1. **Introductions (Peggy Keeran)**

2. **Digital Commons @ DU (Jenny Bowers and Sheila Yeh)**
   a. Digital Commons has served as our Institutional Repository since September 2015
      i. Testimonial to the University’s support for Open Access
         1. This is Open Access Week, October 24-30, 2016
   b. Jenny and Sheila invited faculty from various divisions to share how Digital Commons benefits their departments
      i. **Kevin Shelburne** (Ritchie School of Engineering and Computer Science)
         1. Center for Orthopaedic Biomechanics
            a. Funding from NSF and NIH
               i. Data management and data sharing (now required)
               ii. Part of the funding for the Center is for sharing data
            b. Three laboratories in the center
               i. Generates a large amount of data (images, records, computer models)
                  1. **Natural Knee Data**
                  2. Sharing data allows “folks to start a few steps farther down the road”
                  3. Part of the NIH requires that statistics are available when resubmitting the grant
                  4. Concerned that there is no place for permanent data sharing, but Digital Commons is ideal for this.
                     a. “Library has a long track record of securing and preserving data”
      ii. **Kim Gorgens** (Graduate School of Professional Psychology)
         1. There was a large volume of **Doctoral Papers and Masters Projects** building up in the GSPP, especially in applied clinical work
           i. Papers were sitting in a stack in a closet, generating dust
         2. Looking for a searchable database disconnected from traditional dissertation databases, that would be accessible outside of the institution
         3. Benefits of depositing these papers and projects in Digital Commons
            i. Current students can find previous work done in the program as examples of paper structures and style
            ii. For students applying for field placements and internships, can supply a unique URL to their graduate paper or project to include on resumes/CVs
      iii. **Paul Novak** (University College)
         1. **Multiple graduate programs** input metadata about students’ capstones into Digital Commons
            i. Largest group is Arts and Culture (includes Creative Writing)
            ii. Had been using ECDT
         2. 25 – 45 projects per year go into Digital Commons
            a. Abstracts, not the papers or projects, have been posted since June 2011 (Dean’s decision)
               i. Concerns about privacy and proprietary content
Copyright complaints were taking up a lot of time

Concerns about being barred from future publication due to presence on another site.

A link to the student’s email address provided instead of the capstone, so that the student can be contacted if someone interested in seeing it.

Students are asking for unique URLs to share their work, and they prize the du.edu in the URL

Paul Novak does all the metadata input each year

**Michael Levine-Clark** (University Libraries)

1. Digital Commons is a great place to host publications such as an e-journal or conference proceedings
   a. *Collaborative Librarianship* (Levine-Clark, ed.) has recently shifted to Digital Commons from another platform
      1. Nicer look than the previous platform
      2. Back-end (for submission, editorial management) is smoother
   b. Consider using for
      1. Small open access journal
      2. Student journal
      3. Conference Proceedings

2. Great for small publications
   a. Shows statistics and usage data
   b. Excellent search engine optimization
      a. “These articles get found.”

3. **Krystina Matusiak** (Library and Information Science (LIS))

   1. Many subscription publications are now allowing faculty publications published in their journals to be posted on personal websites or institutional repositories
   2. There is strong research suggesting that depositing work in a repository increases citations for published information
   3. LIS faculty are depositing papers and conference proceedings
      a. Departmental dedication to open access

4. Highlighting student work
   a. Capstone projects
   b. Student presentations (papers and posters) from conferences
   c. One class published an e-book from student papers.

5. **Questions**
   i. How do I find the Humanities on the page?
      1. Humanities faculty haven’t been as involved, but we are working on a plan to get the divisions into the system.
   ii. Should the departments be initiating getting involved?
      1. Either way. The library will eventually come to you, but please approach your liaison with interest.
   iii. Can the platform handle non-text documents?
      1. Yes.
   iv. Is Digital Commons included in Compass?
1. No, but the content is findable in Google Scholar and in regular Google. These articles are coming right to the top of the results list.

v. Does the library have resources to help figure out if faculty have the rights to share on Digital Commons?
   1. Yes, we have information in the Digital Commons FAQ section, but please also contact your librarian liaison if you have questions.

vi. Can I only deposit publications associated with DU?
   1. We are focusing on students and faculty at DU, but it’s fine if your publication was done at another institution.

3. Books and E-books use (Michael Levine-Clark)
   a. Gareth Eaton asked us to share about book use and book acquisition, both print and electronic.
   b. The number of print volumes that we purchase has declined in the last five years, but it is a much less steep decline than it was the five years before that
      i. That decrease is in part because we moved dramatically to ebooks
      ii. The cost of maintaining subscriptions is a larger portion of the budget every year
      iii. The 10K – 11K purchasing trend looks pretty stable going forward
   c. We subscribe to several large packages of ebooks
      i. We don’t own these books, and could lose them at any time, but they cost approximately 2 cents per book per year.
   d. We load records for ebooks into our catalog and then purchase them as they get used
   e. We purchase in bulk via negotiated contracts, such as one we have with Oxford UP
   f. Our e-book collection has recently passed our physical book collection in size
   g. Print and e-book usage reports are not equivalent
      i. Circulation is used for print books
         1. Faculty and PhD students can borrow books for a year
            a. Don’t know how often a book is used in that time, if at all – could be once a day or never
         2. Other users have different (inconsistent) circulation periods
      ii. E-book usage reports are not consistent
         a. We have data for fewer than half of the e-books in the collection, and within that, there are two different types of usage reports:
            i. Successful title requests (number of times the e-book is accessed)
            ii. Successful section requests (number of sections of an e-book that are used)
               1. “Section” is arbitrary
                  a. Oxford calls it a chapter
                  b. Ebrary calls it a page
            iii. These are mutually exclusive (either/or)
   h. With all of those caveats on data, we’re seeing significant numbers of unique titles accessed each year.
   i. Questions:
      i. What does this data tell you?
         1. It tells me that we should continue to purchase both print and electronic books. The decline in usage is common across academic libraries. Our usage numbers are still pretty strong.
2. Best educated guess is that about half of the usage is books purchased in the last five years. Having strong numbers in both suggests that this is the correct mix of mediums for our library. We are aware that there’s roughly 5% on either end of our community who ONLY use ebooks or print. Everything else is a blend.

ii. What does the circulation of print books say about what we have here vs. what’s at Hampden?
   1. Most of our circulation is request-based, and most of it comes from this building.
   2. It appears that our users are not browsing.
   3. Every year, we reevaluate what is in the building vs. what’s at Hampden.

iii. Can you say a little about trends in software to read e-books?
   1. We hope it gets better.
   2. We’re moving more and more toward publisher-hosted ebooks. Not-for-profit platforms tend to have a more liberal stance on digital rights management.

iv. What’s the relative percentage of print here vs. at Hampden? Is that reevaluated?
   1. About 30% of the overall print collection is here in the AAC.
   2. We only have space for what we have, but we’re still adding physical items, so that percentage naturally adjusts with growth.
   3. We do evaluate every year to consider what’s used vs. what’s not, and this can affect whether something is here or at Hampden.

v. Do you have any data on disciplinary usage?
   1. We have some, but not for e-book vs. print. We’ve done a lot of analysis of ebooks at the subject level, but we haven’t compared it to print.

4. **Prospector update** (Carrie Forbes and Ryan Buller)
   a. *This agenda item was also requested by Gareth Eaton. If there is something that you would like to see addressed at our next meeting, please let us know.*
   b. The library is still not back on Prospector at this point. We had anticipated getting back on the system before classes began this quarter.
      i. When we moved from Sierra to Alma, we shifted from a local server to a cloud-based system hosted by Alma
      ii. In order to connect to Prospector, we have to host on a local server at the Colorado Alliance of Research Libraries (Alliance).
         1. We discovered that we could not host patron data on the local server because of FERPA
      iii. Alma has a protocol called NCIP
         1. This is a protocol that will allow the server at the Alliance to validate user status without having to keep confidential data on the other system
         2. The protocol hasn’t been connecting between the systems
   c. Active flow of information is not occurring between the servers. They have identified the issue and are reworking the approach. The protocol in development is occurring between two competing companies, but it is moving forward. That said, no date is available for an ETA of a final rejoining.
   d. Questions:
      i. What is the turnaround on ILL?
         1. If it’s outside of state, it’s about a week.
2. If it’s from a Prospector library, we’re still using the courier, so it should be a couple of business days.

5. **Student newspapers and archival instruction** (Kate Crowe)
   a. Kate Crowe discussed DU student newspapers as ways of getting students into the physical archives
      i. DU students have published newspapers in some form since about 1880
   b. They can give a perspective on happenings on campus and the world, depending on the era being covered
      i. Student newspapers are wonderful as a resource because they often provide a campus perspective on an international issue
         1. Example: The Human Rights salute at the 1968 Olympic Games
            a. The *Clarion* staff interviewed the athletes
         ii. Very relevant to students, since the perspective is close to their own. There’s a sense of continuity and of the relevance of history.
   c. These aren’t just for history or English classes either.
   d. A lot of sessions with archives are co-taught with the liaison librarian
      i. The class starts with a short introduction to the historical documents
      ii. Students then work collaboratively in small groups to “interrogate” the documents by answering a series of questions
      iii. The students then share their findings with the rest of the class
      iv. When co-taught with liaison librarian, the latter teach how to find secondary sources to contextualize the document
   e. We are working on digitizing these newspapers (currently up to WWI), and will let LLAG know when they are available online

6. **Library homepage and Compass features** (Peggy Keeran)
   a. Peggy gave an overview of Compass from the homepage
      i. Browse Search
      ii. Advanced Search
   b. Databases are searchable by title, subject, and keyword (within title and description) and browse-able by subject and by type.
   c. Compass offers many features for filtering as well as for managing searches and search results.
   d. There is a Research Guide with help for Compass: [http://libguides.du.edu/c.php?g=568230&p=3914389](http://libguides.du.edu/c.php?g=568230&p=3914389)

7. **Trial databases** (Peggy Keeran, Esther Gil, and Anna Harper)
   a. These are all visible along the right side of the databases page
   b. We’d love your feedback!!
   c. Peggy demonstrated:
      i. Archives of Sexuality & Gender
      ii. Sage Video (Anna Harper demonstrated in meeting 2)
   d. Esther demonstrated:
      i. Data-Planet Statistical Datasets
   e. Others
      i. AP Archives
   f. Please explore the databases page to look at our trials. Many will expire at the end of November.
8. **Flipster** (Peggy Keeran)
   a. We will be moving browsing magazines from the physical collection to the Flipster platform.
   b. Not everything is being moved to this platform (art and food magazines are staying in print)
   c. If there is a title that you use that you don’t want moved online, let us know, because we can also reinstate physical collections if we discover that our users prefer something in print
   d. This will start in January
      i. List of Flipster Titles
9. **Questions**
   a. Idea for agenda item: Kate Ross (GSSW)
      i. High volume of students with visual impairments have found the library hard to navigate, both the physical and, particularly, the online library
      ii. Thoughts:
         1. Audio guides
         2. More screen-reader compatibility
      iii. The librarians will go ahead and start working on this, since we should get this resolved