryhelp.du.edu)

## 5. Change in Library Hours (Michael Levine-Clark and Ryan Buller)

- ❖ We are no longer 24/5 - we close at 2am and reopen at 7am on weekdays.
  - This is mostly because of the high expense of staffing and the low usage of the building overnight.
  - We did extensive analysis for a solution. We can't open only part of the building, and we have to have two people staffing at the least, and three is the best practice. Some of our data:
    - Outside of finals week, we counted 10 -12 people (on average) here at 2am with a decrease in usage from there.
      - It's not that our numbers are down. We easily see half the campus in this building on a given day. Even at midnight, our numbers are significant. There is a sharp drop-off to 2am.
    - Swipe data shows low entry after midnight
    - Our transaction logs show that people rarely check out books or ask for help overnight.
    - We have some evidence to show that the overnight population was not entirely from DU (several students from other institutions).
  - We will still offer 24 hour access over finals week.
  - Carrie and Michael are working with with the Provost and with student government to discuss other spaces on campus or that could provide 24 hour study access. We are also looking at possible modifications to the library building to allow a small area to be open 24 hours.
  - Q & A:
    - Is there a symbolic cost in this decision?
      - Yes. We're taking away an overnight service and a space where they can be overnight that doesn't involve alcohol. This may have been the biggest hurdle in this decision, and why we tried hard to keep the building open in spite of the financial perspective, but it was clear that closing overnight was the best option.
    - Where would new overnight study spaces be located? Here?
      - We are considering it, but nothing has been decided yet.
    - Is there a space in the library that could be set aside to meet the space need?
      - We are considering enclosing the Event Space and the Café on the main floor with gates so that those spaces could be accessible between 2 am and 7 am, but don't know that this is financially feasible.

## 6. Etienne B. Renaud notebooks in Special Collections (Kate Crowe)

- ❖ Kate showed a field notebook by Renaud, one of the first Anthropology professors for DU, from the 1920s.
  - The tangible resources are often better for helping students connect to the past in a visceral and empathic way.
  - The Renaud notebooks are special in that they are physically in the Archives, but they are also in the online repository.
- ❖ If you think that there might be a course learning outcome that you believe might benefit from contact with a primary source experience, we can work with you to make it happen, even if we don't collect in a directly corresponding subject area.
- ❖ Contact Kate Crowe ([Katherine.Crowe@du.edu](mailto:Katherine.Crowe@du.edu)) if you would like to incorporate archival research into a course, and she can help with matching up artifacts and objects for you.

## 7. ULA and Other Collections Updates (Peggy Keeran)

- ❖ We would encourage you to write a ULA grant, and think outside the box.
  - Our videogame collection is a great example.
- ❖ Speak to your liaison if you have ideas or see gaps. Also consider new faculty who may be researching or teaching with materials that we haven't previously collected at the library.
- ❖ Deadline to apply is May 20<sup>th</sup>.

- Decisions come in June.
- Purchasing doesn't start until the gift funds release in the fall.
  - If you need something for fall, contact your liaison librarian to request purchases through the regular budget.

**8. Wrap Up (Peggy Keeran)**