Refreshing the Agenda for Collaboration: Libraries, IT, and New Partners

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Coalition for Networked Information (CNI)
CNI Membership Meeting Meeting Fall 2019
Coalition for Networked Information (CNI)

Founded in 1990
Joint program of ARL and EDUCAUSE
Focus on content, organizations, technologies, and policy in the Internet environment – related to scholarly communication, teaching & learning, and policy
Forum for Library/IT collaborations

WWW.CNI.ORG
The Landscape Has Changed Since Early 1990s

Diffusion and redistribution of IT expertise across campus
Huge increase in data-intensive research
Much more IT-dependent research: Digital Humanities
Emergence of instructional technology as a profession
Teaching with technology at scale: LMS, MOOC, video, etc.
Analytics now in broad use
Greater focus on privacy and security issues
Refreshing the Agenda: Priorities for IT/Library Collaboration

Effort to re-examine opportunities and needs in light of these changes and emerging developments.

Series of four small, invitational meetings 9/2018-9/2019 engaging library and IT senior leadership from member institutions:

– Exploration of the broad landscape
– Teaching, learning, & student success
– Supporting the research enterprise
– Institutional policy challenges in privacy and data governance
Collaborations

The architecture of collaborations has changed

– 1990s: Bilateral library/IT collaboration, often to produce a system or service; organizations talked to each other.

– Today: Complex multi-lateral collaboration including VPR, student services, center for teaching & learning, etc.

  • Working together to deliver seamless services and support to constituencies
Research Enterprise

Visualization Studio, Hunt Library, North Carolina State University
Data Science: Both an Academic and a Support Challenge

Digital Sign at Taylor Family Digital Library, University of Calgary
Career Paths and Professionalization for Research Support

11 DATA SCIENCE CAREERS SHAPING OUR FUTURE

By Ashley Enerz  |  November 23, 2018

https://www.northeastern.edu/graduate/blog/data-science-careers-shaping-our-future/
Research Data Management

Curation
Preservation
Deposit
Funder Compliance Issues
Ownership and Governance
Scholarly Practices: Open Science, Reproducibility & Replicability

Open Science

Open Science by Design: Realizing a Vision for 21st Century Research

Reproducibility & Replicability

Reproducibility and Replicability in Science

http://www.nap.edu/catalog/25116/open-science-by-design-realizing-a-vision-for-21st-century

http://sites.nationalacademies.org/sites/reproducibility-in-science/index.htm
Teaching, Learning & Student Success

Wilmeth Active Learning Center, Purdue U.
Acquisition & Creation of Instructional Materials
Includes OER & Commercial Electronic Textbooks
Student Content Creation

Georgetown University Library Makerspace
Graduate Student Education/Support

Data Science
Software Carpentries
Research Data Management Practices
Scholarly Publishing Practices & Norms
IRBs, Human Subjects, Research Ethics
Student Success Analytics

Data Sources

Effectiveness

Ethical Questions

Case Study in Challenges of Privacy & Data Governance
Policy

IMS Global Learning Data & Analytics Key Principles

The IMS Global Learning Consortium Learning Data & Analytics Innovation Leadership Network has released this document articulating eight principles that all higher education institutions should consider when implementing technology for the collection and use of learning data. As higher education institutions continue to leverage learning data generated by multiple systems, whether on-premises or cloud based, these key principles are meant to guide decisions regarding the collection, access, use, and governance of learning data.

1. Ownership: Institutions should have a clear policy that articulates the varying degrees of ownership or co-ownership of the data. It is suggested that the policy defines the rights institutional community members have to access, port, and control the disposition and deletion of data they have generated, stored by the institution, its service providers, and their affiliated partners.

2. Stewardship: As stewards of learning data, institutions bear the responsibility to ensure access, protect the data and the interests of its owners. These should transcend but encompass, existing protocols, such as Institutional Research Board (IRB).

3. Governance: Institutions need a transparent learning data governance plan that articulates policies for retention, use, control and deletion of learning data on any system. The policies need to express faculty and students ownership, their rights of data access and retrieval, and ability and process for opting-out of the collection and use of reasonable non-aggregated data.

4. Access: Learning data, whether generated locally or in a vendor-supplied system, is strategic to an institution’s business and mission and must be available to the institution.

5. Interoperability: The collection, use, and access to learning data require institutional and supplier collaboration, which is dependent upon interoperability standards, protocols, data formats, and content to achieve institutional goals.

https://www.imsglobal.org/learning-data-analytics-key-principles
Reader Privacy


https://publications.arl.org/16ivjbv/
Privacy – Institutional Data Collection and Re-use

Data Governance

Most of all this is a structural and organizational challenge
Scope of policies and practices: what data is covered?
Reports available

https://www.cni.org/resources/publications/other-publications-by-cni-staff/

Refreshing the Agenda and Priorities for Collaboration

Report of a Meeting of Senior IT and Library Leaders
Held September 6, 2018
Published December 2018

The Coalition for Networked Information (CNI) held a small invitational meeting of senior information technology and library leaders from universities and colleges on September 6, 2018, in Washington, DC. The impetus for this meeting was to examine where there are key opportunities for librarians and information technologists to collaborate today. CNI was formed in the early 1990s as a deliberate collaborative effort between library and IT leadership and has developed an evolving agenda of work building on those collaborations. CNI’s executive director Clifford Lynch opened the meeting with some reflections on how the world looked very different in the early 1990s: most academic libraries had little exposure to the internet and most had little expertise internally, although there were a few exceptions. Now all that has changed. While higher education institutions generally have a central IT operation, technology has become so pervasive in scholarship that one can find IT staff within academic departments and in the library. On some campuses, there is a division in responsibility between central and departmental IT (including the library). The scale of technology infrastructure is much more expansive than in the early 1990s, and the degree of integration of technology in teaching and learning is much more extensive than in the early years. Currently, there are some services jointly supported by IT and library teams...
Thank you!

Comments/Questions

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