**Library Liaison Advisory Group**

**Minutes**

**May 21 & 22, 2019**

1. **Introductions – Peggy Keeran**

2. **Warm-up Discussion: Evidence in the Disciplines – led by Bridget Farrell**
   
a. What counts as evidence in different disciplines?
   
i. New warm-up discussion to build community by learning about other departments
   
ii. Exploring how evidence is being used in the common curriculum
   
iii. Taken from the General Education Review and Inquiry’s (GERI) Design-a-Palooza
   
iv. Take 15 minutes to discuss evidence and other research topics in your discipline, then share findings
   
b. Responses
   
i. Funding money creates bias
   
   1. Certain topics may receive more funding, making it difficult to find scholarly materials in other areas or with different perspectives
   
ii. Evidence and authority can be very different between disciplines
   
   1. e.g., Mathematical proofs
   
iii. Qualitative vs. quantitative data and the quantification of qualitative material
   
   1. e.g., Text mining to quantify qualitative resources
   
iv. Primary and secondary resources
   
   1. This type of language isn’t used the same across disciplines
   
v. Critical perspectives to using sources
   
   1. Looking at international perspectives in comparison to the US
   
   2. Translation and how that can change meaning
   
vi. Data as evidence
   
   1. e.g., Vaccines and climate change
   
   2. Need to recognize how that data is being used in order to analyze authority
   
   1. Modified version of the CRAAP test
   
   3. Just because it looks nice doesn’t mean it’s accurate
   
vii. Finance evidence is hard numbers and statistics
   
   1. Numbers can be misreported, creating the need for forensic evidence
   
vi. Asian studies
   
   1. Cultural representation
   
   2. Translation for modern audiences

3. **Collections as Data grant – Jack Maness**
   
a. Unlocking Jewish Consumptives’ Relieve Society (JCRS) records for computational analysis
i. With Kim Pham, Kevin Clair, and Jeanne Abrams
ii. Using Handwritten Text Recognition (HTR) software to create searchable
data from handwritten materials that are inoperable with standard Optimal
Character Recognition (OCR) software

b. JCRS Collection
i. Sanatorium for tuberculosis
   1. Located on west Colfax during the first half of the 20th century
ii. Includes medical records, photographs, letters, etc.
iii. This collection has been heavily used
   1. History of medicine
   2. Immigration patterns
   3. Yiddish language records
   4. Classes on campus
      1. Diseases of the world
      2. Sociology of immigration
      3. Rhetoric and Academic Writing
      4. Geography
      5. Qualitative sociology
   5. Center for Research Libraries (CRL) – Teaching with Primary Source
      Award 2018
      1. Peggy Keeran, Jeanne Abrams, Jenny Bowers, & Kate Crowe

c. Always Already Computational: Library Collections as Data
i. Leading thinkers from libraries, archives and information sciences
   1. Including digital humanities and digital social sciences
   2. New ways to implement and use collections
ii. DU is 1 of 6 in the Collections as Data Cohort
   1. Others include
      1. Carnegie Museum of Art
      2. UNC – Chapel Hill
      3. Northwestern University
      4. University of Pittsburgh
      5. Weeksville Heritage
iii. Examples of other projects
   1. Early Caribbean Digital Archive (EDCA) Northeastern University
      1. Collection is being digitized, OCRRed, and text mined
      2. Many of the books in the collection were written by white
         men/slavers
         i. This process has allowed the actual narratives of
            enslaved peoples to be pulled from these texts
         ii. Many narratives existed as footnotes and other formats
             that have kept them hidden or difficult to find
   2. Other cohort projects include diaries, maps, oral histories, and more

d. Challenges for DU – Uncovering Health History: Transcribing and Publishing
   Tuberculosis Records as Data
i. Technical
   1. OCR might not be good
1. Most solvable of the challenges
2. Open source HTR transcriber, optimizing to learn handwriting in collection
   1. From University of Hamburg
   2. 60-65% baseline correctness
   3. System will “learn” with use

ii. Organizational/Sustainability
1. This is the biggest challenge
2. Moving away from monolithic software
   1. Leverage people and expertise for integration
3. Sometimes these can turn into boutique-like projects that are not sustained financially
   1. Project funding can be lost
   2. University of Iowa received funding from the Mellon Foundation

iii. Ethical issues
1. Just because we can, doesn’t mean we should
2. Not subject to HIPAA or IRB
3. No state statutes
4. Consulting an ethics board
   1. University of Colorado, Rocky Mountain Jewish Society, Jeanne, attorneys, digital historian from University of Michigan, etc.
5. Best practices from Johns Hopkins about records of the deceased
6. Similar projects outside of the cohort
   1. AIDS History Project at University of California
7. Establish terms of use for some of the information
8. Anonymity issues
9. Ethical principles example: Colored Conventions
   1. “Black people aren’t data, but producers of data…”

e. This is a two year project
   i. Will meet at UNLV with cohort
f. Let us know if you are interested in using this collection or other archival texts
   i. DU Collections as Data blog

g. Questions/Discussion:
   i. International archival digitization from libraries?
      1. Yes, some libraries are also doing more regional projects
      2. Some vendors are doing this internationally and charging a lot for it
   ii. Wisconsin history tried to do this with records from a girls school
      1. Privacy and ethical issues led to removal of part of the records
      2. Is it really data if we remove or blank out some of the information as asked by descendants of those in the records?
         1. Anonymizing the information could make the data worthless for certain disciplines

4. Deborah Howard’s Holocaust portraits – Jeanne Abrams
a. Deborah Howard donated her whole collection of portraits of child survivors of the Holocaust.
   i. Exhibit is on display in the NE corner of the upper level of the library
   ii. These can be used as primary sources
       1. History, religious studies, art, social studies, etc.
       2. Think about ways you can use primary sources in your classes
       3. Students like to use primary sources
       4. When students engage in those sources it makes an impact and encourages them to go on to further resources
   iii. Contact Jeanne if you would like to use them or have questions
b. Visual History (Shoah) – Peggy Keeran
   i. Videos of Holocaust survivors and survivors of other genocide events in different countries
   ii. Digital primary sources are available as well as the physical materials in Special Collections
       1. Contact Peggy if you’d like to use them in your classes

5. **Anywhere Access and the new ReadCube Papers Reference Manager** – Meg Eastwood and Jenn Brown
   a. Anywhere Access is an extension you install in your browser
      i. Works with newer browsers like Chrome, Firefox, and Edge
      ii. Search where you normally search
          1. Compass, Google Scholar, other databases, etc.
          2. Not a search engine
      iii. Mission is to be an easy alternative to SciHub
      iv. 3 clicks to access an article instead of 6-7 clicks
          1. View pdf button that follows you around the internet
      v. Sources of full text access
          1. First checks open access for articles, then checks DU resources
      vi. Coming soon
          1. ILL
          2. Purchase on demand (if unavailable elsewhere)
             1. Currently supported by grant money, so you don’t have to pay yourself
      vii. Instructions
          1. Available in Research Guides
          2. It will ask you verify your email when you first create your account
          3. You only have to log in once every 3-6 months
   b. Papers
      i. This is the reference manager by ReadCube
         1. Access to Papers is included with Anywhere Access
         2. Works like RefWorks, Mendeley, and Zotero
         3. Provides recommendations based on the articles in your library
      ii. Use add to library function
          1. Includes unlimited online storage
      iii. Allows you to share the libraries you create
c. Current Challenges
   i. Issues with aggregators
      1. ProQuest, Gale, EBSCO, etc.
      2. Working on licensing with JSTOR, and should be resolved soon
   ii. Because we are an early adaptor, we can provide feedback that the company will take into account when updating the software
   iii. Does not have desktop app yet
      1. Link needs to be bookmarked in browser

d. Contact Meg or Jenn if you have questions or feedback

6. Databases A-Z subject tags – Jenn Brown
   a. Looking for feedback on project to expand and build on the current list of subjects in the A-Z databases
      i. More inclusive to faculty and student research needs
      1. Interdisciplinary researchers
      ii. Make resources more discoverable
      iii. We will review and revise based on feedback
      iv. Survey will be sent out soon
         1. Survey will be open until June 10th
      v. Forward to other faculty that may want to provide feedback
   b. Contact Jenn if you have questions

7. Woodstock West's 50th anniversary 2020 – Kate Crowe
   a. Protest that happened at DU on the site of the library
      i. Anniversary will be May 2020
      ii. Protest was planned, but then Kent State happened
         1. Result was 5-7 day tent city protest
   b. Faculty inclusion of student action or student protest into the curriculum
      i. Imperialism, war, social justice
   c. What would you like to see and how would you like to include these topics into curriculum?
   d. Contact Kate with questions or ideas

8. Any announcements?
   a. Moreland Information Literacy Grants will be expanding
      i. Faculty collaboration with librarians
      ii. New funding to include graduate classes
      iii. Announcement will be made later this quarter
   b. ULA collections grants due June 26th
      i. Fill in collections gaps or build more in depth collections,
         1. Can be for research or teaching
      ii. If you have new faculty members coming in, let them know this deadline is coming up
      iii. Can include Special Collections purchase requests

9. Wrap Up – Peggy Keeran