Coalition for Networked Information
Spring 2014 Membership Meeting
March 31-April 1, 2014
St. Louis, MO

#cni14s

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<tr>
<td>8:30 a.m.</td>
<td>Executive Roundtable <em>(Consulate)</em> prior registration only</td>
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<tr>
<td>11:00 a.m.</td>
<td>Registration Opens <em>(Ballroom Pre-Function)</em></td>
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<tr>
<td>11:30 a.m.</td>
<td>Orientation for First-Time Attendees <em>(Plaza)</em></td>
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<tr>
<td>12:15 p.m.</td>
<td>Break <em>(Ballroom Pre-Function)</em></td>
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<td>1:15 p.m.</td>
<td>OPENING PLENARY SESSION <em>(Salon II)</em></td>
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<td></td>
<td>Clifford Lynch and Bryan Alexander: <em>A Conversation About the Future of Technology, Knowledge and Culture</em></td>
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<tr>
<td>2:15 p.m.</td>
<td>Break <em>(Ballroom Pre-Function)</em></td>
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## CNI SPRING 2014 Membership Meeting
### SCHEDULE-AT-A-GLANCE

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<tr>
<td>2:30 p.m.</td>
<td><strong>PROJECT BRIEFINGS</strong></td>
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<td></td>
<td>E-Textbook Initiatives</td>
<td>Salon II BR</td>
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<td></td>
<td>ResourceSync</td>
<td>Plaza</td>
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<td></td>
<td>Beyond Serials: E-Book Preservation</td>
<td>Pavilion</td>
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<td>Community-based Stewardship</td>
<td>Colonnade</td>
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<td>Fostering a Graduate Research Community</td>
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<td>Journalism Digital News Archive</td>
<td>Promenade</td>
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<td>Librarians Supporting E-Research</td>
<td>Ambassador</td>
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<tr>
<td>3:30 p.m.</td>
<td><strong>Break (Ballroom Pre-Function)</strong></td>
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<tr>
<td>4:00 p.m.</td>
<td><strong>PROJECT BRIEFINGS</strong></td>
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<td></td>
<td>Integrating Researcher Identifiers</td>
<td>Salon II BR</td>
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<td>Visualizing Temporal Narrative</td>
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<td>Evaluation/Assessment, Libraries &amp; IT</td>
<td>Pavilion</td>
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<td>Demonstration of FLEXspace</td>
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<td>Consortium Preservation Repository</td>
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<td>Strategic Social Media Program</td>
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<td>Ithaka S+R US Library Survey 2013</td>
<td>Ambassador</td>
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<tr>
<td>5:00 p.m.</td>
<td><strong>Break (Ballroom Pre-Function)</strong></td>
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<tr>
<td>5:15 p.m.</td>
<td><strong>PROJECT BRIEFINGS</strong></td>
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<td>Perceptions Library Support Undergrads</td>
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<td>Virtual Medieval Library w/ Manuscriptlink</td>
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<td>Loanable Equipment</td>
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<td>Altmetrics for Hidden Scholarly Dialogue</td>
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<td>Monograph Purchasing Trends</td>
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<td>International Image Interoperability (IIIF)</td>
<td>Promenade</td>
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<td></td>
<td>Continuing the Conversation</td>
<td>Ambassador</td>
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<tr>
<td>6:00 p.m.</td>
<td><strong>Reception (Salon I)</strong></td>
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# CNI SPRING 2014 Membership Meeting

## SCHEDULE-AT-A-GLANCE

### TUESDAY, APRIL 1

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<tr>
<td>7:30 a.m.</td>
<td>Breakfast <em>(Salon I)</em></td>
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<td>9:00 a.m.</td>
<td><strong>PROJECT BRIEFINGS</strong>&lt;br&gt;“Center of Excellence” Model <em>Salon II BR</em>&lt;br&gt;Visualization Studio <em>Plaza</em>&lt;br&gt;Privacy in the Digital Age <em>Pavilion</em>&lt;br&gt;Course Readings in LMS <em>Colonnade</em>&lt;br&gt;SHARE Project Update <em>Consulate</em>&lt;br&gt;Integrating ORCID into Workflows <em>Ambassador</em></td>
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<tr>
<td>10:00 a.m.</td>
<td>Break <em>(Ballroom Pre-Function)</em></td>
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<tr>
<td>10:30 a.m.</td>
<td><strong>PROJECT BRIEFINGS</strong>&lt;br&gt;Intersect: Scholarly Comm. &amp; Info Literacy <em>Salon II BR</em>&lt;br&gt;CASRAI: Interoperability in the UK <em>Plaza</em>&lt;br&gt;The Evolving Scholarly Record <em>Pavilion</em>&lt;br&gt;Local Participation in DPLA <em>Colonnade</em>&lt;br&gt;International Encyclopedia of WWI <em>Consulate</em>&lt;br&gt;Optimization of Known-item Discovery <em>Ambassador</em></td>
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<tr>
<td>11:45 a.m.</td>
<td>Lunch <em>(Salon I)</em></td>
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<tr>
<td>1:00 p.m.</td>
<td><strong>PROJECT BRIEFINGS</strong>&lt;br&gt;Practical Work in Linked Data <em>Plaza</em>&lt;br&gt;Assessment of E-book Strategies <em>Pavilion</em>&lt;br&gt;National Digital Stewardship Residency <em>Colonnade</em>&lt;br&gt;Supporting Digital Scholarship <em>Consulate</em>&lt;br&gt;Developing the Hydra-Blacklight Way <em>Ambassador</em></td>
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<tr>
<td>2:00 p.m.</td>
<td>Break <em>(Ballroom Pre-Function)</em></td>
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<tr>
<td>2:15 p.m.</td>
<td>Closing Plenary Session <em>(Salon II BR)</em>&lt;br&gt;<em>Presentation of the 2014 Paul Evan Peters Award &amp; Lecture</em>&lt;br&gt;Donald A.B. Lindberg, National Library of Medicine</td>
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<tr>
<td>3:30 p.m.</td>
<td>Meeting Adjourns</td>
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A Conversation
About the Present and the Future of Technology, Knowledge and Culture

Bryan Alexander
Head,
Bryan Alexander Consulting
Senior Fellow, NITLE

Clifford Lynch
Executive Director
Coalition for Networked Information

Bryan Alexander is Head, Bryan Alexander Consulting, and Senior Fellow at the National Institute for Technology in Liberal Education (NITLE). He researches, writes, and speaks about emerging trends in the integration of inquiry, pedagogy, and technology and their potential application to liberal arts contexts. His current research interests include emerging pedagogical forms enabled by mobile technologies, learning processes and outcomes associated with immersive environments (as in gaming and augmented reality), the rise of digital humanities, the transformation of scholarly communication, digital storytelling, and futurist methodologies. Alexander is author of Future Trends in Technology and Education, a monthly report that surveys recent developments in how education is changing, primarily under the impact of digital technologies.

http://bryanalexander.org/
http://www.nitle.org/about/bios/alexander.php
Thirty years ago, the modern digital computer was barely functional. With much huffing and puffing, NLM’s Honeywell machines, with their 3/4-inch tapes, could create citation records of the published papers from the 100 best medical journals in 1971. Later IBM 370 computers expanded the scope. This was widely regarded as a notable and highly useful feat. Yet in 1984 the Library was still buying Wang typescript processing machines for its front office, and one our finest researchers in his university lab was (very cleverly) using fluid computing logic to analyze human cardiac blood flow. The question for NLM, what to do henceforth was answered by a 25 year Long Range Plan that has guided us well. The plan was bottom-up and largely written by those we wished to serve.

1993 brought an opportunity to help medicine and healthcare join the concept of a national commitment to high performance computing and a vast and fast national communications network. I served as Director of the National Coordination Office for this sparkling new inter-agency White House project. The resultant working Internet, in its turn, radically changed many responsibilities and empowered many efforts at NLM and other medical entities. Prominent among these were our efforts to provide medical and scientific information directly to patients, families, and the public. Underserved populations got special attention. Recently NLM has made an exhibition of more than 150 personal on site video interviews with American Indian, native Hawaiian and native Alaskans. These experiences have greatly enhanced our understanding of the worthiness of people and the limitations of computers and information alone.

About the Paul Evan Peters Award

The Coalition for Networked Information, the Association of Research Libraries, and EDUCAUSE sponsor the Paul Evan Peters Award to honor the memory and accomplishments of CNI's founding executive director. Peters (1947-1996) was a visionary and a coalition builder in higher education and the world of scholarly communication. He led CNI from its founding in 1990 with informed insight, exuberant direction, eloquence, and awareness of the needs of its varied constituencies of librarians, technologists, publishers, and others in the digital world. In 1999 Peters was named one of the 100 most important leaders in twentieth-century librarianship by the American Library Association.

The award recognizes lasting achievements in the creation and use of information resources and services to advance scholarship and intellectual productivity.
E-Textbook Initiatives in Libraries and IT Organizations

Glenda Morgan  
Director of Academic Technology  
University of Illinois at Urbana-Champaign

Pat Reid  
Manager, Teaching and Learning Initiatives  
Purdue University

Todd Grappone  
Associate University Librarian Digital Initiatives and Information Technology  
University of California, Los Angeles

Milind Basole  
Lead, eText Initiatives  
University of Illinois at Urbana-Champaign

A lot of attention has recently been paid to library publishing initiatives around scholarly works and research. Less attention however has been given to work that is happening in both libraries and information technology (IT) organizations around publishing of e-textbooks and other instructional resources. These materials take a number of different formats: some are open, some involve copyrighted material, they use a number of different technical platforms with a number of different affordances. This panel will illustrate some of the variety of different initiatives occurring around the country on e-textbook publishing in libraries and IT. The presentation will highlight the available opportunities and the progress being made as well as the challenges. Despite these challenges the session will include an argument for an increased role of both libraries and IT organizations in publication of original instructional materials in the form of e-textbooks.
The launch of ResourceSync, a joint project of the National Information Standards Organization (NISO) and the Open Archives Initiative (OAI) funded by the Alfred P. Sloan Foundation, was motivated by the ubiquitous need to synchronize resources for applications in the realm of cultural heritage and research communication. At the Spring 2012 CNI Meeting, a perspective on the resource synchronization problem was presented that resulted from initial project discussions. Since then, the project has designed, specified, and tested a framework for web-based synchronization that is based on SiteMaps, a protocol widely used by web servers to advertise the resources they make available to search engines for indexing. This choice allows repositories to address both search engine optimization and resource synchronization needs using the same technology.

The ResourceSync framework specifies various modular capabilities that a repository can support in order to allow third party systems to remain synchronized with its evolving resources. For example, a Resource List provides an inventory of resources whereas a Change List details resources that were created, deleted or updated during a given temporal interval. Support for capabilities can be combined in order to meet local or community requirements. The framework specifies capabilities that require a third party to recurrently poll for up-to-date information about a repositories' resources but also publish/subscribe capabilities that keep third parties informed about changes through notifications, thereby significantly reducing synchronization latency.

The presentation will provide an overview of the modular ResourceSync framework as well as of the state of the specifications.

Project Team: Todd Carpenter (NISO), Berhard Haslhofer, (University of Vienna), Martin Klein (Los Alamos National Laboratory), Graham Klyne (Oxford University), Nettie Lagace (NISO), Carl Lagoze (University of Michigan), Peter Murray (Lyrasis), Michael L. Nelson (Old Dominion University), Robert Sanderson (Los Alamos National Laboratory), Herbert Van de Sompel (Los Alamos National Laboratory), Simeon Warner (Cornell University)

http://www.openarchives.org/rs/
Portico began working with libraries and scholarly publishers on the preservation of e-books in 2008. The past five years have seen incredible growth in the scholarly e-book space and vastly increased coverage of e-books in digital preservation services. As is the case with all growth spurts, these accomplishments have been accompanied by inevitable growing pains. This session will bring together stakeholders from across the e-book preservation landscape to discuss lessons learned, challenges, and possible future directions for e-book preservation. Areas for discussion include the challenges of developing preservation business models for a market that is still evolving, making sense of the multi-platform and aggregator space, the impact of rights restrictions, format and technical issues, and challenges presented by complex and numerous publisher sales and access models.
Community-based Stewardship at Pennsylvania State University

Mike Furlough  
Associate Dean for Research and Scholarly Communications  
Pennsylvania State University

Patricia Hswe  
Head, ScholarSphere User Services and Digital Content Strategist  
Pennsylvania State University

Ben Goldman  
Digital Records Archivist  
Pennsylvania State University

This presentation will trace Pennsylvania State University's community-driven strategy for developing digital stewardship through two services: 1) ScholarSphere, deployed for "scholarly works" produced by faculty, staff, and students; and 2) ArchiveSphere, being created for the management of institutional records, and aimed at a more narrowly defined audience charged with specific duties defined in University policy. Both services share a common code base developed on the Hydra/Fedora framework. Mike Giarlo and Patricia Hswe have previously written that "[t]he story of ScholarSphere, Penn State's institutional repository (IR) service, is a multilayered, community-driven narrative." To develop this service together, the University Libraries and Information Technology Services took a deliberate approach to building communities of practice, first among librarians and technologists, then among faculty, students, and staff, and ultimately in the wider digital preservation world. Both partners engaged potential stakeholders and users of the service at the earliest stages of development to guide functionality and service planning. As a result ScholarSphere is unusual among repository services in the degree of control it cedes to depositors to set the level of access, rights, and persistence for materials they contribute. ScholarSpheres's flexibility contrasts with expectations of records managers, who organize and collect institutional records according to well-defined policies and retention schedules. ArchiveSphere, envisioned in response to the growing need to manage born-digital records, will enable an archivist to deposit hierarchies of digital materials, preserve the relational and hierarchical connections among files while also permitting rearrangement and classification.

At Penn State, a strong stakeholder base exists because of a thriving records management program and community of liaisons in offices throughout the university. Additionally, there are common needs for digital archival management tools across multiple institutions and the opportunity for further community development around these needs. How can community-building practices be applied to the development of ArchiveSphere? This presentation will include a brief overview of community development and user engagement in the development and promotion of ScholarSphere, followed by an outline of current development plans for ArchiveSphere and the records management community at Pennsylvania State University.

https://scholarsphere.psu.edu/
Fostering A Graduate Research Community with Digital Scholarship Programs and Services

Andrew Bonamici  
Associate University Librarian  
Media and Instructional Services  
University of Oregon

Karen Estlund  
Head, Digital Scholarship Center  
University of Oregon

A campus-wide network of graduate students, faculty, staff, administrators, and service providers at the University of Oregon (UO) marshaled their efforts to train and support graduate students in research methods and evaluative practices for digital research and scholarship. This briefing will outline a suite of programs and services developed in partnership with the graduate student community. It will include a review of the development of the UO Libraries Digital Scholarship Center (DSC) as a hub for graduate students and the outcomes of pilot services, showcasing collaborations with the transdisciplinary New Media and Culture Certificate (NMCC) and highlighting services specifically designed to enrich graduate student experiences at UO.

The NMCC blends scholarly research on new media topics with hands-on experience creating new media content and using digital research tools, preparing scholars, designers, and media practitioners for 21st century workplaces in academia and beyond, including "alt-academic" careers. The DSC offers credit courses, workshops, speaker series, consultations, and a graduate affiliates program. The project briefing will include strategies for outreach to graduate students and faculty partners, implications for library organizations and staff, and collaborative academic planning and curriculum development.

This briefing also includes contributions from Kate Mondloch, Associate Professor of Art History and Director, New Media and Culture Certificate.

http://digitalscholarship.uoregon.edu
http://newmediaculture.uoregon.edu
Changes in technology, the economy and society have disrupted many established practices in the field of journalism. This shakeup holds true for the systems that once supported the preservation of journalistic content, especially born-digital content. Faced with this chaotic array of systemic forces, focusing on any one area of concern is not sufficient to address the current situation. Theory of Change modeling offers one means of effectively responding to the challenges of preserving born-digital journalism.

This session will introduce the Journalism Digital News Archive (JDNA) initiative at the Donald W. Reynolds Journalism Institute and University of Missouri Libraries. JDNA proposes an implementation of Theory of Change loosely based on the BUILD Initiative, which has been successful in addressing systems change to improve educational outcomes in at least 10 states. The JDNA initiative looks at five broad areas of implementation: Context, Components, Connections, Infrastructure and Scale. In each of these areas, the challenge is to envision desired outcomes and to map pathways towards achieving those goals. JDNA seeks input and guidance from those working in memory institutions, journalism, government, education and other stakeholders.

http://www.rjionline.org
http://library.missouri.edu
http://www.buildinitiative.org
Update on the ARL/CARL/COAR/LIBER Joint Task Force on Librarians' Competencies in Support of E-Research and Scholarly Communication

Pascal V. Calarco
Associate University Librarian
Research and Digital Discovery Services
University of Waterloo

Judy Ruttenberg
Program Director for
Transforming Research Libraries
Association of Research Libraries

In August 2013, the Association of Research Libraries (ARL), the Canadian Association of Research Libraries (CARL), the Confederation of Open Access Repositories (COAR), and the Association of European Research Libraries (LIBER) came together to work jointly on defining professional librarians' competency needs to support e-research and scholarly communication. The aim of the task force is to outline the service areas, roles and competencies needed by libraries and librarians in this evolving environment. The first step will be to identify the various avenues of service for libraries within the context of e-research, repository management, and scholarly communication, amongst others. These services and roles will then be mapped to the competencies required by librarians and library professionals. The task force will also make note of the array of organizational models evolving to support new services. The task force will produce a toolkit that will help to build capacity in libraries for supporting new roles in the area of scholarly communication and e-research. The toolkit will allow library managers to identify skill gaps in their institution, form the basis of job descriptions, enable professionals to carry out self-assessments, and act as a foundation for the development of training programs for librarians and library professionals. In addition, the toolkit will provide an outline of new organizational models that are evolving in this dynamic environment. The work accomplished to date in 2-4 profile service areas will be presented, including scholarly communication and research data management.
Integrating Researcher Identifiers into University and Library Systems

Micah Altman
Director of Research
Massachusetts Institute of Technology

Karen Smith-Yoshimura
Program Officer
OCLC Research

A number of approaches to providing authoritative researcher identifiers have emerged, but they tend to be limited by discipline, affiliation or publisher. This talk provides an overview of an OCLC Research task group's analysis of a complex ecosystem of systems and institutions that provide, aggregate and use researcher and name authorities: researcher identifier systems. The presentation will reflect on the state of the practice and on the remaining challenges to the integration of researcher identifiers into the systems and practices of libraries, universities, funders, and publishers. Comments on the group's draft recommendations will be solicited.

http://oclc.org/research/activities/registering-researchers.html
The River Campus Libraries' Digital Humanities Center is collaborating with English Professor Joel Burges on a project that seeks to quantify temporal elements of the narrative structure of films, television shows, and texts. This collaboration includes co-teaching a semester-long seminar class with Professor Burges, working with another class to include a digital project to take the place of a traditional paper, and developing tools for data visualization and collection to support Professor Burges's research. This unique partnership promotes experiential learning, undergraduate and graduate research, digital humanities scholarship, and exemplifies the University of Rochester's unique "each-one teach-one" philosophy of teaching and research.
Four Questions You Should Never Ask in Evaluation/Assessment in Libraries and IT, and a Number of Questions that You Should!

Glenda Morgan  
Director of Academic Technology  
University of Illinois at Urbana-Champaign

Chris Bourg  
Assistant University Librarian for Public Services  
Stanford University

Joshu Morrill  
Senior Evaluator  
University of Wisconsin-Madison

Evaluation and assessment are growing in interest and importance to libraries and information technology (IT) organizations of all types. This work is undertaken for a number of reasons: to show value and impact, to help guide decision-making at a time of increasing funding scarcity, and, sometimes, just because it is interesting and contributes new knowledge to various fields of research. But not all of the ways that assessment is approached and not all of the questions asked yield useful results. This panel, representing over a century of social science and library and IT research and assessment, will identify a number of commonly made mistakes in designing assessment strategies and questions, and it will identify some alternate and more productive ways to address the pressing questions faced in a rapidly changing library and IT environment.
Can a Consortium Build a Viable Preservation Repository?

Suzanne E. Thorin  
Program Director, Academic Preservation Trust  
University of Virginia

Linda Newman  
Head, Digital Collections and Repositories  
University of Cincinnati

Stephen Davis  
Director, Columbia Libraries Digital Program  
Columbia University

Bradley Daigle  
Director, Digital Curation Services  
APTrust Content Lead  
University of Virginia

Scott Turnbull  
Senior Software and Systems Administrator;  
APTrust Technology Lead  
University of Virginia

The Academic Preservation Trust (APTrust), a consortium of 16 institutions, was formed two and a half years ago when a small group of academic library deans agreed to take a community approach in building and managing a repository that would provide long-term preservation of the scholarly record. The repository also aims to aggregate content, to provide for disaster recovery, to leverage economies of scale, and to explore access and other services. From its beginning, APTrust has been a layered collaboration of deans, technology experts, content/preservation specialists, and a small APTrust staff located at the University of Virginia (UVA). The growth of the consortium has been bumpy at times, with differences of opinion regarding technology decisions and, inside UVA, in building awareness that an entrepreneurial program requires quick responses from the infrastructure. APTrust remains repository and format agnostic by using the BagIt specification for content submission. Metadata is managed by Fedora with pointers to content preserved in Amazon S3 and Glacier with administrative functions built using Hydra and Blacklight. The repository is scheduled to go live in June and will become a Digital Preservation Network (DPN) node. A panel of APTrust partners and UVA staff will describe the interplay in decision making among deans, technologists, and content experts and will discuss the evolving nature of an effort that is approaching full production, including questions of governance, business modeling, certification goals and the consortium's evolving approach to the complex issues related to digital preservation.

http://aptrust.org
Demonstration of FLEXspace Beta Release

Lisa Stephens
Senior Strategist
State University of New York (SUNY)
Academic Innovation
SUNY System Administration

Megan Marler
Shared Shelf Director
Strategic Services
ARTstor

Members of the core team will lead a demonstration of FLEXspace beta, the Flexible Learning Environments eXchange. This new, image and video intensive, highly searchable, open education resource is designed to encourage a community exchange of best practices in the use, design and construction of learning spaces across three domains: learning and assessment, technology integration, and facilities planning and design. Participants are encouraged to bring laptops to take this very powerful tool for a test drive, and to learn how your campus community can access it in order to provide feedback during the beta release. (Please note that in order to access the system during the demo, participants will need to bring a laptop; FLEXspace is anticipated to be mobile device ready later this year.)
New opportunities for community building are emerging as library users across all demographic categories become increasingly active on social networking sites. This project briefing will present recent research from the Montana State University (MSU) Library that demonstrates successful strategies, policies, and best practices for building community online through social media. By applying these practices, MSU's Twitter user community grew 100% in one year, with a corresponding increase of 275% in user interactions. The session will include discussion of successful strategies and research approaches for building community and learning about users, including library personnel workflows, user type analysis, action-object mapping, survey methodology, and content analysis of student focus groups. Through this combination of quantitative and qualitative analyses, a picture of the library as a member of an active online community comes into focus. By adapting community-building efforts for social media contexts, libraries can create a valuable dialogue that opens possibilities for understanding and communicating with users in new ways. How to create a social media strategy and research program to build active library user communities online will also be discussed.
What strategic directions are academic library leaders pursuing for their organizations? What benefits and constraints do reporting relationships, funding, and staffing, pose for leaders in trying to execute on their vision? What strategic roles do leaders envision for their libraries in key areas such as discovery, information literacy, library publishing, and the development of research collections?

In fall 2013, Ithaka S+R surveyed academic library deans and directors across the US on these topics and several others. With a response rate of more than thirty percent, the project offers a robust snapshot of the current state of academic libraries and some of the principal opportunities and constraints they face today.

Analysis by Carnegie classification indicates areas of broad similarity across most all academic libraries and also the remarkable diversity of the landscape they inhabit. Comparisons with the Ithaka S+R US Faculty Survey 2012 on areas such as the print to electronic transition and the role of the library yield some provocative considerations for library strategy and strategic communications.

The full report of findings will be made publicly available in March 2014 in advance of the CNI meeting. This session will therefore be designed to generate a rich discussion on the implications of the survey findings and potential follow-on projects.

Perceptions of Library Support for Formal Undergraduate Research Programs

Sarah L. Shreeves
Co-Coordinator, Scholarly Commons
University of Illinois at Urbana-Champaign

Since the publication of "Reinventing Undergraduate Education: A Blueprint for America's Research Universities," universities and colleges have worked to develop and strengthen inquiry-based curricula for undergraduates that are aligned with faculty members' scholarly and creative efforts. Offices for undergraduate research and coordinators for such efforts are appearing on campuses nationwide. While many academic libraries do support such formal undergraduate research programs, there has been no systematic study of the types of support provided and how those administering such programs perceive that support.

In 2012, a successful, targeted survey (n=775, 37% response rate) was conducted to establish a benchmark of current library practices in relation to formal undergraduate research programs. In 2013, following this survey, the administrators of undergraduate research programs were surveyed (n=764, 40% response rate) in order to gauge how they perceived and valued library support for such programs. This briefing will present the major findings from this study and speculate (with attendees) how libraries might better support formal undergraduate research programs.

This research was conducted by Sarah Shreeves and Merinda Hensley at the University of Illinois at Urbana-Champaign, and Stephanie Davis-Kahl at Illinois Wesleyan.

A preprint of an article describing the first phase of research:
http://crl.acrl.org/content/early/2013/02/06/crl13-458.full.pdf+html
From Fragmentation to Reaggregation: Revealing a "Virtual" Medieval Library with Manuscriptlink

Eric J. Johnson
Assistant Professor and Curator of Early Books and Manuscripts
Rare Books & Manuscripts Library
The Ohio State University

Since the emergence of the codex in the fourth century CE as the dominant format for book production in the West, manuscripts have been subject to fragmentation due to a variety of factors. They have fallen apart as a result of being "read to death"; their contents have become obsolete or gone out of style, leading later readers to recycle them for use as structural supports in early book bindings; and, perhaps most commonly over the past 200 years, they have been deliberately broken and cut apart to be repackaged as individual units for sale to an international community of art connoisseurs. Whether accidental or deliberate, these acts of fragmentation have destroyed the original textual, codicological, historical, and material contexts of medieval books, and the dispersal of these individual fragments to collectors (both private and institutional) around the world has made it almost impossible to reconstruct these original contexts in any meaningful way. Until now, that is.

In November 2013 the University of South Carolina and The Ohio State University announced the launch of Manuscriptlink, an ambitious new digital humanities initiative that aims to reconstruct a "virtual" medieval library by collaborating with collections around the world to re-aggregate hundreds, if not thousands, of previously lost medieval volumes. This effort will cross a variety of boundaries, fostering active interdisciplinary cooperation across the humanities as well as collaboration between a multitude of international institutions, from major national collections to small local repositories. This breakout session will discuss Manuscriptlink's goals and technical features, progress in developing the public site as the "go live" date approaches, projected for late-Spring 2014, and expectations for what Manuscriptlink might offer to the broader fields of Medieval Studies, Book History, and the Digital Humanities.
Loanable Equipment: Supporting Creation and Dissemination for the Campus Community

Shawna Sadler
Associate University Librarian
Digital Library and Research Technologies
University of Calgary

Kristin Antelman
Associate Director for the Digital Library
North Carolina State University

Loaning basic equipment and technology has become a common service in libraries, and remains popular. But what does it mean to move from lending laptops to lending a mobile media cart or Google Glass? How can the equipment lending concept—and organizational capacity—be extended to loanable technology that supports creation, research dissemination and student engagement? This session will explore how two libraries have developed new services around this opportunity. Each presenter will share case studies and lessons learned.

The University of Calgary supports a mobile pool of loanable AV/IT equipment and furniture that is supported by staff who are handy with tools. Because of these resources, the library is able to evolve its role supporting the creation and dissemination of local research for our campus community.

North Carolina State University Libraries has adopted a slightly different model, with a technology lending program aimed at supporting student needs, ranging from productivity to media creation to research. Equipment is managed in four tiers: commodity, specialized, beta, and in-library mobile. Each tier has its own profile for what and how much is procured, policies and service model, and how learning about the equipment’s use is fed back into the service and is used to promote our community's understanding of the evolving identity of the library.
Altmetrics measure the reach and impact of research beyond the traditional assessment tools of Journal Impact Factor and citation counts. They include other categories of metrics, such as usage (downloads, views), captures (bookmarks, favorites), mentions (blogs, news), and social media (tweets, likes, +1's). Altmetrics allow for more timely impact measurement than traditional citation counts, and they tell the story of the public impact of research as well as who is interacting with it. Altmetrics can also contribute to the conversation with funders and grant providers showcasing the full picture of the work they fund. This session will describe what altmetrics are, how they are gathered, and how they can be used. It also will include discussion of the future of research assessment.

http://www.plumanalytics.com
http://plu.mx
Monograph Purchasing Trends in Research Libraries: Did Electronic Journals Really Destroy the University Press?

Elisabeth A. Jones
Research Associate
University of Michigan

Given the rapidly changing economics of scholarly communication in the digital age, the importance of accurate, specific data on the resource flows within this realm has become increasingly important. Both the producers and the collectors of scholarly information require accurate information in order to nimbly navigate their changing roles in advancing the progress of knowledge. Two key actors in this area are university presses and academic libraries, which both hold keystone roles in scholarly communications, as disseminators and conservators of scholarship, respectively. As a starting point for assessing the relationship between these two actors, we have been conducting an exploratory study examining a contentious point of interaction between them: that is, trends in purchases of university press books by academic libraries. This work provides a preliminary empirical basis for evaluating frequent claims by publishers that declines in U.S. libraries' monographic purchasing over the past three decades can be held primarily responsible for the declining economic fortunes of U.S. university presses over the same period. The results of the analysis to date indicate that this relationship is not as clear-cut as it may seem, for at least two reasons: first, to the extent that purchasing reductions have occurred, they have occurred much more recently than prior accounts have suggested, and second, purchasing trends vary significantly between different libraries and between different sizes of university press.

Researchers: Elisabeth A. Jones and Paul N. Courant, both of the University of Michigan
IIIF: The International Image Interoperability Framework

Tom Cramer
Chief Technology Strategist
Stanford University

IIIF, the International Image Interoperability Framework, is defining an approach by which image-based resources from any participating institution can be delivered in a standard way via any compatible image server for display, manipulation and annotation in any application, to any user on the Web, in any combination of elements. Launched in 2011 by a consortium of national and research libraries, the IIIF working group has grown to dozens of institutions worldwide, and received a three-year grant to advance the framework along with its companion data model, Shared Canvas. Reference implementations now demonstrate the new possibilities presented by a network of rich, performant, interoperable services.

This session will present the drivers behind IIIF, the APIs at its core, current adopters, and its potential to transform the way individuals, institutions, applications and aggregators each interact with images in the research ecosystem.

http://iiif.io
Continuing the Conversation

Clifford Lynch
Executive Director
Coalition for Networked Information

Bryan Alexander
Head, Bryan Alexander Consulting
Senior Fellow, NITLE

Continue the conversation with Cliff Lynch and Bryan Alexander. They will take questions and comments on the topics discussed during the plenary, and will explore some of the issues a bit more in depth.
An Exploration of the "Center of Excellence" Model for Information Services

Geneva Henry
University Librarian and
Vice Provost for Libraries
George Washington University

Susan Fliss
Associate Librarian of Harvard College for Research, Teaching and Learning
Harvard University

Joy Kirchner
Associate University Librarian for Content and Collections
University of Minnesota

Heather Gendron
Head, Sloan Art Library and Coordinator of Assessment
University of North Carolina, Chapel Hill

José Diaz
Associate Professor
The Ohio State University

A one-year planning grant was awarded by The Andrew W. Mellon Foundation to study the feasibility of establishing Centers of Excellence (CoEs). This study recognizes CoEs as a means to provide new information services that libraries are increasingly expected to deliver in order to meet the needs of twenty-first century research, teaching, and learning. A team of seven librarians from Association of Research Libraries (ARL) libraries interviewed directors of 19 CoEs and staff from seven funding organizations. The study explored the characteristics of CoEs, what makes them successful, and the challenges commonly faced by centers. Criteria were identified for forming, evaluating, and sustaining a Center of Excellence. This session will include presentation of study findings and preliminary recommendations for following a Centers of Excellence model in developing and delivering information services. The results are intended to be useful to funders who have an interest in funding centers, as well as to institutions interested in forming a center, and staff of existing centers who seek new funding.
Visualization Studio:
Two Years of Experience at the University of Calgary

Shawna Sadler
Associate University Librarian,
Digital Library and Research Technologies
University of Calgary

John Brosz
Visualization Research Coordinator
University of Calgary

The Visualization Studio at the University of Calgary's central library is a state-of-the-art secure room created to support advanced visual and audio research by faculty and graduate researchers. The Studio's primary feature is a high-resolution wall that displays 34.5 million pixels, 6 feet high by 16 feet wide. This allows for insight and overview that is impossible to achieve with a desktop monitor or standard projector. The library had a new vision for service, where dedicated space and staff enable researchers to embrace digital research, collections and collaboration in new ways. This opportunity was supported by faculty members across the campus, which became the basis for their participation in designing the room, selecting the technologies and hiring the room's manager. In two years of operating the Visualization Studio, researchers from various disciplines have had breakthroughs in the Visualization Studio, which has made it a valued asset on campus. This is a successful new service model for research libraries to bring unique value to campus. The presentation will include technical information, case studies, policies to enable success in the Visualization Studio and a concise environmental scan of similar facilities.

http://library.ucalgary.ca/visualization-studio
Universities and colleges are collecting and analyzing increasing quantities of personal digital data about their faculty, students and staff, while academic publishers and libraries are beginning to track the online behavior of consumers and users of scholarly resources. On the one hand, these activities are essential tools for institutions and organizations as they strive to diversify their workforces and/or student populations, improve educational, student, and library services, and enhance the marketing and discoverability of scholarly resources. On the other hand, the amount of personal digital data that is now being collected raises a number of concerns about the privacy of individuals: What sorts of data are being collected? To whom are those data made available? How are they being used, and how could they be misused?

One of the aims of this session is to identify some of the most pressing privacy issues facing higher education, and in particular, within the scholarly communications ecosystem. The session will also include discussion about how academic institutions, libraries and academic presses can work collaboratively with each other, and with other sectors, to develop policies and standards that protect individuals' privacy but enable organizations and institutions to collect and analyze personal data so that they can fulfill their missions more effectively.
The Learning Tools Interoperability (LTI) protocol provides opportunities for third parties (libraries or library vendors) to create immersive experiences for a variety of learning management systems (LMS) (e.g., Blackboard, Canvas, D2L, Moodle, Sakai). EBSCO, a provider of library databases and discovery services, has created an LTI-compliant tool that allows course instructors to build assigned reading lists without ever leaving the LMS. This session will include a brief explanation of the LTI protocol (for those interested in building LTI tools), demonstration of how the EDS Reading List tool makes use of it to the benefit of course instructors, and discussion of how this technology can help libraries add value to the teaching and learning experience.

http://www.youtube.com/watch?v=CQEeZ25PmrM
SHARE Project Update

Tyler Walters  
Dean of Libraries  
Virginia Polytechnic Institute  
and State University

Eric Celeste  
SHARE Technical Lead  
Consultant

Project leaders from SHARE (SHared Access Research Ecosystem) will provide an update on SHARE’s plans to develop an automated notification system for research events. Presenters will focus on the minimum requirements for the system and its fundamental structure, and report on progress to date defining the degree to which SHARE will build upon or incorporate the work of others. Presenters will also touch upon concurrent discussions within the overall SHARE initiative.

http://www.arl.org/share
Integrating ORCID Researcher Identifiers
Into Repository Workflows

Laure Haak  
Executive Director  
ORCID

Ann Campion Riley  
Associate Director, Libraries  
University of Missouri

Michael Witt  
Head, Distributed Data Curation Center (D2C2)  
Purdue University

This session will include discussion of current work in progress to integrate ORCID identifiers by data repository communities. As part of the ORCID and DataCite Interoperability Network (ODIN) project, funded by the European Commission FP7 Programme, ORCID and DataCite have collaborated to add persistent identifiers for contributors into the metadata schema for datasets and to create a tool for linking dataset metadata to ORCID records. As part of the ORCID Adoption and Integration Program, funded by the Alfred P. Sloan Foundation, the University of Missouri and Purdue University have been working to integrate ORCID identifiers into DSpace and HUBzero open source platforms. These projects are part of a broader community effort to elicit and document use cases, develop open source code, and develop a collaborative venue for disseminating best practices for integration of persistent identifiers into research workflows and systems.

http://orcid.org/content/adoption-and-integration-program
http://odin-project.eu/
Enriching How We Create, Teach and Learn: The Intersections of Scholarly Communication and Information Literacy

Joyce Ogburn
Dean of Libraries and
Belk Distinguished Professor
Appalachian State University

Stephanie Davis-Kahl
Scholarly Communications Librarian
Illinois Wesleyan University

Merinda Kaye Hensley
Instructional Services Librarian and Scholarly Commons Co-coordinator
University of Illinois at Urbana-Champaign

Mary Ellen Davis
Executive Director
Association of College and Research Libraries

Academic librarians are exploring the intersections between scholarly communication and information literacy programs, intersections that have become more apparent as the academic environment has grown increasingly digital. Technological changes and resulting new connections have impacted many aspects of scholarship, teaching, and learning. These changes, coupled with an increased emphasis on creativity and use of media, require a system level approach to literacy and the creation, use, and distribution of knowledge. An Association of College and Research Libraries (ACRL) white paper issued in 2013 identifies three areas of intersection (economics, digital literacy, and changing roles) and recommended four objectives to pursue (integrate pedagogy and scholarly communication into educational programs for librarians; develop new model information literacy curricula; explore options for organizational change; and promote advocacy). A new ACRL task force is promoting and building on the recommendations of the white paper, identifying professional development opportunities, and ascertaining other strategic actions to bring these programs together. In the project briefing members of the task force will facilitate a discussion about current activities nationally and at attendees' institutions. The presenters will seek ideas to guide ACRL in helping to advance action at academic institutions; specifically, how to bring others (e.g. IT, e-learning initiatives, teaching and learning centers, and offices for faculty development) into the conversation and identify areas for collaboration. Discussion topics will include connections with teaching methods, learning outcomes, digital literacy, data literacy and management, digital scholarship, and publishing services.

http://acrl.ala.org/intersections/
CASRAI:
Working Toward Research Information Interoperability in the UK

Ben Showers
Head of Scholarly and Library Futures
Jisc

CASRAI data standards are aimed at simplifying interoperability in order to reduce duplication and improve the quality of research administration data that is distributed across multiple software tools, organizations, disciplines and countries.

This presentation will describe the work of the CASRAI-UK project, which is working to develop a 'UK chapter' of the CASRAI dictionary to improve the interoperability of UK research information. It will describe the work of CASRAI, the pilot UK project and its development of national networks and the current UK research information management landscape.

http://casrai.org/
http://www.jisc.ac.uk/whatwedo/programmes/di_researchmanagement/researchinformation/casraipilot.aspx
The Evolving Scholarly Record

Brian Lavoie  
Research Scientist  
OCLC Research

Jennifer Schaffner  
Program Officer  
OCLC Research

This session will report on work in OCLC Research to develop a framework for thinking about the general scope and boundaries of the evolving scholarly record. The scholarly record is evolving into something that promises to be vastly different from traditional print-based models. Its boundaries are blurring, driven by changes in research practices, as well as changing perceptions of the long-term value of certain forms of scholarly materials. The purpose of the framework is to help organize and drive discussions about the scholarly record within and across relevant domains, by defining key categories of materials and stakeholder roles associated with the evolving record. Such a framework would equip libraries, publishers, funders, scholars, and other stakeholders with a common point of reference based on shared concepts and terminology. An increasingly diverse and digital scholarly record has important practical implications for institutions that acknowledge a mission for collecting, making available, and preserving it. Fulfilling this mission requires a shared understanding among stakeholders of what the scholarly record encompasses. In addition to describing the framework, this session will also offer some speculation and discussion on future patterns of stewardship of the scholarly record, based on the view of the scholarly record presented by the framework.

The OCLC Research team associated with this work includes Eric Childress, Ricky Erway, Ixchel Faniel, Brian Lavoie, Constance Malpas, and Titia van der Werf.

http://www.oclc.org/research/activities/scholarcomm.html
A Pond Feeding a Lake Feeding an Ocean: Wake Forest University as a Contributing Institution to the Digital Public Library of America (Rowell)

Wake Forest University has begun contributing digital collections to the Digital Public Library of America (DPLA) via the North Carolina Digital Heritage Center Service Hub. Each month, the North Carolina Digital Heritage Center aggregates OAI-PMH feeds of digital collections of contributing North Carolina institutions, and the DPLA in turn harvests this aggregation. Wake Forest is using participation in the DPLA as an opportunity to assess and clean up its metadata. Borrowing the principal of iterative and incremental development from the agile software development community, each monthly harvest is treated as a four-week development cycle during which small but meaningful improvements to metadata are identified and implemented (e.g. revising rights statement or populating the dc.date.created field). In contrast to a model that delivers a finished product only at the end of a project timeline, this approach allows the organization to immediately reap the benefits of participation in the DPLA, such as increased referrals to digital materials from the DPLA site and API.

A Local Response to the National Digital Public Library of America (Freeland)

This project briefing will cover the technical and social frameworks needed locally to respond to a national effort like the Digital Public Library of America (DPLA). By participating in DPLA, local cultural heritage organizations have the opportunity to promote the use of their digital collections to a broad audience and to interconnect their resources with related collections at national scale. New partnerships have to form where statewide infrastructures for the mobilization and delivery of digital objects do not already exist. Building from existing local ties, previously funded collaborations, and new additions through outreach, a group of librarians from cultural heritage organizations and libraries in the extended bi-state St. Louis metro area have started organizing the social and technical infrastructures needed to contribute materials to DPLA, as well as other portals and aggregators, where a larger regional infrastructure does not exist.

http://dp.la/search?partner%5B%5D=North+Carolina+Digital+Heritage+Center&provider%5B%5D=Wake+Forest+University
http://dp.la
On the centenary of the start of World War I, "1914-1918-online. International Encyclopedia of the First World War" will present a virtual, open access handbook and encyclopedia on World War I to the academic community and the general public. It will be the most comprehensive academic encyclopedia on World War I created by the largest network of World War I researchers worldwide. The multi-perspective, refereed reference work will be the result of an international collaborative project that is coordinated by the Freie Universität Berlin (Friedrich-Meinecke-Institut, Center for Digital Systems) in cooperation with the Bavarian State Library, and is funded by the German Research Foundation.

"1914-1918-online" is based on semantic wiki technology. Hyper-linked documents and metadata as well as the use of the underlying taxonomy will enable users to find their way through complex, non-linear structures. The visualization of related documents provides versatile access routes to the encyclopedia’s contents based on user defined selection criteria. The structure of the encyclopedia will be shown and tools will be demonstrated that support the creation and the usage of the system.

http://www.1914-1918-online.net
http://www.cedis.fu-berlin.de
http://www.geschkult.fu-berlin.de/en/e/fmi/arbeitsbereiche/ab_janz
Optimization of Known-Item Discovery

Jack Ammerman
Associate University Librarian for Digital Initiatives and Open Access
Boston University

Tamar Sadeh
Director of Discovery and Delivery Strategy
Ex Libris Group

Because of the simple search interface that today's library discovery systems offer, users tend to expect a Google-like search experience in which the discovery system understands what they want; is forgiving of misspellings, omissions, and word variations; and displays the most relevant results first, regardless of how a query is formulated. Known-item searches, which make up the majority of searches in an academic environment, pose a particular challenge for discovery systems. When users know exactly what they are after, their method of describing the desired item can range from typing a few of the title's words to copying and pasting an entire citation. This session focuses on a research project at Boston University Libraries and the work that the search team at Ex Libris has carried out in the area of known-item searches, including the establishment of methodologies for analyzing search logs and the handling of the variations of known-item search queries in the Primo discovery system.
Practical Work in Linked Data using Digital Collections: Unleashing the Expressivity of Data

Silvia Southwick  
Digital Collections Metadata Librarian  
University of Nevada, Las Vegas

Cory Lampert  
Head, Digital Collections  
University of Nevada, Las Vegas

The University of Nevada, Las Vegas (UNLV) Linked Data Project provides a case study of the complex topic of linked open data, from emerging concept in librarianship to practical outcome. The project began with a small academic library study group created in April 2012 and was comprised of professionals from various functional areas. The initial goal was to better understand linked data concepts and potential benefits to the Libraries. In October 2012 after reviewing literature, attending presentations, and discussing concepts, UNLV Digital Collections designed an exploratory project. Because there was very little in the literature about how to practically implement linked data in digital collections, the team decided to focus on the transformation of typical digital collections metadata. The project made significant progress outlining technologies, tools, and models that can be implemented by librarians. This presentation covers basic concepts of linked data, the rationale for libraries to start preparing for adopting linked data, followed by a demonstration of visualization tools operating on the linked data generated from UNLV's digital collections.

http://www.library.unlv.edu/linked-data
Assessment of E-book Strategies

Maria Savova  
Collection Management and Digital Integration Librarian  
Claremont Colleges

Terese Heidenwolf  
Director of Research and Instructional Services, Library  
Lafayette College

Kevin Butterfield  
University Librarian  
University of Richmond

What do we know about the use and acceptance of e-books by students and faculty? At the December CNI Executive Roundtable, "E-book Strategies," several institutions reported on data collection efforts to assist them in better understanding the use of and satisfaction with e-books among their constituencies. In this session, findings from three institutions will provide insight into the kinds of information collected, what the data revealed, and the impact of these studies on policies and strategic directions:

• The University of Richmond Libraries will discuss how the implementation of a demand-driven acquisition (DDA) program for e-books impacted purchasing decisions and ways in which implementation of a discovery layer service impacted reception of e-books.
• Lafayette College Libraries will discuss how format preference data and use data from both subscription and patron-driven acquisition (PDA) e-book packages have shaped e-book acquisition policies.
• Claremont Colleges Library will present results from a study, comparing the usage of the print and electronic equivalent of the same Course Adopted Book title, as well as a quick look at the types of data collected and analyzed from the e-book DDA service.
The National Digital Stewardship Residency

Lauren Work  
National Digital Stewardship Resident  
PBS

Julia Blase  
National Digital Stewardship Resident  
The National Security Archive

The National Digital Stewardship Residency (NDSR) is an initiative of the Institute of Museum and Library Services (IMLS) and the Library of Congress to identify and advance the skills of new professionals in the digital stewardship field. The project briefing will open with an overview of the residency, detailing its goal of developing future leaders while addressing emerging challenges in digital stewardship. The residents will then present their individual projects, each of which showcases how the NDSR program is accomplishing its goals. Julia Blase is working with the National Security Archive to analyze current digital asset collections and systems and then to design an improved digital content management strategy for future implementation. Lauren Work is developing selection criteria and creating a digitization workflow for at-risk media at PBS while also working to implement future digital preservation policy changes. The individual presentations will discuss common issues in digital initiatives within cultural heritage institutions, such as the need for any project to be supported by definitive policies for connecting institutional assets to the broader mission in a digital world.

Lauren Work's Digital Preservation Project Blog:  
http://workindigital.wordpress.com/

Julia Blase Digital Preservation Project Blog:  
http://jblaseportfolio.wordpress.com/
Supporting and Encouraging Digital Scholarship

Zheng (John) Wang  
Associate University Librarian,  
Digital Access, Resources  
and Information Technology  
University of Notre Dame

Tracy Bergstrom  
Program Co-Director,  
Digital Initiatives and Scholarship  
University of Notre Dame

Mitsunori Ogihara  
Associate Dean for Digital Library Innovation  
University of Miami

Reflections on a Digital Scholarship Center, Year One (Wang, Bergstrom)

Notre Dame's Center for Digital Scholarship, constructed and launched in 2013 with funding from the university president, advances the vision of the University of Notre Dame to redefine and transform library services and spaces for the 21st century. Looking at digital scholarship centers at peer institutions and in consideration of local unique needs, the new center emphasizes services that augment digital fluency and can be sustained in the long-term by the Libraries. Through strategic marketing and significant outreach to faculty, the center has successfully attracted attention and continued funding. This session will cover the achievements and challenges of year one within a digital scholarship center, including funding strategies, staff models, the service portfolio, and productive collaborations across campus as well as difficulties with project selection and establishing sustainable services. The session is intended to facilitate a conversation on the extension of libraries' missions in knowledge creation, dissemination, and preservation via digital scholarship centers.

Jump-starting Digital Humanities (Ogihara)

At the University of Miami in the College of Arts and Sciences and in the Otto G. Richter Library, an effort to promote digital humanities is underway, and a new associate dean position was created for the purpose. For the past two years the new dean has been collaborating with humanities and library faculty members to develop new research programs in digital humanities. Efforts so far include: software development for the Cuban Theater Digital Archive, text mining of Thomas Carlyle letters, text mining of Horace and Virgil, and optical character recognition (OCR) correction for handwritten Latin texts. This presentation will introduce these research projects and discuss future plan.

http://library.nd.edu/cds/
http://ctda.library.miami.edu
If You Want to Go Far, Go Together: Developing the Hydra-Blacklight Way

Tom Cramer
Chief Technology Strategist
Stanford University

The Hydra Project and its complement Blacklight are mature and successful open source collaborations. Hydra provides a repository framework for managing, preserving and providing access to digital assets; Blacklight gives a compelling search, browse and presentation layer. Both projects have tremendous uptake, and show every sign of vibrant, successful, sustainable projects. But just as importantly, the projects have become something greater than an open source code base; they are catalysts for transforming the architecture, development practices and services of the institutions that adopt the projects. As libraries co-evolve with the digital systems and services they offer, these projects are beginning to reshape institutions that created them in the first place. Something new is emerging: a technical framework that promises an integrated stack of services for all manner of digital content, supported and advanced by a distributed community working in an uncommonly deep collaborative level.

This session will give an overview on the current state of the Hydra and Blacklight communities, and then discuss their futures in the context of emerging trends in the landscape.

http://projecthydra.org