

LIBRARY COMMITTEE
MINUTES OF MEETING
OCTOBER 3, 2007

[In these minutes: Review Charge, Walter Library Smart Commons, New Fall 2007 Library Resources, PRIMO/Library Search, Google Search Book Project, Digital Conservancy, Future Agenda Items, Civil Service Representation on Senate Library Committee]

[These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate; none of the comments, conclusions or actions reported in these minutes represent the views of, nor are they binding on, the Senate, the Administration or the Board of Regents.]

PRESENT: James Orf, chair, LeAnn Dean, Suzanne Thorpe for Joan Howland, Wendy Lougee, Bill Sozansky, John H. Anderson, Juliette Cherbuliez, Isaac Fox, Stephen Gross, Jennifer Gunn, Jay Hatch, Danielle Tisinger, David Zopfi-Jordan, Shruti Patil

REGRETS: Owen Williams, Nora Paul, Otto Strack, Jessica Reinitz

ABSENT: Jonathan Binks, Anatoly Liberman

GUESTS: Phillip Herold, academic program director for Agricultural, Biological, and Environmental Sciences and co-director of the University Digital Conservancy and Beth Kaplan, university archivist and co-director of the University Digital Conservancy.

- I). Professor Orf called the meeting to order and asked those present to introduce themselves.
- II). Professor Orf read aloud the committee's duties and responsibilities as outlined in its charge (<http://www1.umn.edu/usenate/charges/librarych.html>):
 - To make recommendations to the Senate on all matters concerned with the policies and administration of University libraries,
 - To advise the directors and other heads of University libraries,
 - To evaluate University-wide library facilities, services, and collections,
 - To recommend to the Senate Consultative Committee such actions or policies as it deems appropriate.
- III). The committee unanimously approved the May 2, 2007 minutes with one minor correction.
- IV). Wendy Lougee provided members with a University Libraries' report and highlighted the following:

a). The Library received funding to open another SMART Learning Commons. A SMART Learning Commons is a partnership with collegiate units and other services that brings together an array of academic support services under one roof. The newest SMART Commons will be located in Walter Library.

Starting this fall, the space in Walter Library housing the Learning Resource Center (LRC) will be remodeled into the SMART Learning Commons and Media Center. Construction is expected to last 6 months. In addition to providing academic support services (with some emphasis on sciences), the new facility will have multimedia production stations for student use, openly accessible collections of DVDs and CDs, a group viewing room, and peer consulting services for students.

b). A selected list of significant new acquisitions was distributed to members. Ms. Lougee pointed out that increasingly items formerly only in analogue format (e.g. print and microformats) are being converted into digital format and sold as a package. This is a new type of cost to hit the Library's collecting budget, bringing significant resources such as journal backfiles and primary sources to the scholar's desktop.

Ms. Lougee called members' attention to a project to improve access to titles not held in the collections. The Interlibrary Loan Point of Need Increase pilot project involves purchasing rather than borrowing certain materials from other libraries (based on certain criteria). Approximately 180 purchases have been made as part of this project. Generally, these acquisitions can be acquired in under 10 days, and sometimes much faster. Data indicate that a majority of the items purchased are used again.

c). Space management is an ongoing issue in all libraries, but in particular Wilson Library. This year it will be necessary to move 150,000 volumes to the Minnesota Library Access Center (MLAC) to free up space for new acquisitions. This facility houses the University's lesser-used materials as well as lesser-used materials from other libraries around the state.

The Library will be creating a database of Wilson Library volumes that have not circulated since 1985, and faculty and other users will be invited to review the titles proposed for transfer. Users will be given the opportunity to request that certain titles remain in Wilson Library. The Library will be in contact with all departments to let them know that this initiative is being undertaken.

A looming issue for the Library remains the fact that the caverns are nearly full noted Ms. Lougee. Through the capital request process, the Library is highlighting the storage needs of the libraries. The Library is strategizing to try and identify campus partners that also need environmentally controlled space.

d). The Library's new version of the card catalog, PRIMO, has just had a soft release, noted Ms. Lougee.

http://prime2.oit.umn.edu:1701/primo_library/libweb/action/search.do?vid=TWINCITIES). PRIMO allows users to easily search the Libraries' online catalog and to search for

journal articles too. Over time, additional resources will be added to PRIMO, but currently the Library is working to improve its functionality as it relates to searching for card catalog data.

V). Ms. Lougee reported that the University has partnered through the Committee on Institutional Cooperation (CIC) with the Google Book Search Project. As part of the Google Book Search project, the agreement allows Google to digitize select collections across the CIC libraries (up to 10 million volumes). The University of Minnesota has pledged up to 1 million volumes from its collection for digitization.

The digitization process involves creation of an image of each page and optical character recognition of text. Full text search is very important for this project. There are, however, issues of copyright. Google's interpretation of 'fair use' suggests that using text to drive a search engine is a legitimate fair use. Ms. Lougee turned members' attention to the handout, which illustrates how Google handles retrieval. Out of copyright (public domain) works will be fully displayed and retrieval from in copyright works will provide users with a "snippet", a few words of text around the search term.

Google now has a lot of experience with the digitization process. They have perfected certain propriety techniques and technologies that allow them to digitize materials rapidly and with a high level of quality.

Google is analyzing the CIC's collections to identify the location and volume of unique titles. Libraries with the most unique titles will likely be targeted first for digitization of these materials. In addition, Google will be digitizing "collections of distinction." Each CIC library is being asked to identify areas in their general collections with particular strength and depth. In turn, Google will digitize these collections of distinction in their entirety.

The Google agreement stipulates that Google will give the University back the original work plus a digitized copy of that work. Google will return all of the out of copyright copies immediately, and it will hold the copyrighted materials in escrow.

The CIC members have also collectively agreed to create a shared repository where member institutions will put the digital copies received from Google. This is important for a couple reasons; first, Google is a commercial enterprise, which someday could go out of business, and, secondly, because the University is a non-profit entity it has a stronger fair use case than Google.

Google is paying for digitizing materials under this agreement, the "market value" of which is roughly \$80 - \$100 per volume. The University pays for retrieving the volumes from the stacks and re-shelving these materials. This is a 6-year contract with an option for renewal. The agreement further stipulates that Google will run a separate hosted service for the CIC containing all the CIC's digitized volumes.

VI). Ms. Lougee introduced the next agenda item, the University's Digital Conservancy.

She noted that there were two purposes behind the conservancy:

1. The Library's responsibility as the University's Archive (with responsibility for historically significant resources of the University).
2. A place to collect faculty works.

The Digital Conservancy is focusing on capturing the University's history, which is distributed on servers throughout the campus. In addition, as it relates to authors' rights, the Digital Conservancy will be a place where faculty can store their work should they retain the right to deposit copies in open archives.

Next, Ms. Lougee introduced Phillip Herold and Beth Kaplan, co-directors of the University Digital Conservancy who were invited to share information about the Digital Conservancy. Using a PowerPoint presentation they highlighted the following:

- The University's Digital Conservancy efforts are targeting materials created in the University, by the University and about the University. The Digital Conservancy will also be a venue for preservation of and open access to faculty works.
- Digital Conservancy planning efforts began in the summer of 2005 and there was a soft rollout of the Conservancy this past August. Initially five collections were targeted with a focus on materials involving campus priorities. Now, however, 30 collections are in the Conservancy, which contains approximately 3,500 items. Many large research libraries either intend to create or already have an institutional repository like the University's Digital Conservancy. Archiving (that is, long term preservation and access) digital content is a serious problem for institutions.
- The Digital Conservancy will contain permanent links for digital materials and provide for a higher level of visibility for these materials because of the way Google and other search engines index content.
- The Digital Conservancy will use best practices when maintaining digital files to assure they will be accessible in the future. The Conservancy staff can also provide consultation services on questions of best practice with units on campus.

Mr. Herold provided a demonstration for the committee on the Conservancy's content, which can be found at <http://conservancy.umn.edu/>. As demonstrated by Mr. Herold, the site contains several different types of file formats, not just pdf files.

A member asked about the submission process for putting items in the Digital Conservancy. Mr. Herold noted that faculty and staff are encouraged to submit their digital works to the Conservancy. To determine where a work should be deposited and to receive authorization to deposit into a specific collection, Digital Conservancy Co-Directors Philip Herold, or Beth Kaplan currently must be contacted. Once authorized to submit a work has been granted, faculty and staff would complete a form, which includes descriptive information about the item being submitted. Mr. Herold added that the Digital Conservancy is working to develop a "drop box", which will allow faculty and staff to simply drop their work in a drop box without having to log in and fill out the description information.

Ms. Lougee emphasized that the Google search engine privileges items that are from institutional repositories over work placed, for example, on a faculty member's website.

Therefore, items put in the University's Digital Conservancy will rise to a higher level of relevance in the Google retrieval process because institutional repositories are recognized by Google to be a trusted source.

How will the Library handle materials being submitted to the Digital Conservancy that is not in digital format asked a member? The Library has a very good Digital Collections Unit that digitizes both large and small-scale materials noted Ms. Kaplan. The actual digitizing service is not being offered as part of the Digital Conservancy for individual submitters.

A member asked whether someone that signed away their copyright on a particular work can put the original manuscript in the Digital Conservancy. Ms. Lougee stated that it depends on the agreement with the publisher. Some publisher policies allow "self archiving," allowing the author to post a copy on a personal website or within an institutional repository. Library staff can assist faculty in evaluating publisher policies.

Is the Library tracking the use of the Digital Conservancy asked a member? Mr. Herold reported that the Library has the software to track this information, but it is not yet using it. The Library anticipates in the future, however, to track the Conservancy's use.

Next steps for the Digital Conservancy project include:

- Raise awareness about the Digital Conservancy.
- Integration of the Digital Conservancy into the workflow of faculty and staff.
- Content development.

A member was concerned about works in progress that are used as a source by students or non-experts in a field of study. The digital venue creates a lot of opportunities for making mistakes. Ms. Lougee stated that the Library has developed policies for the scope of the Conservancy, but does not play a role in evaluating content submitted.

Professor Orf thanked Ms. Kaplan and Mr. Herald for their presentation.

VII). Professor Orf asked that the committee spend a couple minutes identifying topics for upcoming Senate Library Committee meetings. Ideas mentioned included:

- Copyright updates/information.
- Learn about any conversations the Library has had with the Graduate School about changing graduate research practices.

Members were encouraged to email Professor Orf orffx001@umn.edu or Renee Dempsey, Senate staff, demps005@umn.edu with additional suggestions.

VIII). Professor Orf stated that he received a request from the vice chair of the Civil Service Committee to have a Civil Service representative serve on the Senate Library Committee. Ms. Lougee stated that this item came before the committee a few years ago, and the committee chose not to pursue adding a Civil Service representative at that time.

The committee requested that Professor Orf review the previous decision process and ask

the Civil Service Committee for their rationale for making this request.

In terms of adding a Civil Service representative to the committee, a member stated that the committee should discuss whether a Civil Service representative would be bringing a different point of view or perspective to the committee's discussions.

IX). Hearing no further business, Professor Orf adjourned the meeting.

Renee Dempsey
University Senate