

Library Liaison Advisory Group

Agenda

October 23 and 30, 2014

1. Welcome and Introductions (Peggy Keeran)
2. Incorporating Archival Research in the Course – Guest Speakers
3. Discussion topic: building special collections for teaching – Jeanne Abrams and Kate Crowe will lead the discussion
4. Exhibits and Artworks in the Library – Rebecca Macey, Manager of Exhibitions & Programs, AAC
5. Open Access presentation (Michael Levine-Clark)
6. Research Instruction and Assessment (Carrie Forbes)
7. Data visualization wall in the Center for Statistics and Visualization (Joe Ryan)

To help us save paper, please leave your name tents on the tables. Thanks!

Welcome and Introductions

Incorporating Archival Research in the Course

Jeanne Abrams and Kate Crowe in Special Collections introduced three guest speakers (one per meeting): Adam Rovner from the English Department, Beth Karlsgodt from History, and Rob Gilmor from the Writing Program. Incorporating archival research into courses is a great way to increase visibility and collections for students. There are many disciplines in which you can use primary sources such as geography, media studies, film, and of course history.

- Adam Rovner: He learned to love the archives and used the Beck Archives collection which focuses on the Jewish experience in the Rocky Mountain West as a way to connect what his undergraduate students read (literature, history, and poetry) to tangible artifacts in his American Jewish experience course. The goal of this course was to attract students across the university with analytical inquiries concerning science and culture. He used the archives with a historical perspective in mind. He worked with Jeanne and Thyria Wilson (Reference Archivist) to formulate an assignment.
 - The students' project entailed making an appointment and going into the archives to view the collections. Then, students needed to make connections in some way by relating a primary document such as a letter or artifact and its historical context from the archives with something they read in class. Examples include newspaper clippings, photographs, letters, and a wedding dress. Many students discovered that they liked this assignment, and others did not understand it.

However, the vast majority of students had good experiences and wrote terrific papers. This class will be taught again.

- Beth Karlsgodt: She teaches a course on European culture and world wars. She learned of the Lowenstein Collection in the Beck Archives at DU last fall and realized she could use the family's history as a thread to weave throughout the whole quarter. Every week, students would provide an update about where family members were in the wars and relate them to cultural and historical aspects. The incredible family history is documented in the Beck Archives and has the added benefit of being translated from the original German into English.
 - The students' assignment involved looking at the collection and using 3-4 primary sources, analyzing them in relation to other assigned readings in the course. The assignment worked well, and library staff in Special Collections made it easy and effective, especially when staff were willing to meet with students in small groups in addition to meeting the entire class. Small group meetings were helpful because it gave students the chance to view the actual documents. Viewing the documents instead of a digitized version had a transformative effect; the digitized version was helpful later when working on research papers. This project received positive feedback from students, often being incorporated into final papers for this course. It has also inspired Beth to discover other collections to use for different courses.
- Rob Gilmer: Last spring, he taught three sections of WRIT1133, the History of Denver. Working with Kate Crowe and Jeanne Abrams in Special Collections, they identified a set of resources in the Jewish Consumptive's Relief Society collection with which students could engage and be introduced to various types of research. During the quarter, students explored a topic of Denver history through a qualitative lens as it once was during a particular time in history and compared it to how it is viewed today. Archival collections at University Libraries and History Colorado gave students a sense of how researchers researched and wrote.
 - During the first half of the course, students discovered how to use primary and secondary sources to begin searching for other secondary materials through various activities. The second half of the course gave students the opportunity to work with manuscripts and other primary resources in a hands-on manner at History Colorado and in the library's Special Collections. An example activity from our Special Collections involved students working in small groups to make sense of a patient record from the Jewish Consumptive's Relief Society. These records contained more than just medical information such as correspondences and images. Students were asked to provide raw data about the patient such as name, origins, etc. and then narrate the patient's experience. As a result, students gave rich narrations, putting details into an organized structure to write a person's brief history. Rob emphasized how we make sense of history and approached Special Collections as a writing project.

Questions:

- Who should faculty contact? Kate Crowe is the primary contact for Special Collections, and Jeanne Abrams is the contact for the Beck Archives.

- What is the preferred lead time for putting together a course with Special Collections? It depends on the amount of time you wish to spend with the collections. At least a quarter ahead of time is acceptable for most courses.

Discussion topic: building special collections for teaching

What would be helpful for faculty and the curriculum in terms of Special Collections and courses? The library wants to work with faculty to support you and the ways you want to work with your class by making materials and services available to you. Physical and digital collections already exist in various subject areas, and the library can purchase other collections if there is something missing that is of interest to you. Next to Special Collections is a reading room for smaller groups who wish to use the collections in their course work. Please speak with Jeanne Abrams, Kate Crowe, or Peggy Keeran if you are interested or have any ideas. Please also share this information with new faculty and colleagues.

- Some examples of courses collaborating with Special Collections include
 - a History of Medicine course that will use tuberculosis cases from the archives
 - an Art History course in which students search for biographical details for little-known artists using primary resources such as genealogy resources.
- The library has purchased print primary materials for specific courses. One example includes a facsimile from the Metropolitan Museum of Art which was used as a teaching tool. Another includes purchasing and using a household inventory of Charles V and other monographs to teach students how to examine and analyze such primary source documents in order to contribute relevant information to an academic argument.
- The library has many digital collections and trial databases as well which can be incorporated into the curriculum. The library will be creating a Research Guide to pull all of these digital collections together.
 - One such collection is [Mass Observation Online](#) which contains British primary source materials gathered through a project organized by an anthropologist, a poet/journalist, and a documentary film maker, who wanted to record daily life in Britain through the observations of volunteers. Documents range from 1937 to 1972. An example search was demonstrated: Popular searches->Air Raids->Diarist Number 5132->October 1939.
 - Another collection is [Ancestry Library Edition](#) which is useful for locating places where people have lived. It is an interesting resource to teach census data bias and how this data was collected. From this resource, for example, you could develop a history of who lived in various households over time.
 - Other resources include [Archives Unbound](#), best discovered through Library.du.edu-Databases by Subject-Archival Resources-Most Useful link. This database contains little collections that have been digitized including governmental resources and various nationalities.
 - The [Digital Sanborn Maps, 1867-1970](#) are also in our collection which is useful for researching housing and neighborhoods.

Questions:

- If there is a class of 50 students and we would like to view medieval maps, is there a large room we can use in the library? Yes, the library can coordinate to accommodate class sizes and collections.

- Do we have a partnership with the National Archives? Is there any way to get their documents? The library does not have a partnership with the National Archives, but we have other resources to find records across the country. If it is planned out in advance, we can try to purchase some documents—most likely on microform—that could take several weeks to arrive after purchasing.
- Does the library have other databases related to genealogy besides Ancestry? Heritage Quest Online has most of the same sources as Ancestry but is not as user-friendly. We have other resources that may help such as Congressional publications online. Please speak with Chris Brown, Reference Librarian, for these resources.

Exhibits and Artworks in the Library ([Handout](#))

Rebecca Macey is the library's Manager of Exhibitions and Programs, and she works with the Exhibits and Artworks Committee at the library helping to build exhibitions and engagement programs in the library (e.g. *Books That Matter: Mining our Faculty's Personal Libraries* exhibit—thank you for participating!). The library creates exhibitions highlighting our collections and bringing in temporary exhibitions that are of interest to the university. Exhibition space consists of built-in cabinets and walls on all three levels. An example of a past temporary exhibit is *Horizon*, a traveling exhibit of artists books from the Guild of Book Workers.

- Collaborating with faculty on exhibits can include exhibition development and design, critical and creative analysis, and connecting with our collections. One example from a writing class involved having students critique the *Tradition and Legacy Exhibit* and analyze how a piece of public rhetoric appealed to its audience. Additionally, Professor Susan Schulten used maps from our collection to show the evolution of the University of Denver and showcase the development of American cartography during the early years of DU for the exhibit, *From the Local to the Global: Maps of Early Colorado*.
- Exhibits are also a gallery for creativity and can display projects from members of the university and its resources. The library can offer space for your works and your students' works to be displayed over a period of time. We do also have a webpage: library.du.edu—>Events & Exhibitions tab—>[Exhibits & Artworks](#) section. The webpage displays exhibits that are available online, exhibits that are currently on display, the policy, spaces available, etc. The committee needs to know if you would like an exhibit roughly three months ahead of time. They can also collaborate with other services in the library such as the Digital Media Center. Exhibits are applicable to any discipline, not just the visual arts.

Open Access presentation

This [Open Access and Scholarly Communication Issues](#) presentation was given to Dean's Council last spring. Open Access has been discussed before in LLAG and at a campus level. The idea behind Open Access is that any published material will be freely available to anyone who wants it.

- Popular news sources such as the *Chronicle of Higher Education* and *Inside Higher Ed* have reported on mandates from grant makers requiring open access to data gathered and the research produced. In some cases granting agencies will help fund open access publication. Open access has an impact on the library budget and access to resources.
- The graph from the Association of Research Libraries shows rising costs of subscriptions over time—increasing over 400% from 1986-2011. However, the subscription budgets

have not risen at a similar rate to meet these costs. Subscription packages were negotiated, allowing the library to bundle journal access. Monograph costs have increased but not at the same rate which means that the library has been steadily spending more of the budget for journal access and purchasing fewer monographs. With the current subscription model, the library is essentially paying twice for articles—the university pays salaries for faculty to be authors/editors/reviewers, and, in turn, the university library buys that content back from publishers.

- Other trends include increased pressure for authors to write more, making it harder to get published, and societies are losing revenue. Societies are often negotiating with commercial publishers to publish their journals, which often leads to increased pricing once the commercial publisher takes over.
- Open access (OA) is one possible solution to this set of problems. There are various models for open access, each with some flaws. Open access is sometimes entirely free to the author but is always free to the reader. The goal of OA is about removing barriers to access and not about removing quality. Already involved with OA are [Public Library of Science \(PLOS\)](#), [Directory of Open Access Journals \(DOAJ\)](#), [Springer Open Choice](#), and [SHERPA RoMEO](#). The models for scholarship include both peer-reviewed and non-peer-reviewed journals with the variable being how institutions pay for Open Access.
- OA is important to us for the following possible benefits: increased visibility, increased discoverability, increased readership, increased citations, and high impact factors (for some journals). OA also supports the public good. To make OA work at DU, we need to determine funding for publishing. If you are considering publishing in an OA journal, please speak with the library first so they may assist with agreements and archiving your work.

Questions:

- Is there an easy way to look for OA journals in a discipline which are the most credible or have a high impact? DOAJ is a good starting point. [Beall's List](#), another resource, is a list of possibly problematic/predatory OA publishers.
- What can we do here at DU to expand the repository? Could we have a more robust repository where we can self-archive? The library is having conversations about this. Certain grants require making data public. The library is collaborating with UTS about repository space and faculty needs.
- The Science and Engineering Librarian search is underway, and Chris Brown is the interim librarian for that subject until s/he is hired.
- What is the typical cost for the author? It varies from \$200 to \$6,000, with the higher costs in the Sciences.

Research Instruction and Assessment

This is a brief update about the library's instructional services and assessment of those services. The library does not run any credit courses, so librarians rely on DU faculty to help librarians teach library tools and collections as part of instruction and outreach. Since 2010, library instruction has increased by 41%. Thank you for inviting librarians into your classes! In general, the library does a good job with first-year programming, and 30% of all library instruction is given to first-year students. Librarians also provide general library workshops each quarter. The librarians are providing more outreach to students with various programs. If you

have any courses where students are not familiar with library tools, please speak with a librarian. There are many tools available such as Research Guides, tutorials, and in-person workshops.

- Feedback surveys are one piece of assessment that are conducted at the end of workshops and research consultations to discover what students find helpful and which tools they have used. Part of this assessment also helps us understand what students are struggling with or may be missing. This feedback survey asks students to state what is still confusing/what they would like to learn in other workshops. This is self-reported data.
 - Undergraduates frequently report doing well with Google Scholar, *RefWorks*, and Summon and want to know more about subject-specific databases.
 - Students have also reported struggling with evaluating and applying information. Students may have trouble reading and understanding the content or struggle to make a connection between scholarly works and their own research. The librarians are working with faculty to incorporate active learning exercises in place of lectures in order to allow students to work with the materials, evaluating and using both primary and secondary sources.
 - Students' comments have also been received that imply confusion about the origins of information and authorship. Students do not seem to always understand the difference between a webpage in Google and a scholarly article. To help them understand, we should involve students in research projects.
 - Citations also seem to perplex students, specifically in interpreting a citation. Students are able to formulate citations though and can track sources from a citation, but they seem to have trouble discerning what the citation cites (i.e. chapter, webpage, article).
 - Graduate students inquire about citations, the literature review process, and finding data sets.
- To see the library's instructional workshop schedule and other instructional information, please visit the library website-Research Help tab, [Instruction & Workshops](#) link. The general workshops tend to have more graduate students in attendance than undergraduate students, and the library would like to have more undergraduates attend. The Research Center is located on the main level of the AAC; please encourage your students to stop by for a research consultation.

Questions:

- Could you have a program about citations for undergraduate students? There are many students, even seniors, who have not figured out how to cite. The Writing Center can help, and the Research Center can help with citation tools; there does seem to be a gap in between for citation help though. The library will look into this.
- Is there a workshop given periodically about primary and secondary sources and their differences? The library does offer a primary resources workshop and will look into offering this more.
- Are there funding opportunities for student research? Please contact [Peggy Keeran](#), who is a resource for researching grants.
- Who is the contact for Open Access and data sets? The Research Center presented workshops on Data Management and Data Visualization but has not given a workshop on how to find data sets. Chris Brown, the interim Science Librarian might be able to help.

Data visualization wall in the Center for Statistics and Visualization

At the end of each meeting, the LLAG members went on a field trip to the [Center for Statistics and Visualization](#) on the lower level of the library to see Joe Ryan, Research Visualization Engineer, demonstrate the data visualization wall and the high-definition panel, which are used to view data projects which require large, powerful projection. Computers can be attached wirelessly to both, and the wall display is also a touch panel. Joe demonstrated four different projects he has or is working on with faculty: [Diplomatic Dashboard](#) (embassies by country over time), [Nonviolent and Violent Campaigns and Outcomes Data](#), attendance at the [Burning Man](#) event by state of residence, and [MLS Degree Cost vs Starting Salary](#). For more information about the Center and the data visualization wall, contact Joe by email at joseph.ryan "at" du.edu or by phone at (303) 871-6396.