1. Introductions (Peggy Keeran)

2. LibCal and Consultations (Bridget Farrell)
   a. We have a new web interface for scheduling research consultations
      i. Scheduling a consultation is now quicker and easier
         ii. You can find available times online and book directly with a librarian or staff member
         iii. There has been an increase in booking since we've implemented the new system and we wanted to continue to get the word out
     a. Please let your students and colleagues know

3. New Board Game Collection (Bridget Farrell)
   a. We have a new board game collection available here in the library
      i. Games include classic games like Monopoly and Risk, as well as newer games like Pandemic
   b. New board game collection was funded by a University Library Association (ULA) grant
      i. If you notice a gap in our collections, you can make a request when calls for proposals go out for this grant
   c. Game are being used in the classroom for instruction
      i. Faculty can check-out games and take them home
      ii. Students can use games in the library
   d. To locate available board game titles in our catalog
      i. Search for “Board Games” in Compass
      ii. Then, filter by genre>board games

4. LibGuides (Research Guides) Integration into Canvas (Elia Trucks)
   a. I’ve been working with Nicolas Pares, instructional designer at University College and Associate Dean Carrie Forbes to integrate LibGuides into Canvas.
      i. LibGuides are collections of subject specific resources that can also be used for specific courses. This integration creates a module within a canvas course that opens a specific guide within the same page. This can be customized for courses, topics, or disciplines.
      ii. Right now, functionality is only turned on for University College and Daniels College of Business.
         i. LibGuides can include information that you feel is priority for your students to know about the library
     b. When embedded into Canvas, students have been engaging more frequently with these resources, including our databases, articles, and consultations with librarians.

5. Research Information Management Project (Jack Maness)
   a. This project involves Research Information Management (RIM) metadata
i. Resourced from OCLC white paper
ii. Objective is to manage information about research
   i. Not information resulting from research, but information about publications
      a. Faculty profiles, awards, grants...
b. Why is this important?
   i. Increased globalization
   ii. Schools competing for students
   iii. External mandates
c. Why are the libraries involved?
   i. We have metadata expertise
      i. We can create accurate and consistent metadata
      ii. Authoritative list of research at DU
d. There are three or four parallel efforts
   i. DUConnect
      i. Allows you to search for others doing similar research as yourself
   ii. Institutional Research
      i. Allows you to explore various analytical and data tools
   iii. MarComm
      i. Includes faculty profiles and Activity Insight
   iv. Digital Commons
      i. Has harvesting tools that pull your publications from existing datasets so that you don’t have to enter them manually
e. Goals: Make reporting on research easier, more accurate, and comprehensive
   i. Work with faculty to make sure you have an ORCID ID
   ii. Integrate ORCID with Activity Insight
   iii. Crossref
      iv. Over the next year, we’ll be working with you to manually add information that was missed by ORCID
   v. Everyone will be seeing this over the next few years
f. Will be working with sciences or more journal based research first because these tools tend to work better with the consistent reporting of data from journals
g. With Esploro we can pull in even more in addition to journals
   i. Including creative works, book chapters, news articles
h. Will be utilizing AI machine learning to get better results over time
   i. Current rankings may not reflect actual research
      i. Case Western Reserve University took on a project like this and experienced a jump in rankings after
      ii. We are looking to make sure we have good data about our research so that DU is evaluated based on our actual activity
6. Open Access and Article Processing Charge (Jack Maness)
   a. Typically capped at a certain amount to publish as open access
      i. Available to current faculty, staff, and students
   b. For journal to be eligible it must be fully open access
i. Compliance with open access code of conduct reduces predatory publishing
ii. Not typically for journals that also already charge us for a subscription (hybrid)
c. Not intended to replace grant funding for these activities
   i. Can hopefully support disciplines that may have less funding resources available
   ii. Will also be required to submit a copy to us for the institutional repository
d. Encourage faculty to publish to high profile open access journals
e. Questions:
   i. Q. Does it make more sense to do this at the department or division level because we would have a better idea of which publications are reputable and predatory within our fields? Meaning the department or division could apply for the grant money and let the chair or someone make the decision on which journals are worthwhile.
   ii. A. (Michael): There may be a way to add a layer for departmental or divisional input, but we want to make sure all the funds are maximized to their fullest extent. If it gets too narrow, we don’t want to risk funds sitting around unused if there is opportunity for it to be utilized elsewhere.

7. MISO Survey (Bridget Farrell)
   a. Survey created by Bryn Mawr College
      i. Not created by our library
      ii. Allows comparison to other peer institutions
   b. Will be available winter quarter
      i. Currently going through IRB
      ii. Questions about digital scholarship, printing, and other technology services, for example:
         • What services and resources are important to our patrons, and how successfully do our organizations deliver them?
         • How effectively do we communicate with our campus communities about our services and resources?
         • How skilled are our patrons in the use of software and library databases? What additional skills do they wish to learn, and how do they wish to learn?
         • Which software and hardware tools do our patrons use, and which of these tools do they own?
         • What benchmarks can be established for excellent delivery of library and computing services?
      iii. Will be working with institutional research to create pools of emails for different groups

8. Streaming Video Update (Shannon Tharp)
   a. Visit A-Z listings to see what’s available
      i. We currently have about 45 streaming services listed
      ii. We have trials as well
   b. New old standbys Kanopy and Swank
      i. Request titles as needed
      ii. Please try to give at least 2 weeks
iii. Licenses will last one year after purchase
c. There is an extensive LibGuide that has information about streaming media
   i. Additional questions can be answered by liaison librarians
d. Films on Demand Master Academic Collection
   i. Films for education
e. Tugg.edu
   i. Smaller independent films
f. Film Platform
   i. Documentary films from around the world
g. Course Reserves
   i. Contact Ryan Buller for streaming and physical film reserves

9. Floyd Tanaka Papers (Kate Crowe)
   a. Collection on partial display on the upper lever of the AAC near the Deans’ Suite as part of the “Portraits of Courage” exhibit on men who served in the 442nd Regimental Combat Team.
   b. Tanaka is a DU alum who served in the 442nd, a military unit from WWII made up of almost entirely of Japanese American men, which is the most decorated U.S. military unit when considering total # of people who served and their length of service. Scrapbook includes both dark and light themes
      i. Group photos
      ii. Fliers
      iii. Pictures of architecture
   c. Full collection is mostly him and the architecture firm he co-founded after graduating from DU
      i. Floyd and his wife were both interned at Manzanar, a Japanese internment camp
      ii. Includes his personal scrapbook
      iii. Rose was also interviewed by Densho, a nonprofit dedicated to documenting the experiences of those interned during WWII; this interview is available on the Densho website.

10. Other (Peggy Keeran)
   a. Q&A:
      i. Q (Gareth Eaton): Is the library getting any new resources to help with all the new things?
      ii. A (Michael): No. Well, we don’t really need as much resources for new collections. What we really need is new personal, as we have more online programs and more questions about online resources. If we see an increase in the student population, then there will be an increase for charges for databases because cost is based on number of users.