

# Collection Diversification at the University of Denver Libraries

Jack Maness, Shannon Tharp, & Denisse Solis  
With Jenny Bowers, Peggy Keeran, Kate Crowe and Erin Elzi

**The settlement of Denver violated an 1851 Treaty;  
a new one (1861) was forced upon the tribes**



# By 1864, tensions had risen and culminated in the Sand Creek Massacre



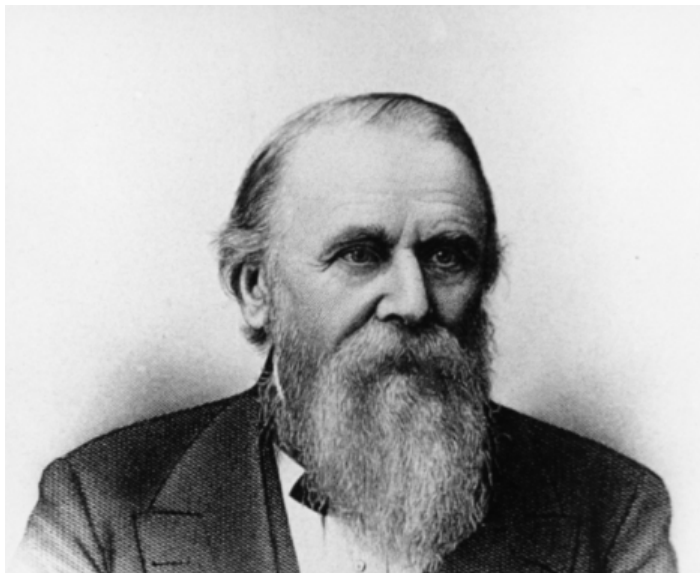
["Sand Creek Massacre." Oil on canvas by Robert Lindeaux. Courtesy History Colorado: CHS-X20087](#)



Only child saved out of Sand Creek Massacre 1864 Raised by Miss Ford Central City. Courtesy Denver Public Library: Z-1513



Photographers shooting pictures from the Civil War memorial statue in front of the Capitol Building. Courtesy Denver Public Library: Rh-172



## **University of Denver was founded by Territorial Governor John Evans**

Now, therefore, I, John Evans, governor of Colorado Territory, do issue this my proclamation, authorizing all citizens of Colorado, either individually or in such parties as they may organize, to go in pursuit of all hostile Indians on the plains, scrupulously avoiding those who have responded to my said call to rendezvous at the points indicated; also, to kill and destroy, as enemies of the country, wherever they may be found, all such hostile Indians. And further, as the only reward I am authorized to offer



REPORT OF THE JOHN EVANS  
STUDY COMMITTEE  
UNIVERSITY OF DENVER



[Report of the John Evans Study Committee](#)

# **Collection Diversification Task Force**

Beginning with a focus on works by and about Native Americans, particularly the Cheyenne and Arapaho, create a model by which we analyze and improve the diversity of voices in our collection.

- 1) Analyze and improve approval plan**
- 2) Identify Booklists and bibliographies (awards, etc.)**
- 3) Develop a thesaurus and provide additional cataloging**
- 4) Compare our collection to other institutions' collections**
- 5) Reach out to individuals and organizations in Cheyenne and Arapaho communities**

# **1. Critically analyze approval plan and find areas needed for improvement**

Diversification of the collection is an intentional priority in analysis for every discipline.

**2. Identify Booklists of Awards, Presses,  
and Publishers to add to our approval  
plan and/or compare our holdings to**

### **3. Develop thesauri**

Selectors, in conjunction with the Collections and Content Management Librarian, will work with the Metadata and Discovery Committee in a systemic effort to engage users and community groups in the development of thesauri.



## **4. Compare our collection**

When an American university library compares its holdings to another academic library's, the comparison fails to find marginalized texts and unintentionally reinforces bias.

## **5. Reach out to individuals and organizations in the Cheyenne and Arapaho communities**

Convene a focus group of students who are part of DU's Native Student Alliance, while continuing to build paths for communication with Cheyenne and Arapaho nations.

## Further reading

Baildon, M., Hamlin, D., Jankowski, C., Kauffman, R., Lanigan, J., Miller, M., Willer, A.M. Creating a Social Justice Mindset: Diversity, Inclusion, and Social Justice in the Collections Directorate of the MIT Libraries. Report of the Collections Directorate Diversity, Inclusion, and Social Justice Task Force. February 9, 2017.

[https://dspace.mit.edu/bitstream/handle/1721.1/108771/MIT\\_DISJReport\\_20170209.pdf?sequence=1](https://dspace.mit.edu/bitstream/handle/1721.1/108771/MIT_DISJReport_20170209.pdf?sequence=1).

Bourg, C. Beyond Measure: Valuing Libraries. *Feral Librarian* (blog). May 19, 2013.

<https://chrisbourg.wordpress.com/2013/05/19/beyond-measure-valuing-libraries/>.

Bowers, J., Crowe, K., and Keeran, P. “If You Want the History of a White Man, You Go to the Library” : Critiquing Our Legacy, Addressing Our Library Collections Gaps. *Collection Management*, 42(3-4). <http://dx.doi.org/10.1080/01462679.2017.1329104>

\*In addition, if you're signed up for ALCTS e-forums, “Assessing Collections for Diversity & Inclusion,” held January 22, 2019, resulted in a great discussion.

# Collection Assessment: Ebooks vs. Print Books

Usage by patron, format, and subject area within  
the context of Alliance resource sharing

# Library Background



University of Portland Clark Library

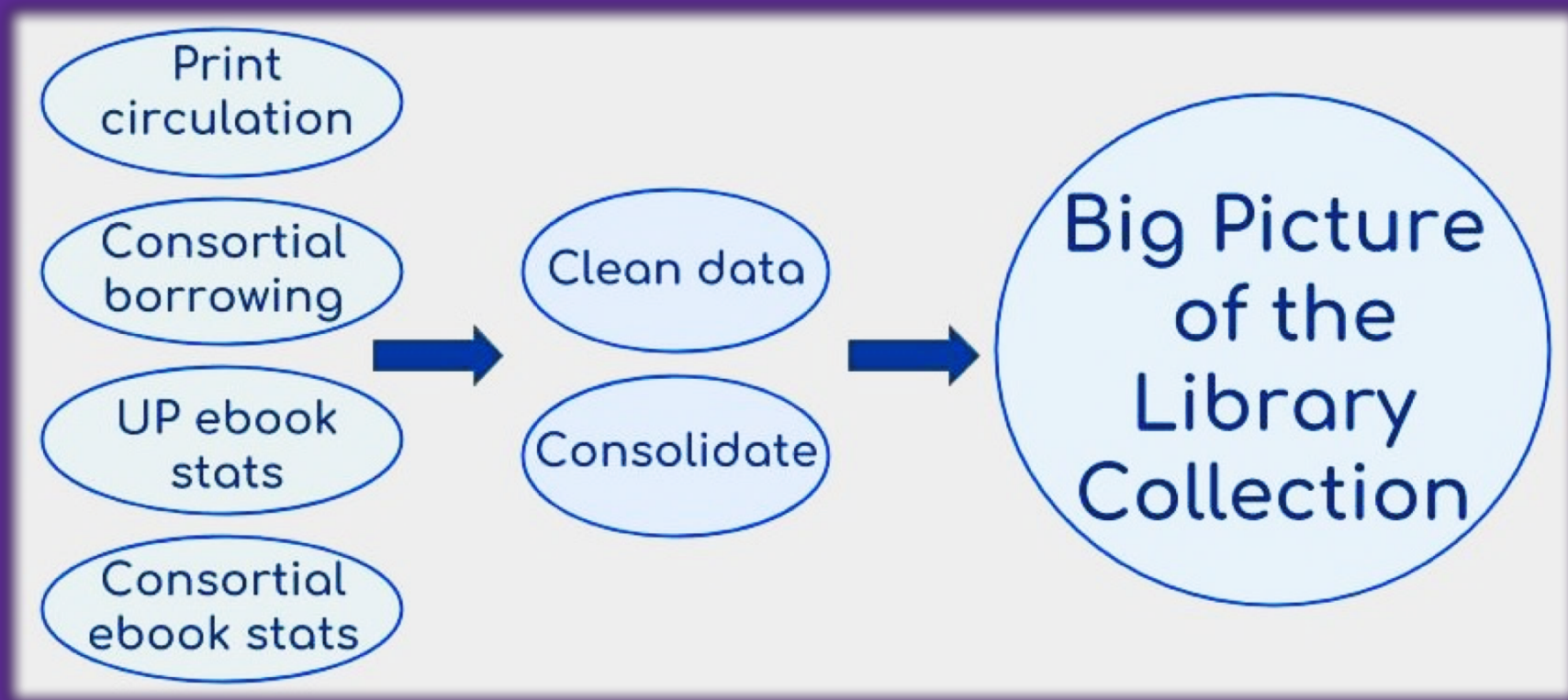


# Literature Review

- Most users preferred print, especially undergraduates
- Graduates were more likely to use and/or prefer ebooks
- Studies suggested that STEM users preferred ebooks
- The gap between format preferences narrowed in most disciplines from 2012-2015
- Students claimed to remember and focus best while reading print
- There were no correlations between student format preferences and learning outcomes



# Method

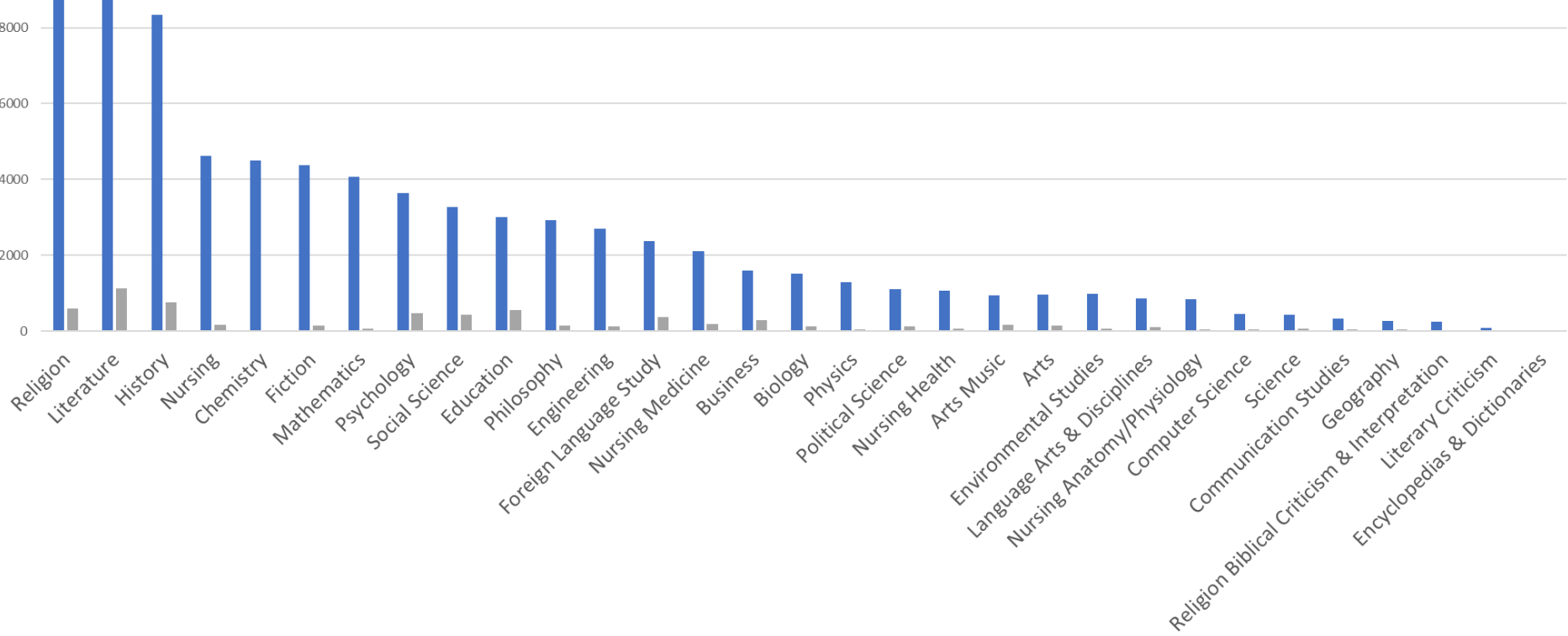


# Results:

## Overview

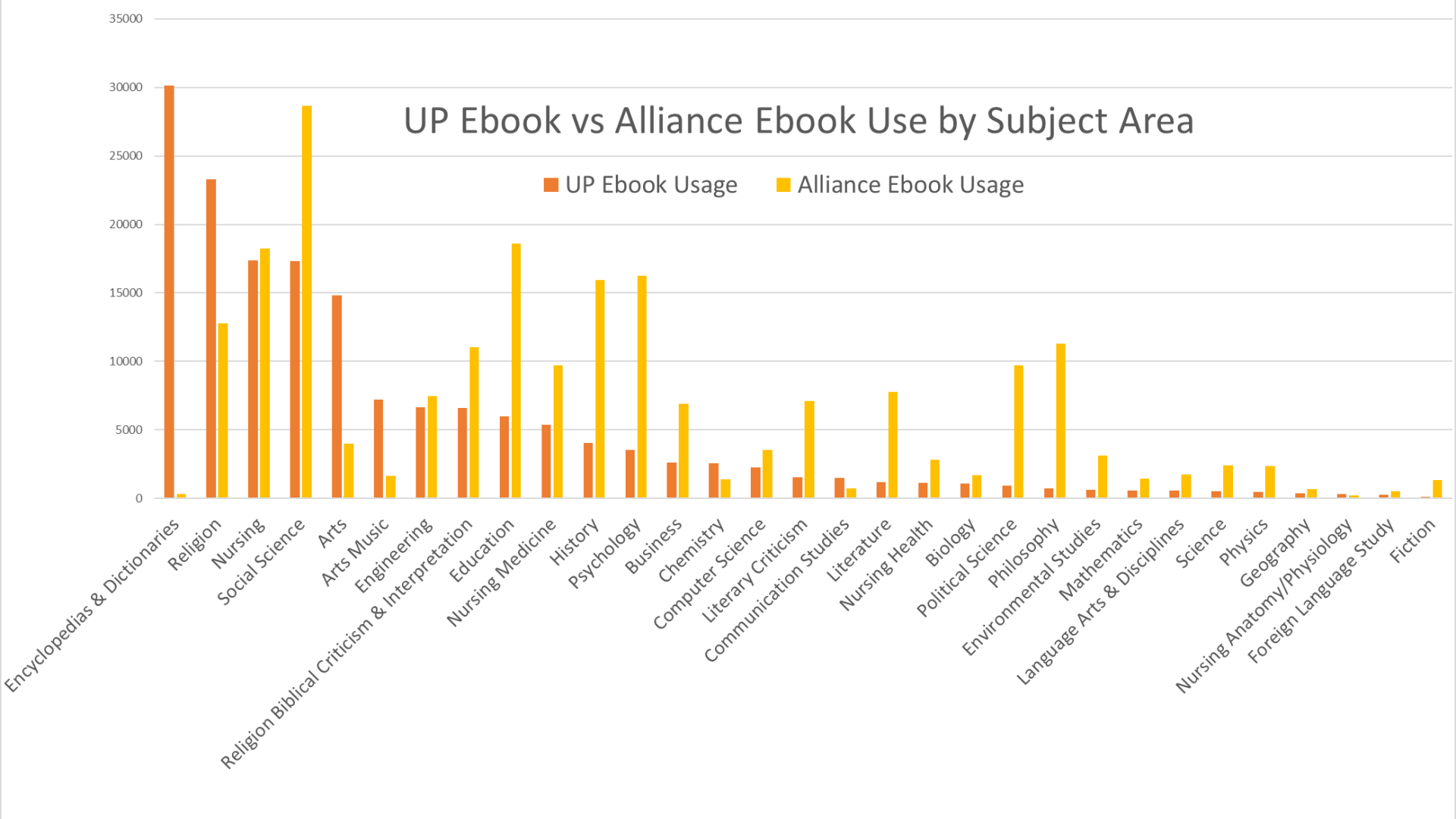
# UP Print vs Summit Print Use by Subject Area

■ UP Print Usage   ■ Summit Print Usage



# UP Ebook vs Alliance Ebook Use by Subject Area

UP Ebook Usage Alliance Ebook Usage



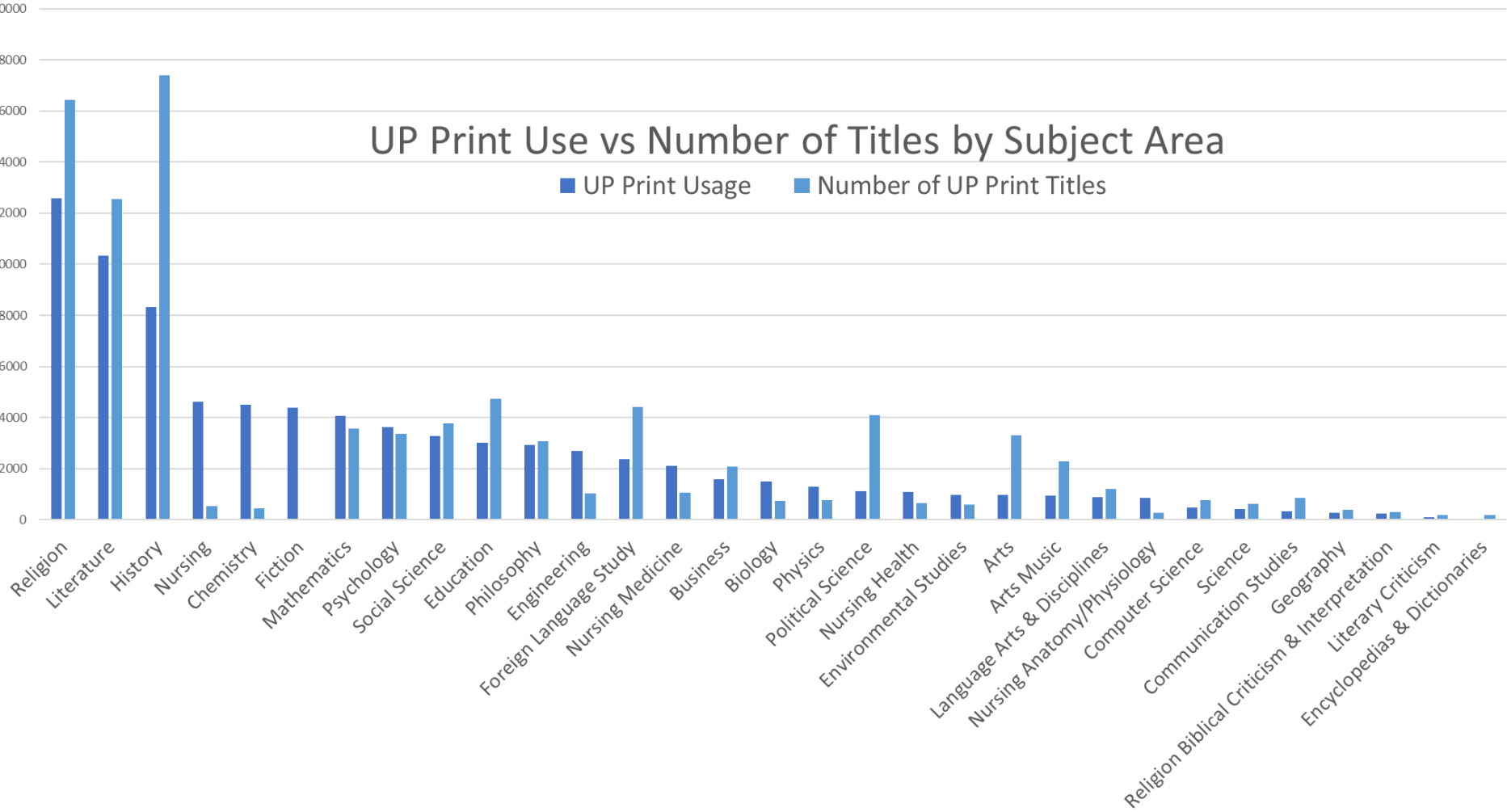


**Results:**

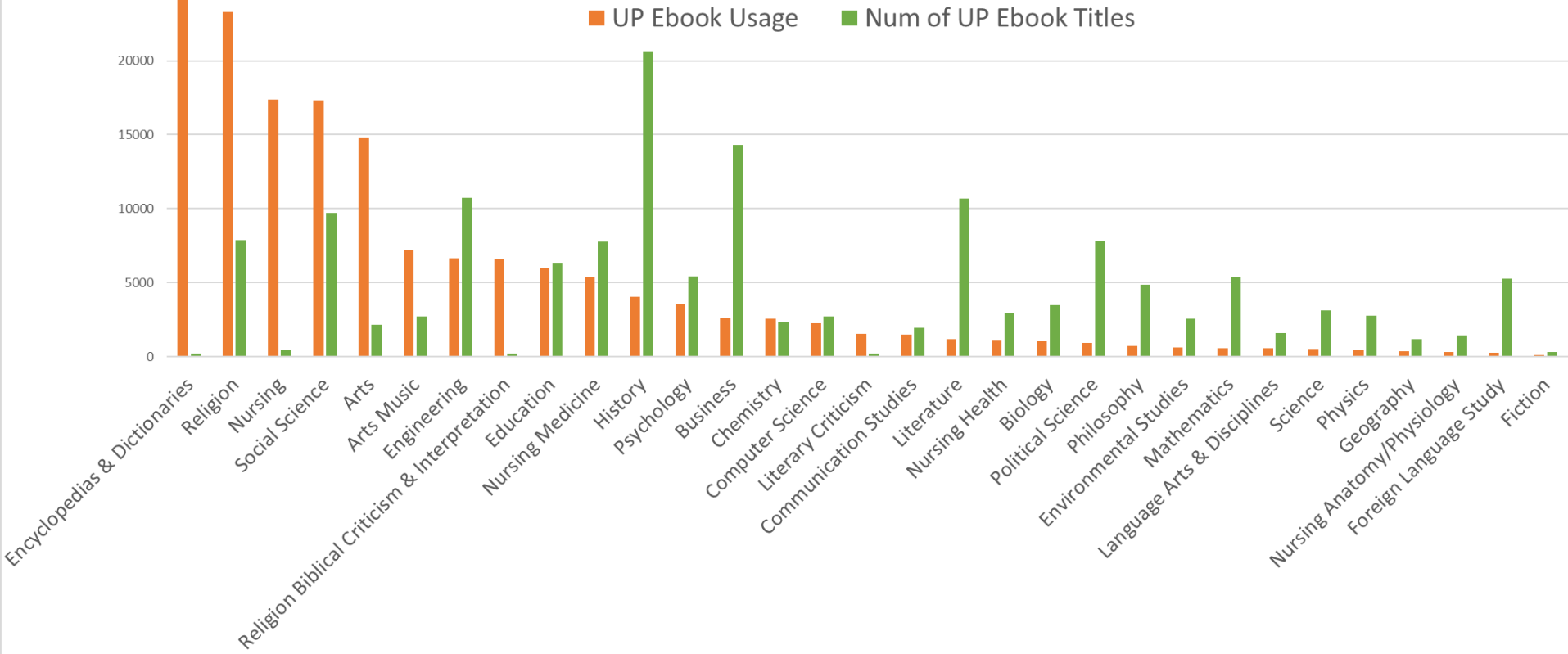
**University of Portland Collections**

# UP Print Use vs Number of Titles by Subject Area

■ UP Print Usage ■ Number of UP Print Titles

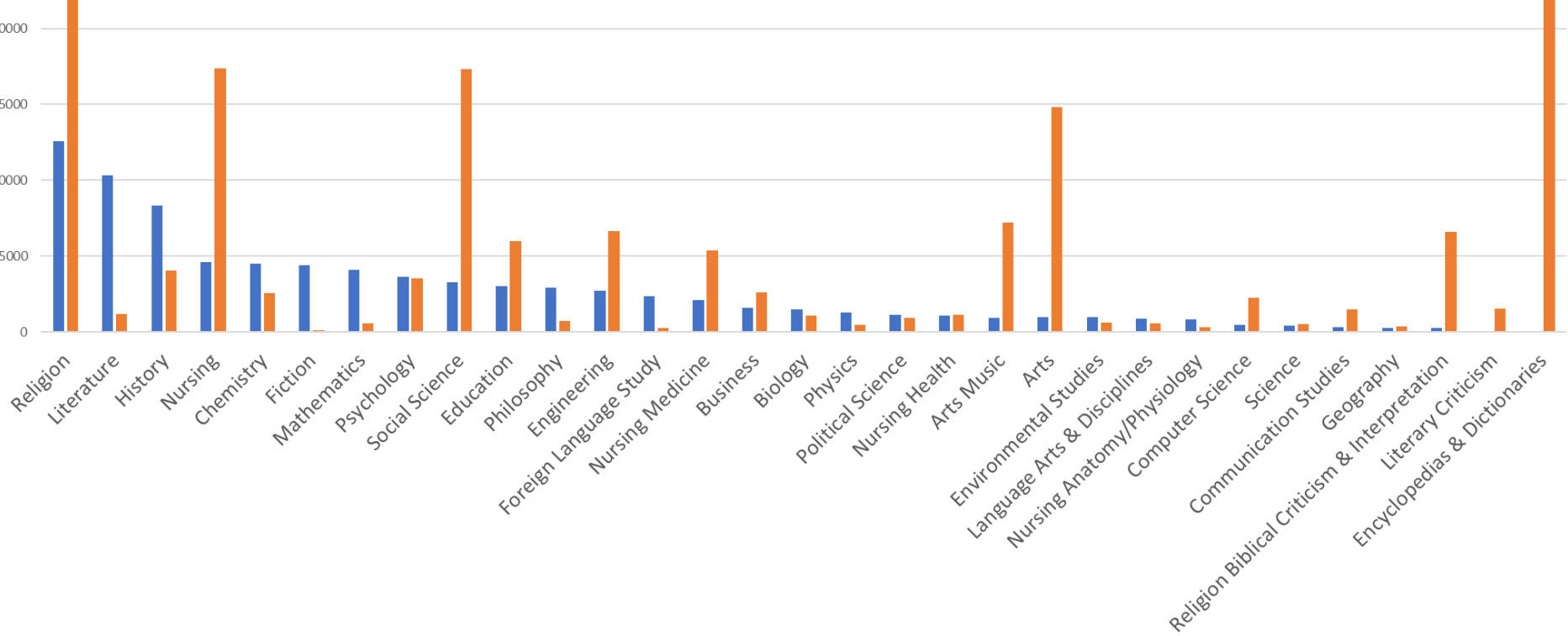


# UP Ebook Use vs Number of Titles by Subject Area



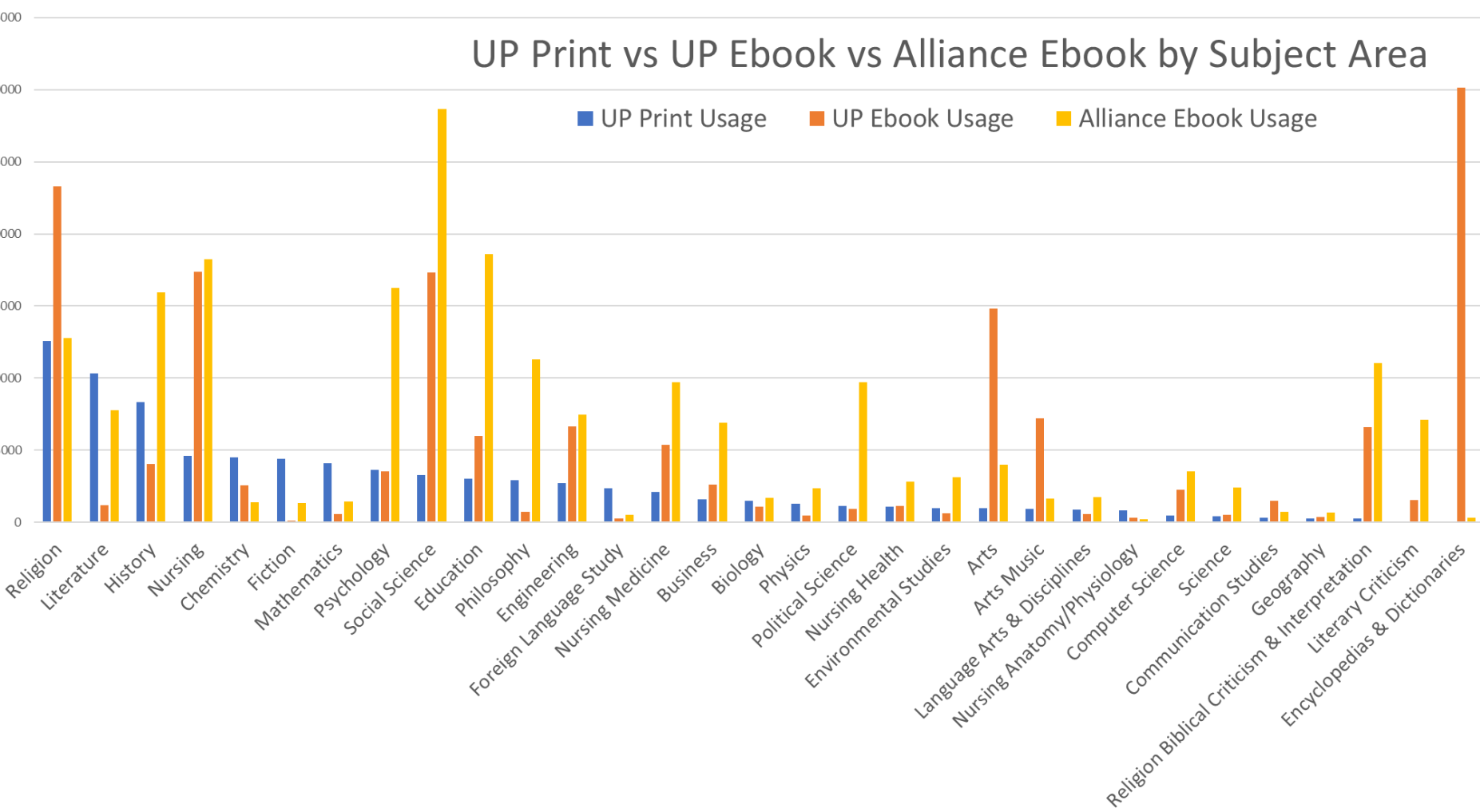
# UP Print vs UP Ebook Use by Subject Area

■ UP Print Usage ■ UP Ebook Usage



# UP Print vs UP Ebook vs Alliance Ebook by Subject Area

■ UP Print Usage
 ■ UP Ebook Usage
 ■ Alliance Ebook Usage



# Final Thoughts

- Moving forward, how do we measure usage?
- *Every library community is unique!*
- Religion, Social Science, Art, and Music **ebooks** showed significantly higher usage than expected
- Chemistry, Engineering, and Mathematics defied the assumption that STEM field users prefer **ebooks**
- Literature and Fiction data supported prior research with high **print** use over ebook use



# Thank You

Shirleanne Ackerman Gahan  
Serials Technical Assistant  
University of Portland Clark Library  
gahan@up.edu

