

**Library Liaison Advisory Group Meeting  
Minutes**

Monday, October 28, 2019

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Tuesday, February 11, 2020 (*rescheduled from cancelled October meeting*)

**1. Introductions (Peggy Keeran)**

**2. Research Information Management Project (Jenelys Cox, Jack Maness)**

- a. This project involves Research Information Management (RIM) metadata
  - i. Resourced from OCLC white paper
  - ii. Making sure that the information about research is properly curated
  - iii. Objective is to manage information about research
    - 1. Not information resulting from research, but information about publications
    - 2. Faculty profiles, awards, grants, *etc.*
- b. Why is this important?
  - i. Increased globalization
  - ii. Schools competing for students
  - iii. External mandates
- c. Types of data that we gather will be pulled into various projects
  - i. Create cohesive workflows across campus to hopefully make everybody's lives easier
  - ii. Activity insight
  - iii. Make sure data about research is as accurate and cohesive as possible
- d. Many large research institutions across the country are doing this
  - i. Making sure research is meeting standards of funding agencies
  - ii. Make sure information about research at DU is out there and findable
- e. Why libraries are involved in RIM
  - i. Publication, scholarship, and metadata expertise
    - 1. Creation of accurate and consistent metadata
  - ii. Training and support
  - iii. Discoverability, access, and reputational support
  - iv. Stewardship of the institutional record
    - 1. Authoritative list of research at DU
- f. RIM efforts at DU
  - i. 3 or 4 parallel efforts
    - 1. DUConnect – Office of Academic Innovation
      - Allows you to search for others doing similar research as yourself
    - 2. Institutional research
      - Allows you to explore various analytical and data tools
    - 3. MarComm
      - Includes faculty profiles and Activity Insight

- 4. Digital Commons - Libraries
    - Has “harvesting” tools that pull your publications from existing datasets so that you don’t have to enter them manually
  - ii. Converge these efforts into a data and systems curation and integration project
    - 1. Goals:
      - Make reporting on research easier, more accurate and comprehensive
      - Easier to create records preemptively and easier to correct errors as we find them
      - Work with faculty to make sure you have an ORCID ID
      - Integrate ORCID with Activity Insight
      - Crossref
  - iii. We can’t do everyone at once, it’s a slow process and there is a lot of research
    - 1. These technologies work best for disciplines who work primarily with journals
      - 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
    - 2. Over the next year, we’ll be working with you to manually add information that was missed by ORCID
    - 3. Everyone will be seeing this over the next few years
  - iv. With Esploro we can pull in even more in addition to journals
    - 1. Including creative works, book chapters, news articles
  - v. Will be utilizing AI machine learning to get better results over time
- g. 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
- h. Q&A:
  - i. Question: Does this work for open education journals?
    - 1. Answer: It depends on how it is indexed, if the records are good in Google then usually
  - ii. Question: What is the big picture, is it pushing out our information to the world or is it archival?
    - 1. Answer: It’s a little of both and the information also becomes available to rankings entities
  - iii. Question: What are the issues happening now?
    - 1. Answer: Right now there are many different areas where we are entering this information, which breeds error. This will consolidate a lot that work so the information is more standardized
- i. Additional benefits:
  - i. If you are applying for grants, it can be difficult to find others who have had grants approved. This will make it easier to find similar grant funded research
  - ii. Can consolidate research to a viewable page/faculty profile to provide information to prospective students interested in your work

### 3. Open Access and Article Processing Charge (Jenelys Cox, Jack Maness)

- a. Looking into starting an on campus fund for open access publishing
  - i. Typically capped at a certain amount to publish as open access
    - 1. Available to current faculty, staff, and students
  - ii. We are often asked about funding but do not currently have a structure in place to support it
    - 1. Not a mandate
  - iii. Facilitate the process of funding open access publishing
    - 1. Must meet the Open Access Scholarly Publishers Association (OASPA) code of conduct
    - 2. Ensures that the open access journal is not predatory
  - iv. “Hybrid” open access journals will not be eligible for funding
  - v. Attribution would be given to the fund
- b. 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
  - iii. Encourage faculty to publish to high profile open access journals
- c. Currently, there is a committee and we are very much still in the planning process
- d. Q&A:
  - i. Question: 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.
    - 1. Answer: 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.
- e. Questions can be sent to [Jack Maness](#), [Kim Bender](#), or [Michael Levine-Clark](#) (co-chairing the committee)

### 4. LibCal and Consultations (Bridget Farrell)

- a. During fall quarter we implemented a [new system for scheduling consultations](#) at the Research Center
  - i. We currently do one hour, one-on-one research consultations for faculty, students, and staff (groups welcome too)
  - ii. There used to be some issues going back and forth through email to schedule and make appointments

- iii. The new system allows you to schedule appointments quickly and easily on the fly
  - 1. Automatically schedule an appointment and view information about the librarians subject areas
  - 2. View available dates and times right on the webpage
- iv. There has been an increase in booking since we've implemented the new system and we wanted to continue to get the word out
  - 1. Please let your students and colleagues know
- v. Q&A:
  - 1. Questions: What are the hours for consultations?
    - Answer: 9-8pm on Monday and Wednesday, 9-5pm on Tuesday, Thursday, and Friday. Plus an additional 3-4 hours on each Saturday and Sunday.
  - 2. Question: What about hours for distance students, are you going to add more hours?
    - Answer: Currently, we do not consistently book our evenings and weekend hours. If there is more demand we'd be happy to look into adding more hours.

## **5. 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
  - ii. Intended for classes, instruction
  - iii. Also for game design, so students can see various ways that games are designed
  - iv. We encourage you to think about how you can use them in your class
- b. [ULA \(University Library Association\)](#) grant for funding the collection
  - i. May be possible to expand thoughtfully
  - ii. If you notice a gap in our collections, you can make a request when calls for proposals go out for this grant
- c. How to find board games in Compass
  - i. Type in, board games, and search
  - ii. To narrow down, go to filters on the right
    - 1. Select, genre > board games
- d. Game are being used in the classroom for instruction
  - i. Faculty can check out games
  - ii. Students can use them in the library

## **6. LibGuides (Research Guides) Integration into Canvas (Elia Trucks)**

- a. Working with Carrie Forbes and Nicolas Pares on integrating [LibGuides](#) into Canvas
  - i. Makes [LibGuides](#) more accessible and visible to students

- ii. Guides can show up in your Canvas course if you work with your liaison librarian
- b. [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.
  - i. Right now, functionality is only turned on for University College and Daniels College of Business.
  - ii. [LibGuides](#) can include information that you feel is priority for your students to know about the library
  - iii. Can be customized for courses, topics, or disciplines
  - iv. It can be a guide that already exists or potentially one that can be created specifically (these can take a while to create so you'd have to discuss with your librarian to see if possible)
- c. [LibGuides](#) would be added to the Canvas navigation
- d. After adding to UCOL Canvas, views have gone up from 14-15 to over 120 views by students
  - i. Students engage more frequently with these resources, including our databases, articles, and consultations with librarians
- e. [Research Guides](#) are linked from main library page, just below the Compass search bar on the [main library page](#)
  - i. You can browse guides to see if any match what you are looking for
  - ii. Email your [liaison librarian](#) with your ideas

## 7. MISO Survey update (Carrie Forbes, Bridget Farrell)

- a. Measuring Information Services Outcomes (MISO)
  - i. Will be working with Institutional Research to create pools of emails for different groups
    - 1. Sent out to all faculty and staff across campus
    - 2. Random sample of undergraduate and graduate students
- b. National survey created and managed by Bryn Mawr College
  - i. Many institutions participate
  - ii. Allows comparison to other peer institutions
- c. Will be available winter quarter
  - i. Currently going through IRB
- d. Questions about digital scholarship, printing, and other technology services, for example:
  - i. What services and resources are important to our patrons, and how successfully do our organizations deliver them?
  - ii. How effectively do we communicate with our campus communities about our services and resources?
  - iii. 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?
  - iv. Which software and hardware tools do our patrons use, and which of these tools do they own?

- v. What benchmarks can be established for excellent delivery of library and computing services?
- e. Asks questions about library and IT services
  - i. This is the first time DU has tried it and questions may be more IT focused this time
  - ii. Data will come out around April

## 8. Streaming Video Update (Shannon Tharp)

- a. See what's available by going to the [A-Z Databases](#) site
  - i. We currently have about 45 streaming services listed
  - ii. We have trials as well
- b. Filter by, type > streaming media
- c. [Kanopy](#) and [Swank Digital Campus](#) are the most used right now
  - i. Request titles as needed
    - 1. Please try to give at least 2 weeks
  - ii. Criterion titles will be available in [Kanopy](#) holdings for some time
    - 1. Only collection that holds these titles
  - iii. [Swank](#) mostly has feature films, over 25k +
    - 1. Requested titles are mediated, so you will need to submit request to the library then you will get link when it is available
    - 2. Titles are available for one year once the request is approved, after one year you will have to request again
    - 3. Only faculty can request titles at the time being
    - 4. [Swank](#) and [Kanopy](#) links can be embedded into Canvas
- d. [Streaming Media LibGuide](#) has information about streaming functionality available to you
- e. [Films on Demand](#) has a lot of PBS titles
  - i. Films for education
  - ii. PBS may pull titles at will
  - iii. Additional feature films
  - iv. A&E, BBC, PBS, California Newsreel, films for humanities and sciences
- f. [Film Platform](#)
  - i. Lots of independent films and documentaries from around the world
  - ii. 90% of content is exclusive
- g. Course reserves
  - i. Contact [Ryan Buller](#) for questions about using streaming media in your course
  - ii. We also have physical DVD and VHS films if you need them
- h. If you questions about acquiring something new you can contact [Shannon Tharp](#) or your [liaison librarians](#)
- i. Q&A:
  - i. Question: Problems with faculty wanting to use Netflix?
    - 1. Answer: Yes, there is no way for the library to support media through Netflix. We can purchase a DVD if you can't find it outside of Netflix. We do not encourage it, but faculty using their personal accounts is at your own discretion. We do not endorse or police use. Netflix statement on educational use is wishy washy and vague.

- ii. Question: Can we use streaming for public showings on campus are there fees?
  1. Answer: We do not have to pay an additional fee using [Kanopy](#) movies for public performance in classroom or events like we do for other companies. [Swank](#) will charge us an extra fee for public performance outside of the classroom.
- j. We do have DVD players available for check out at the lending desk as well if you need them
  - i. We also have a list of the physical movies that we have public performance rights for. Just because we have it does not mean we have the public rights

## 9. Floyd Tanaka Papers (Kate Crowe)

- a. Collection on partial display on the upper level 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 was a DU alum in the architecture program in the late 1940s who served in the 442<sup>nd</sup> Regimental Combat Team in WWII, 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
  - i. Personal scrapbook chronicling his days in the army, has both light and dark themes
  - ii. He and his wife, Rose, were both interned at Manzanar, a Japanese internment camp, before ending up in Denver
  - iii. Group photos
  - iv. Fliers
  - v. Pictures of architecture
  - vi. WWII memorabilia
- c. Wataru Manaka, was also in the 442<sup>nd</sup>, was the first non white basketball player recruited to the NBA (BAA at the time) by the New York Knicks
- d. The collection has been used in writing and sociology classes
  - i. Human impact of policy and life experience as an example of that
- e. Full collection is mostly him and the architecture firm he co-founded after graduating from DU
- f. 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 online digital repository](#).
- g. For questions about this collection or about integrating any of our other resources into your classes, contact [Kate Crowe](#) or [archives@du.edu](mailto:archives@du.edu)
- h. Comment:
  - i. Book recommendation from Jeff Bowen about related topic
    1. [The Storm on Our Shores: One Island, Two Soldiers, and the Forgotten Battle of World War II](#) by Mark Obmascik
    2. A copy of this book has been ordered for the library and will be available soon

## **10. RBDigital Trial (Peggy Keeran)**

- a. We have some RBDigital resources like Pimsleur audio books available, but they also have video
- b. Wondering if these types of materials would be of interest to anyone?
  - i. May be difficult to search and have issues with language accessibility transcripts
  - ii. They have contemporary concerts, but may be more musical documentaries
  - iii. Might be good for Spanish television and movies and concerts
- c. We can get a trial if people are interested, yes or no on getting a trial?
  - i. Response: No
- d. I will tell the rep not at this time

## **11. Other (Peggy Keeran)**

- a. Q&A:
  - i. Question: Is the library getting any new resources to help with all the new things? (Gareth Eaton)
  - ii. Answer: No. Well, we don't really need as many 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. (Michael Levine-Clark)