

University of San Diego

Digital USD

Digital Initiatives Symposium

May 2nd, 9:15 AM - 10:00 AM

Opening Keynote: Fulfilling Our Mission in the Digital Age

Joan K. Lippincott

Coalition for Networked Information (CNI)

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Opening Keynote: Fulfilling Our Mission in the Digital Age

Presenter 1 Title

Associate Executive Director

Session Type

Keynote Address

Abstract

Academic libraries have always supported the institutional missions of teaching, research, and service or community. There are many opportunities to enhance that support in the digital environment. Digital tools are fundamental to many research activities and many students would like to use digital technologies in meaningful ways in their education. In supporting digital scholarship, libraries can promote partnerships with faculty in research and teaching. Faculty engaging in digital research frequently involve their students, often including some on their research team and then either developing some of their digital content as part of class work or using the products of their digital work in their teaching. A number of digital projects in the humanities focus on local or regional communities and foster the third prong of the institutional mission for service. At the Coalition for Networked Information (CNI) we have been analyzing trends in digital scholarship and their intersection with libraries, teaching, learning, and research. This talk will report on some of the findings from our work and will identify trends and good practice.

Location

KIPJ Theatre

Keywords

digital scholarship, libraries

Comments

Joan K. Lippincott is the Associate Executive Director of the Coalition for Networked Information (CNI), a joint program of the Association of Research Libraries (ARL) and EDUCAUSE. CNI, based in Washington, DC, is an institutional membership organization that advances the transformative promise of networked information technology for the advancement of scholarly communication and the enrichment of intellectual productivity.

Fulfilling Our Mission in the Digital Age

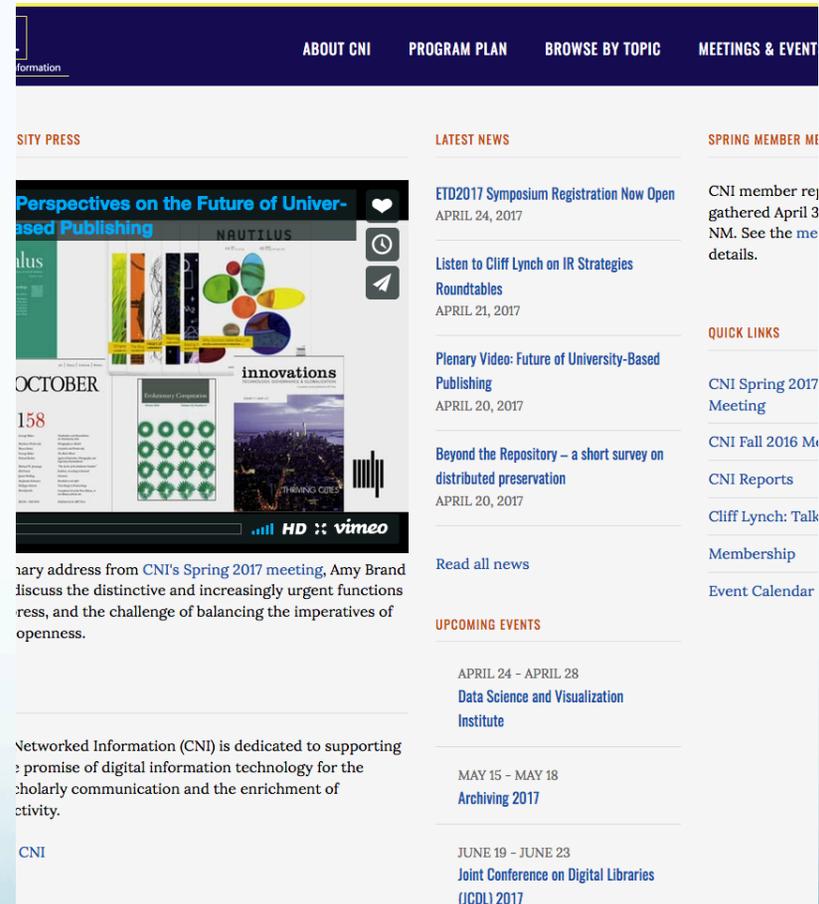
4th Digital Initiatives Symposium
University of San Diego

May 2, 2017

Joan K. Lippincott, Coalition for Networked
Information

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 and teaching & learning



WWW.CNI.ORG

Overview

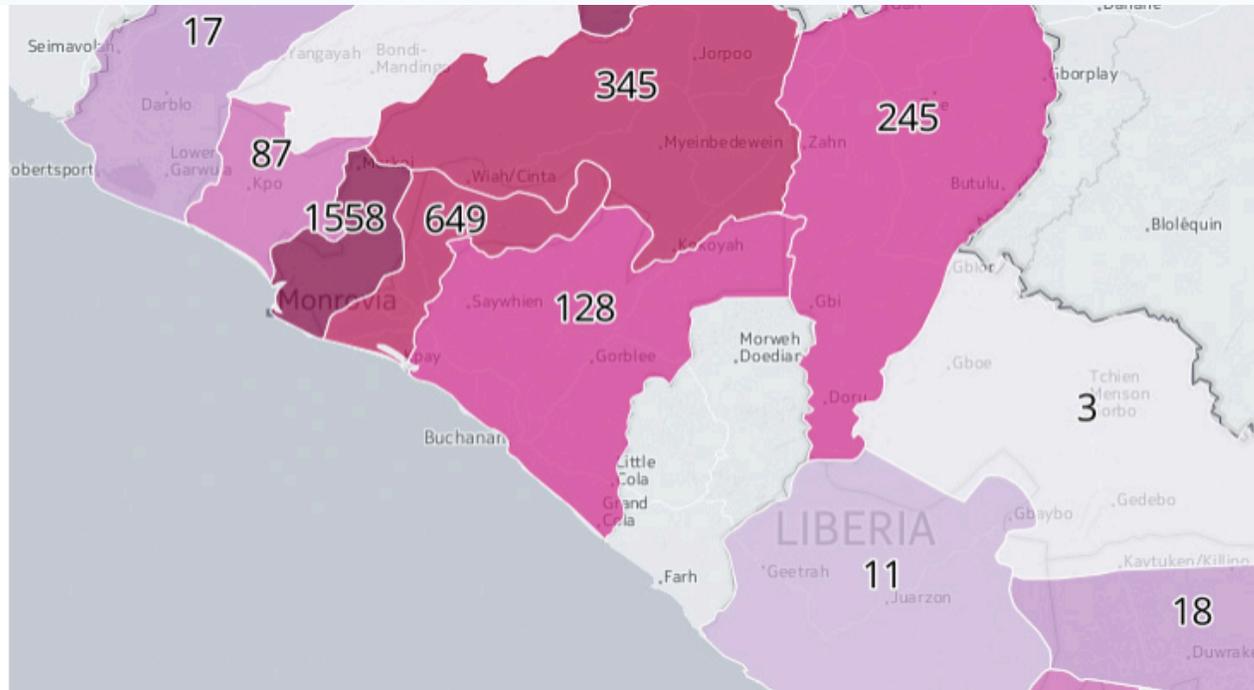
- What is driving library involvement in digital scholarship initiatives?
- How are librarians working with faculty, collections and tools in embedding digital scholarship in the curriculum?
- How do institutions move from interest to involvement and innovation?

Using GIS and other tools in many disciplines



<http://invasionofamerica.ehistory.org/>

New Outputs of Research (It's not just text anymore)



[View Project Website](#)

During the height of the Ebola crisis, the Research Hub helped develop a website to track the disease.

<http://library.unc.edu/hub/projects/ebola-in-liberia-tracking-website/>

3-D Representations



welcome to
Mapping Gothic France

With a database of images, texts, charts and historical maps, **Mapping Gothic France** invites you to explore the parallel stories of Gothic architecture and the formation of France in the 12th and 13th centuries, considered in three dimensions:

Space Time Narrative

Firefox, Safari, and Chrome browsers work best for now. Visit the [feedback](#) page to report problems or offer suggestions.

Amiens, Cathédrale Notre-Dame

The screenshot shows a web interface for 'Mapping Gothic France' overlaid on a photograph of the interior of Amiens Cathedral. The interface includes a header with the site name, a descriptive paragraph, three navigation buttons labeled 'Space', 'Time', and 'Narrative', a browser compatibility notice, and a breadcrumb trail for 'Amiens, Cathédrale Notre-Dame' with navigation arrows. The background image shows the high Gothic architecture of the cathedral's nave, with its tall piers and flying buttresses.

<http://mappinggothic.org/>

Educating students for today's world

- “Twenty-first century global socio-economic, technological and environmental changes are prompting a fundamental paradigm shift in higher education,” reads the final Blue Print plan. “How knowledge is constituted, created and shared is rapidly evolving, because the demands of work and citizenship are changing. The diverse, global knowledge economy into which our students will graduate will demand unprecedented flexibility, creativity, collaboration and empathy. Duke students are no longer just preparing for jobs, they are inventing new ones.”
- <http://bit.ly/2q7fBD8> CHE 4/26/17



Duke University – The Edge

“A Moonshot Approach to Change in Higher Education: Creativity, Innovation, and the Redesign of Academia”

- What **learners need** today
 - Comfortable with ambiguity
 - Problem solvers & problem finders
 - Empathetic
 - Bold thinkers
 - Lifelong learners
- Leticia Britos Cavagnaro & Humera Fasihuddin. *Liberal Education*, Vol. 102, no. 2, Spring, 2016.
- <https://www.aacu.org/liberaleducation/2016/spring/cavagnaro>



Brown U. Rockefeller Library

“A Moonshot Approach to Change in Higher Education: Creativity, Innovation, and the Redesign of Academia”

- What **learning experiences** do they need?
 - Work on autonomous projects
 - Given opportunity, space & tools to become collaborators
 - Exposed to different ways of thinking & learning
 - Become engaged as designers
- Leticia Britos Cavagnaro & Humera Fasihuddin. *Liberal Education*, Vol. 102, no. 2, Spring, 2016.
- <https://www.aacu.org/liberaleducation/2016/spring/cavagnaro>

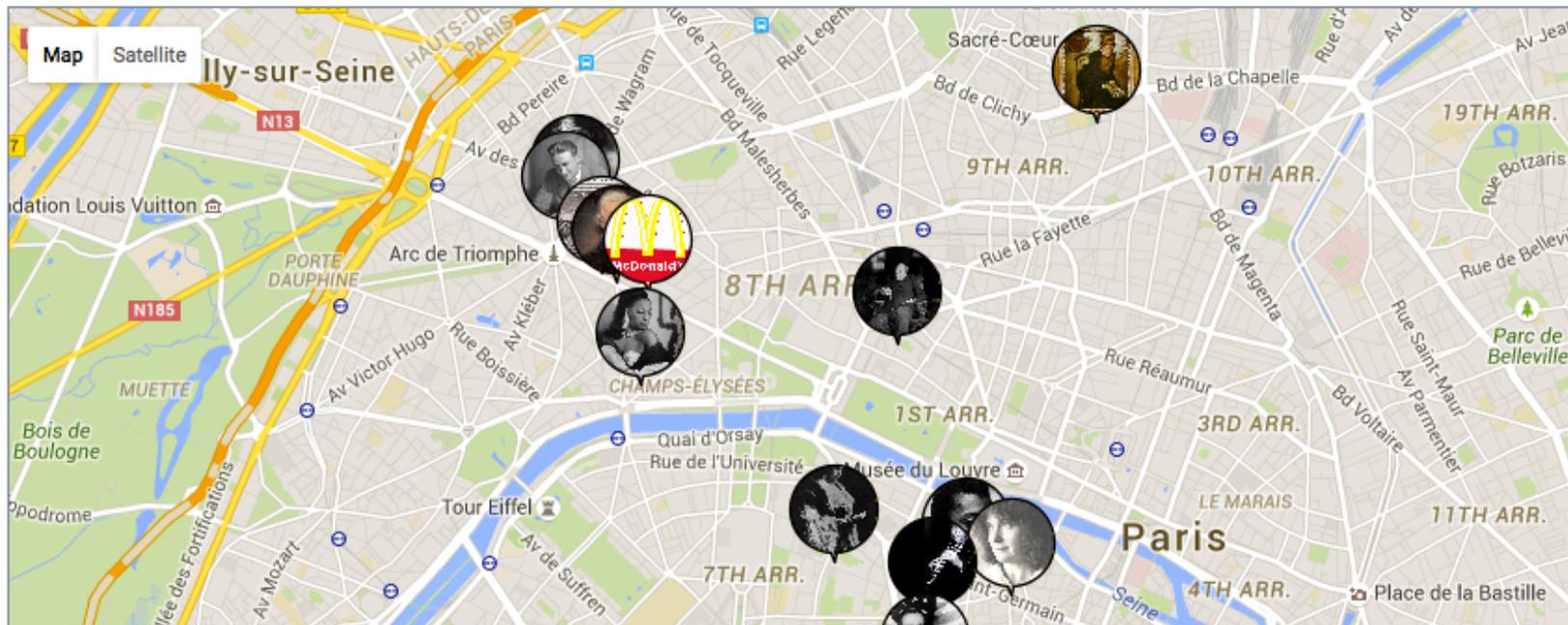


McMaster U. Lyons Media Centre

What are students creating? Geo-location/text products

indicating when they were in residence. Seminar participants researched the reasons these Americans went abroad and the social, political, and/or aesthetic context they lived in while there.

Click on either the map markers or the names on the timeline to display a name, image, street location, and the titles of short essays written by seminar participants. The names on the timeline are color-coded according to profession, as shown in the accompanying legend. Within individual bubbles, click on the linked street address for a current view of Paris. Click on linked essay titles for the full essay text, hosted on the seminar's complementary [Wordpress site](#).



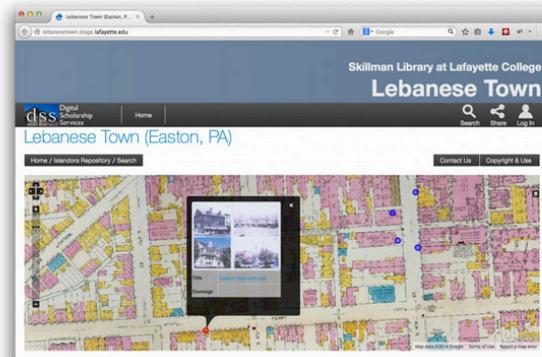
University of Richmond
<http://tocqueville.richmond.edu/AmericansInParis.html>

Digital projects related to the local community

Mapping and Memories: Easton's Lebanese Neighborhood

In addition to utilizing this mapped environment, Andrea's project also includes an element of crowdsourcing. Begun in 2007 as field work with her students, the project examines the demolition of Easton's "Syrian Town" a once a thriving multi-ethnic community destroyed when over 800 homes were torn down under the auspices of urban renewal in the 1960s. Though the wounds of this destruction are still felt by many of the former residents, now in their 70s and 80s, there is no archive, no public display that marks its existence.

Smith has been working with her students to preserve the memory of this unique space through an oral history project that collects the residents' photographs and stories. With help from Paul Miller, Digital Production Manager for DSS, Smith and her students held "Scan-a-thons" with local residents. The team scanned and collected hundreds of photos and memorabilia for residents helping them preserve their family memories and helping to build a digital collection.

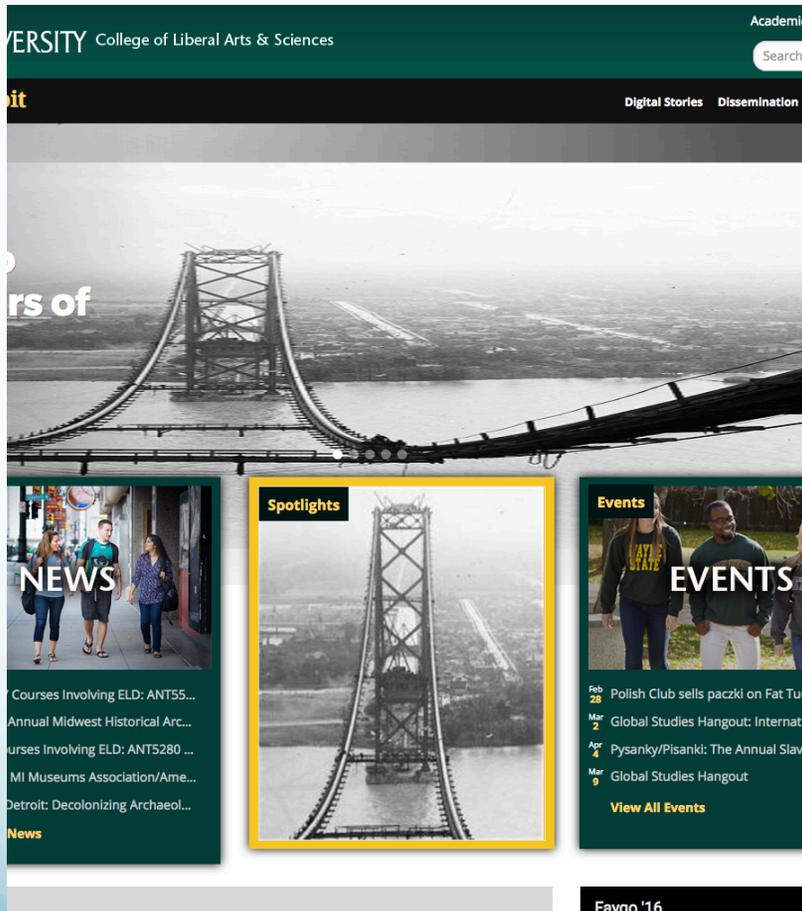


Prototype map-based crowdsourcing application for Andrea Smith's Lebanese Town project.

With funding from the Mellon grant, she is able to share her findings even more broadly. The new application developed by DSS uses a base map made from Easton Area Public Library insurance maps dated 1919, when the Lebanese neighborhood still existed, to geo-reference the images and stories Smith has collected. Smith and her team will then pin stories and images to the map virtually recreating the neighborhood and its culture. The next step of the project will include the functionality for residents to upload and share their own stories and photos adding to Andrea's existing collection.

<https://library.lafayette.edu/node/3131>

Developing narratives of ethnic histories

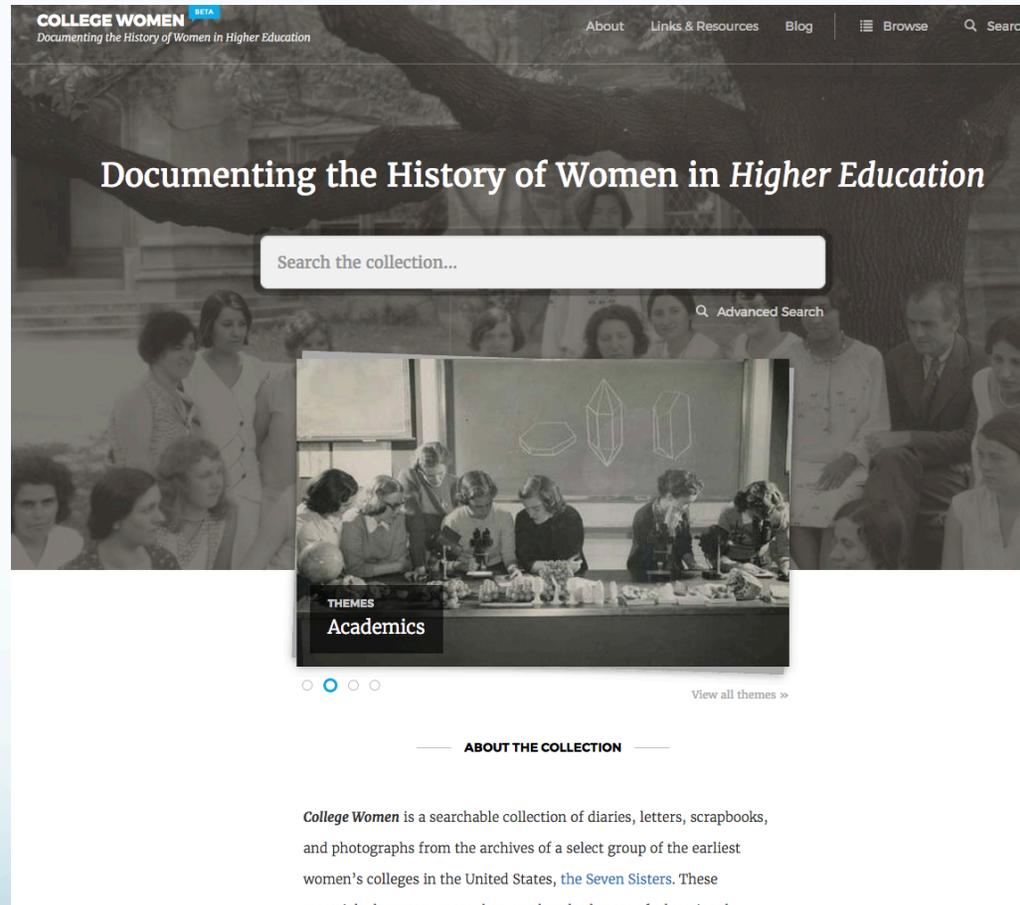


Welcome to ELD

Ethnic Layers of Detroit (ELD) is an interdisciplinary urban-focused digital humanities project engaging faculty and student researchers in creating, documenting, and sharing multilayered multimedia narratives of Detroit's ethnic histories. Explore this website to learn about ELD, the historic sites selected for the narratives, ways to interact with and experience the digital stories, and the pedagogical applications of the project. Watch the digital stories and learn about the colorful, dynamic and often forgotten and untold history of Detroit!

<http://www.clas.wayne.edu/ELD/>

Projects using digitized primary sources



<https://www.collegewomen.org/>

Using digitized resources to create new content

- [Your Friend and Classmate: Following the West Point Class of June 1861 Through the American Civil War](#) – Julia Wall '19
- June 24th, 1861, 34 young men graduated from the United States Military Academy a year early to answer the need for more officers in the United States Army. Four had already dropped out of their class before graduation to join the Confederacy, and three more resigned to join the rebelling forces. Of these 38 men, only 28 would live to see the end of the war. Digital Scholarship Summer Fellow Julia Wall's project "Your Friend and Classmate" tells the story of these cadets, collectively and individually, based on a yearbook that belonged to William H. Harris, one of the June 1861 cadets. In that yearbook, Harris annotated the pictures of his classmates with what the cadets did in the war, keeping up with those that he could. Using the yearbook and Harris' annotations, Wall created a Scalar site incorporating StoryMapJS and TimelineJS to track the activities of each cadet.



<http://dssf.musselmanlibrary.org/2016/projects/>

Student Projects: Digital, Open, Global



[http://alhamedt.wixsite.com/
thehadhramdiaspora](http://alhamedt.wixsite.com/thehadhramdiaspora)

Hadhrami Diaspora: Islam and Indian Ocean Connectivity

Tawfiq Alhamedt (Lafayette College)

Tawfiq Alhamedt is a student scholar, and Sufi mystics have migrated from Hadhramaut, a region in Yemen. Using descriptions of prominent Indian Ocean port cities written by the project presents an interactive map, created with ArcGIS and Neatline, that focuses on Indian Ocean trade and culture. The purpose of this visualization is to connect the Indian Ocean world.

Tawfiq is currently attending Lafayette College. He is currently pursuing a BA degree in International Studies with a concentration in research relating to Indian Ocean Studies, transnationalism, and conceptualizations of the Indian Ocean world.

<http://alhamedt.wixsite.com/thehadhramdiaspora>

<http://budsc16.scholar.bucknell.edu/2016/08/22/the-hadhrami-diaspora-islam-and-indian-ocean-connectivity/>

Fly-through model of 17th century London



<http://londonist.com/2013/10/fly-through-17th-century-london>

Creating e-books

Digital Dubliners
A Multimedia Edition

HOME FROM THE IBOOK BLURB STUDENTS AT WORK DUBLINERS CONFERENCE
JOYCE BIO

A totally new reading experience
June 2, 2014



The image shows a tablet displaying a digital edition of 'The Dead' by James Joyce. The screen is split into two panels: the left panel shows the title page of the story, and the right panel shows a map of Dublin. Below the map, there is a section titled 'Irish Hospitality and Mrs Beeton'.

Students at Work



David Kunkel at work



Making plans...



Louie and Neil



Jordan, Nugent, and Maggie



Sean, Louie, Jordan, Elizabeth, Matt, Bailey, Zamin...



Boston College Course Project <https://digitaldubliners.com/>

Can new types of projects help students achieve proficiencies?

- “Frames, clarifies and evaluates a complex challenge in the field of study and one other field, using theories, tools, methods and scholarship from those fields to produce independently or collaboratively an investigative, creative or practical work illuminating that challenge.”
- “Constructs a summative project, paper, performance or application that draws on current research, scholarship and techniques in the field of study.”

Center for Digital Liberal Arts



... builds and brings together networks of people, learning and resources dedicated to the enduring value of a liberal education in the digital age.

... nect Occidental students and faculty to a wide range of educational support services, including tutoring, classroom and lab workshops, resource curation, learning technology support, curriculum and assessment, and professional development.

... ademic departments, affiliated faculty, student organizations and regional digital scholarship support projects of various size and scope that expand the terrain of scholarly endeavor. In all our work, we emphasize curricular and scholarly experimentation while sustaining the fundamental principles of a liberal education.

Center
Liberal
Arts

People
Resources
Spaces
Peer Learning
Workshops

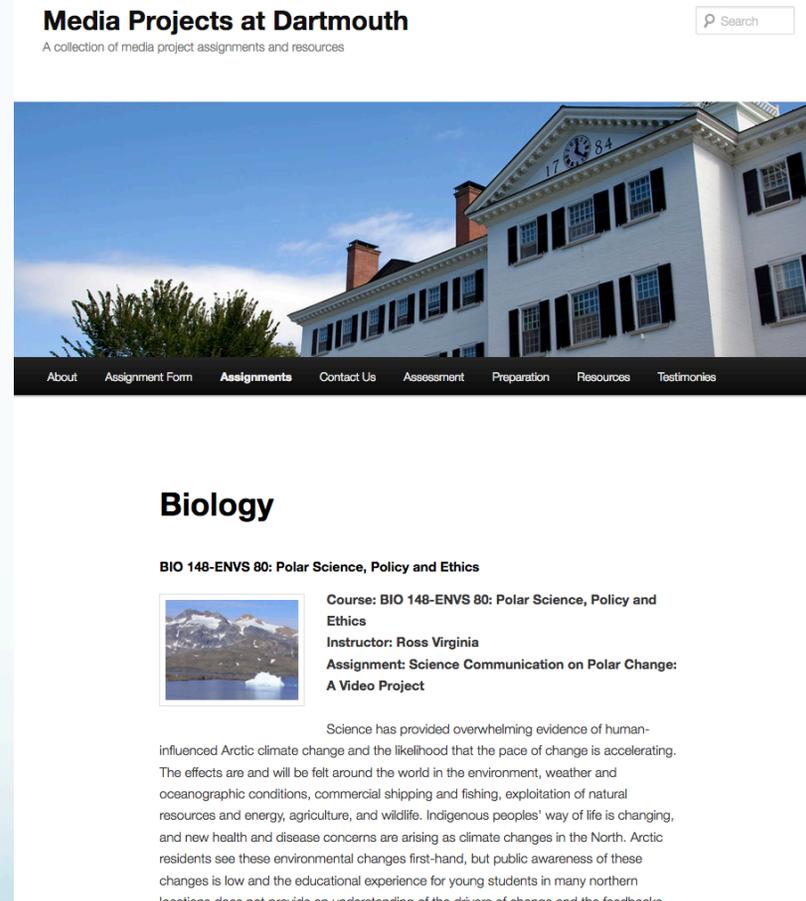
email:
cdla@oxy.edu
twitter:
@OxyCDLA

Occidental College <http://www.oxy.edu/center-digital-liberal-arts>

Can new types of projects help students achieve proficiencies?

- “Constructs sustained, coherent arguments, narratives or explications of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences.”
- “Negotiates a strategy for group research or performance, documents the strategy so that others may understand it, implements the strategy, and communicates the results.”

Degree Qualifications Profile 2.0 <http://www.luminafoundation.org/dqp/>



The screenshot shows the 'Media Projects at Dartmouth' website. At the top, there is a search bar and the title 'Media Projects at Dartmouth' with the subtitle 'A collection of media project assignments and resources'. Below this is a large image of a Dartmouth building. A navigation menu is visible with links: About, Assignment Form, Assignments, Contact Us, Assessment, Preparation, Resources, and Testimonials. The main content area is titled 'Biology' and features a section for 'BIO 148-ENVS 80: Polar Science, Policy and Ethics'. This section includes a small image of a snowy mountain, the course name, instructor 'Ross Virginia', and the assignment title 'Science Communication on Polar Change: A Video Project'. A paragraph of text follows, discussing Arctic climate change and its global impacts.

Media Projects at Dartmouth
A collection of media project assignments and resources

Search

About Assignment Form **Assignments** Contact Us Assessment Preparation Resources Testimonials

Biology

BIO 148-ENVS 80: Polar Science, Policy and Ethics

Course: BIO 148-ENVS 80: Polar Science, Policy and Ethics
Instructor: Ross Virginia
Assignment: Science Communication on Polar Change: A Video Project

Science has provided overwhelming evidence of human-influenced Arctic climate change and the likelihood that the pace of change is accelerating. The effects are and will be felt around the world in the environment, weather and oceanographic conditions, commercial shipping and fishing, exploitation of natural resources and energy, agriculture, and wildlife. Indigenous peoples' way of life is changing, and new health and disease concerns are arising as climate changes in the North. Arctic residents see these environmental changes first-hand, but public awareness of these changes is low and the educational experience for young students in many northern locations does not provide an understanding of the drivers of change and the feedbacks

<http://sites.dartmouth.edu/mediaprojects/assignments/biology/>

Equipping graduate students with new skills

- “A key component of the class is an applied-research assignment as part of a project that tells the history of UCLA. Students who contribute to the effort, called Project 1919 — named after the year the university was founded — **work in teams, delivering historical research in public talks, podcasts, and videos, and helping to create a website and digital archive.**
- Mr. Aron says he wanted to instill skills, identified by the American Historical Association, that would help students outside academe — such as **collaboration, communication, and quantitative literacy.** “We’ve come to realize along the way,” he says, “that those skills are needed as much in the academy as outside the academy.” (emphasis added)

Moving from interest to innovation

CHARACTERISTICS OF INNOVATION-READY URBAN LIBRARIES

Organizations of all types can build innovation capability and culture, layering on proficiency over time. One way to organize such a progression in capability is described at right. This approach draws from what we heard, both about what's working for those library systems that are innovating, as well as what's lacking or challenging for those struggling to achieve their aspirations. In Section 4 of this report, we provide worksheets to help capture thoughts on your systems' proficiency.

LEVEL 1

Clearly framed innovation problems

We know why we're innovating

Patron focus

We identify priority patrons for innovation

An identified innovation process

We know how we do the work of innovation and who is involved

LEVEL 2

Experienced innovation project leadership

We have people who have the mandate, time and skills to lead the process

Technical proficiency and resource availability

We can build and integrate technology and digital solutions into our offerings

LEVEL 3

Deliberate storytelling and marketing

We get people excited by the stories of what we're doing and how we work

Manage a strategic portfolio

We have multiple, complementary projects happening

WAYS TO ELEVATE THE URBAN LIBRARY FIELD

In many of our conversations with leaders, we heard ideas for ways to help the field as a whole overcome the challenges to innovation and increase the capacity for innovation.

The common challenges

Align the field on a list of top innovation challenges, identifying the library systems leading the way in each problem area to attract funders, support and resources in order to tackle the challenge.

Patron relationship platform

Support the development of common patron engagement metrics and develop a software platform to manage that relationship.

Innovation capability accelerator

An organization serving the field as a whole run by an outside entity that centralizes hands-on training via focused, "learn by doing" innovation efforts.

Librarians helping librarians

A digital space for libraries to share pre-packaged programs and processes that have been successful so others can adopt what suits their libraries best.

Successful pitches repository

Develop a central repository of successful innovation project pitches.

National campaign

A campaign that seeks to reframe what libraries do in our communities, especially urban communities, and highlights and markets those innovation stories we want to emulate.

Data platform

A customized data platform that enables libraries to have more impact with their services and programs. Tools might include: tracking patron behavior in order to be more targeted in marketing, developing new metrics for evaluating successful programs.

<https://www.knightfoundation.org/reports/developing-clarity-innovating-in-library-systems>

Building Capacity for Digital Humanities: A Framework for Institutional Planning (forthcoming)

- Developed by an ECAR (EDUCAUSE Center for Applied Research) and CNI Working Group
 - Getting Started (Environ. Scan and Needs Assess.)
 - Organizational Models
 - Funding & Institutional Investment
 - Governance
 - Infrastructure
 - Roles & Capabilities
 - Communications & Outreach
 - DH Acceptance & Support

Moving from interest to implementation

Table 4. Roles and capabilities capacity

	Early Stage	Established	High Capacity
Communication	DH projects are mostly ad hoc and at a grassroots level. No IT or library personnel are dedicated to DH projects, but interested partners begin to emerge.	Key players begin to be identified, namely technical experts and curricular and pedagogical champions. Additionally, there is commitment from IT and library for storage and preservation.	A formal DH or digital scholarship center/program is established, with dedicated faculty and staff for software development, hosting, and long-term preservation of projects. The DH program is a model for IT-library-faculty (intercampus) collaboration.
Outreach	There is informal curricular infusion of DH concepts, but it is often isolated and without coordination. A few instructors begin to incorporate DH methods and hands-on projects into their courses.	Courses appear with DH or digital scholarship in their titles/descriptions.	There is broad curricular buy-in across multiple disciplines; formal credentialing, certificate, or degree programs are offered.
Education and Training	Individuals begin to form support groups and share ideas around DH. However, formal lines of communication are lacking, as is campus awareness of DH events and meetings.	Formal user groups meet to share knowledge and experience; workshops and professional opportunities are promoted through formal communication channels. Additionally, collaborative partnerships are formed between departments and campus units to support DH.	Collaborative partnerships offer student assistantships and fellowships, and original contributions are produced with high grant-award capacity.
Recognition	A few faculty emerge as potential content innovators, but there is no formal recognition of their efforts; digital humanities may not be considered in promotion and tenure decisions.	There is support for generating new forms of DH scholarship, and digital humanities is considered in promotion and tenure decisions.	The institution recruits top DH scholars and formally recognizes DH scholarship in its promotion and tenure decisions.

DRAFT: Building Capacity for Digital Humanities: A Framework for Institutional Planning (forthcoming)

Moving from interest to implementation

Table 1. Funding and institutional investment capacity

	Early Stage	Established	High Capacity
Funding Sources	<p>Researchers largely receive funding for DH activities as part of grants headed by other institutions, although a small number of local researchers may receive ad hoc funding for projects (from grants or similar) or may conduct DH projects without external funding.</p>	<p>A small internal grant program may support some digital scholarship or use of DH within some courses.</p> <p>Expertise exists in research services offices to support researchers in applying for DH project funding.</p>	<p>Dedicated, ongoing institutional funding exists specifically for DH projects.</p> <p>Clear paths exist for collaborations with other disciplines in order to access funding outside traditional humanities funding (NEH, SSHRC).</p> <p><u>Major grants for digital humanities are held by faculty at the institution.</u></p>
Staff Support	<p>Institutional technology and library services have little to no experience with DH projects.</p> <p>No financial resources exist for student, staff, or faculty training on DH tools or methods.</p>	<p>There are identifiable IT and library staff who have some DH expertise but have not been hired for a DH-specific role.</p> <p>The institution financially supports sending students, staff, and faculty to DH training but does not offer it in-house.</p>	<p>The institution funds technical staff specifically for DH researchers.</p> <p>The institution financially supports sending students, staff, and faculty for DH training and offers in-house DH training.</p>
Institutional Support	<p>No formal financial institutional support exists.</p>	<p>Institutional resources—such as site licenses for software, labs, and services—can be accessed for DH projects but are not aimed at DH.</p>	<p>The institution funds space, labs, and/or equipment for DH researchers and may also offer local project grants for researchers.</p>

DRAFT: Building Capacity for Digital Humanities: A Framework for Institutional Planning (forthcoming)

Why is a library a good place for an institutional focus on digital scholarship?

- Mission to support (e-)research and (digital) scholarship
- Bring together expensive technologies for use by all campus departments
- Bring together expertise to serve all campus departments
- Support graduate and undergraduate students independently or through coursework
- Help create community

CNI/ARL Workshop

Planning a Digital Scholarship Center

November 8-10,
2017

Brown University
Providence, RI

Center for Digital Scholarship

NEWS ACTIVITIES RE

Welcome

The Center for Digital Scholarship, a cross-departmental group in the Brown University Library, supports digital scholarship for the Brown community and beyond by supporting scholarly and academic activities that are conducted or enhanced through the use of digital technology, or that engage with its effects.

Featured Projects



How Can I Work With CDS?

Get help with a data management plan Data Curation	Interact with a large-scale, high resolution display Visualization	Visualize data Visualization
Perform Spatial Analysis, make maps Spatial Analysis	Describe your data Metadata Creation	Start a Digital Humanities Project Digital Humanities
Use the Brown Digital Repository Data Curation	Write a grant proposal for a digital project Consultation	Digitize objects for research and publication Digitization
Learn new skills or teach them to your class Workshops	Conferences and Lectures Conferences	Learn about Digital Scholarship Research

<http://library.brown.edu/cds/>

Thank you!

Joan K. Lippincott

joan@cni.org

[http://www.cni.org/about-cni/staff/
joan-k-lippincott/](http://www.cni.org/about-cni/staff/joan-k-lippincott/)

Photo: Joan in the Learning Garden at
the Chinese University of Hong Kong

Note: All photos are my own unless
otherwise noted.

