University Committee on Libraries Spring 2013 semester report
Chair, Marya Lieberman, Department of Chemistry and Biochemistry

Members:

Doug Archer, Hesburgh Libraries (expires ‘13/’14)
Gary Bernstein, Electrical Engineering (Engineering, expires ‘12/’13)
Max Brown, Undergraduate Student Representative (expires ‘12/’13)
Jon Coleman, History (College of Arts and Letters, at-large, expires ‘14/’15)
Dennis Doordan, Art, Art History and Design (Architecture, expires ‘14/’15)
Edmund Edmonds, Kresge Law Library (ex officio)
Stephen Fredman, English (Humanities, expires ‘13/’14)
Barbara Fick, Law School (Law, expires ‘13/’14)
Barry Keating, Finance (Business, expires ‘13/’14)
Ron Kraemer, Office of Information Technology (ex officio)
Marya Lieberman, UCL Chair, Chemistry (T&R Faculty at-large, expires ‘13/’14)
Semion Lyandres, UCL Co-chair, History (T&R Faculty at-large, expires ‘13/’14)
Lyn Spillman, Sociology (Arts and Letters~Social Sciences, expires ‘12/’13)
Laurence R. Taylor, Mathematics (Science, expires ‘13/’14)
Zack Terranova, Graduate Student Representative (expires ‘12/’13)
Diane Parr Walker, Edward H. Arnold University Librarian (ex Officio)

Meetings: First Thursday in Oct, Nov, Dec, Jan, Feb, March, and May

Activities:

1) One major recommendation from last year was updating the 1950’s decor, increasing power and wireless connectivity, and providing more "soft spaces" in the library, particularly in high-traffic areas. Over the summer of 2012, the renovation of the "fishbowl" area was completed as a demonstration project; usage has nearly tripled in this space. The courtyard renovation and the replacement of the snack vending area with a Bon Pain restaurant have been completed successfully.

2) The master building plan subcommittee (chaired by Dennis Doordan) was tasked to generate a vision and general goals for use of the entire Hesburgh library. The group met with different stakeholders and worked with the Shepley Bulfinch architectural team to consider different large-scale Hesburgh renovations. A preliminary modular plan that will completely modernize and rework the first two floors of Hesburgh, opening up a north-south corridor and making major changes to the stack floors, is now available. In the next year, we will disseminate the plans and seek feedback from different academic units and library users.

3) The digital scholarship and teaching subcommittee (chaired by Tracy Bergstrom) was charged with laying out goals and vision for development of how the libraries will connect library users to digital resources and handle all kinds of digital data. The committee interviewed stakeholders from various disciplines and centers
across campus and formulated a goals statement suitable for passing along to Development. The subcommittee report needs to come before Academic Council for discussion and feedback. For example, one recommendation in the report is for the libraries to offer an undergrad class for credit, which would require approval from academic council. This subcommittee will remain active and focus on laying out infrastructure and personnel needs.

**Requested action:** Show a 20 min Powerpoint of proposed renovation ideas for Hesburgh to whole AC and route to other academic units for feedback. Send the Digital Scholarship report (Appendix A) to the three subcommittees of Academic Council with a request for feedback/input to UCL in 2013.
Introduction

In the fall of 2012, the University Committee on Libraries formed a subcommittee to explore how the Libraries might support digital scholarship and teaching over the next ten years. From December 2012 through May 2013, subcommittee members met twice a month to discuss trends in technologies and their potential effects on higher education as well as library strategies to develop increased capacity in these emerging areas. Throughout the spring semester, the subcommittee also interviewed various campus stakeholders to solicit input on directions the Hesburgh Libraries should pursue over the coming decade.

While few people were comfortable discussing the future of technology over the span of a decade, many were cognizant of the growing technological and digital literacy skill sets that undergraduates, graduate students, and faculty are increasingly expected to possess. On this topic, the subcommittee explored how the Libraries could build services in ways that would equip individuals with tangible technology skills while remaining consistent with the Libraries’ mission of connecting people to knowledge. Within the various subtopics below, this report recommends that the Libraries could bring transformative new services to the campus in areas in which scholarship and technology intersect.

This report details the findings of this subcommittee and recommends that the Libraries concentrate on expanding services and personnel in the following four areas, with the belief that enhancements in these areas can bring about substantive change for the campus community:
1. Engagement in digital scholarship activities
2. Safeguarding and curation of campus academic and scholarly digital content
3. Support for collection development in the digital age
4. Advocacy and education on scholarly communications, digital preservation, etc.

This report articulates the justification for the Libraries offering an undergraduate credit class on the topics above, additional endowments for electronic collections acquisitions, and the recruitment/hiring of subject experts in the following fields:
- geographic information systems (GIS)
- data visualization
- statistical research
- digitization of collections
- scholarly communications and copyright
- coordination of outreach and education

Engagement in digital scholarship activities

The American Council on Learned Societies defines digital scholarship as building a digital collection of information for further study and analysis, researching appropriate tools for collection-building, creating/using appropriate tools for the analysis and study of collections, using digital collections and analytical tools to generate new intellectual products, or creating authoring tools for these new intellectual products, either in traditional forms or in digital form.[1]

In the spring of 2013, members of the Digital Library Initiatives and Scholarship Program of Hesburgh Libraries conducted an environmental scan of services and support for digital scholarship activities on the Notre Dame campus. The resulting gap analysis indicates that while many digital scholarship services are offered in a wide variety of locations to various sub-groups of the campus population, such as support for data mining within the Mendoza College of Business or data visualization consultations through the Center for Research Computing, two major campus needs fall within the Libraries’ purview:

1. While specialized support services exist on campus for faculty or upper-level researchers, the Libraries should provide ‘gateway’ services geared toward introducing undergraduate and beginning graduate students to the concepts and tools of digital scholarship.
2. The Libraries should act as a nexus of information regarding digital scholarship support and services within campus; acting as a first point of contact for researchers seeking information

As specialized services for specific research disciplines often exist within departments or centers, the Libraries have an opportunity to provide an exploratory environment that encourages individuals to augment their scholarship with digital activities. This addresses issues of accessibility and widespread inability to use specialized facilities that currently exists around campus. As a pivotal service point, librarians could also refer patrons to other labs or centers for advanced discipline-specific assistance.

Filling these needs requires expert librarians and staff, specially trained in the concepts and tools of digital scholarship. In the immediate future, the Libraries wish to expand its services within the interdisciplinary topics of geographic information systems (GIS), data visualization, and data support. These three topics have been identified because they build services upon existing library collections, have potential relevance across disciplines, and represent unsupported needs for beginning researchers at all levels within the University. To this end, the subcommittee requests support for three new librarian lines to recruit experts in these fields. The addition of these positions will consolidate expertise within the Libraries’ forthcoming Center for Digital Scholarship and enhance the scholarship and teaching of every academic unit on campus.

Safeguarding and curation of campus academic and scholarly digital scholarship

A recent survey conducted by Ithaka S+R of 5,261 faculty members at four-year colleges and universities found that 80% of respondents across disciplines said they generate collections of "scientific, qualitative, quantitative, or primary-source research data" in the course of their work. But 80% also said they preserve those data sets themselves "using commercially or freely available software or services," with only 20% utilizing an institutional or online repository.[2]

These figures speak to the opportunity for libraries to increase their role in preserving content generated within the scholarly community. As additional funding agencies require evidence of data management planning on the part of applicants, the need for curation strategies over the life-cycle of research data is increasing. Individuals also require assistance migrating content across platforms.
As the Ithaka report suggests, “new solutions—or greater uptake of existing solutions—will be required to ensure that materials are preserved responsibly.” [3]

Digital preservation and curation are a continuation of the Libraries’ mission to safeguard scholarly content. In 2013, the Libraries are launching an institutional digital repository to begin actively preserving the digital research output of University scholars. The Libraries, however, must also position themselves to proactively engage in knowledge creation in the digital age, particularly at the beginning phases of the creation cycle so that the outcomes migrate easily to newer technology platforms as current technology becomes obsolete. Examples of proposed activities include:

· Acquiring/digitizing research content
· Data/metadata support and modeling
· Advocacy of alternative publishing/scholarly communication best practices

To meet the demands of these activities, the subcommittee requests support for a digitization specialist and a scholarly communications/copyright librarian. These positions augment the Libraries’ ability to make information accessible and sustainable in ways responsive to the demands of 21st century scholarship, in which the impact of a research project is dependent upon its dissemination and discoverability. The addition of these positions also enhances the Libraries’ ability to safeguard and curate new forms of scholarship as they emerge and retain the output of the University’s faculty and researchers after their departures from the institution.

**Collection development support in the digital age**

In speaking with stakeholders over the course of the semester, the subcommittee heard a large number of comments about digital collection support and development within the 21st century. Although these comments came from individuals across disciplines, many fell into two areas:

1. The Libraries should become more active in the acquisition and support of data sets to meet growing needs in this area
2. The Libraries should increase its digitization of materials unique or rare to the University, especially content held by rare books and special collections
The first of these indicates a need on campus for consolidating the procurement and provision of data sets. With 74% of the recent ‘Advancing our Vision’ strategic funding proposals selected to advance to the second round from the Colleges of Engineering and Science, it is clear the Libraries are unprepared for growing programs and their data needs from these areas and their relevant counterparts, such as the social sciences. In addition to specialty data sets, it was also proposed that the Libraries provide access to discipline-specific sample data so that a student curious about data gathering might easily find examples.

The desire for additional digitization efforts on behalf of special collections is not unique to Notre Dame; a recent survey of directors of member institutions of the Association of Research Libraries found that over 80% agreed that digitized special collections are ‘critical to our current strategic direction’ but that nearly a third felt they are under-funded in this area.[4] Several Notre Dame faculty stated that they would like to undertake additional research or pursue digital humanities projects with rare books and special collections materials, but they had neither the funds nor the capacities to digitize the materials themselves. However, within these areas, researchers are adamant that increasing the budget for digital materials and services should in no way compromise or diminish the Libraries budget for print materials. Therefore there is a strong demand for additional resources to enable sustained digitization of special collections.

With this in mind, the subcommittee asks for support for new collection endowments that specifically focus on emerging electronic information needs, such as data sets, electronic maps, and digitization services. The need for a digitization specialist articulated in the previous section would also augment the Libraries’ ability to produce content, including content from Rare Books and Special Collections, in response to researcher demand. This funding ensures that the Libraries can continue to purchase and support analog collections while building content and support for digitized materials.

Advocacy and education on scholarly communications, digital preservation and other issues.

Stakeholders are also looking to the Libraries to increase dialogue on campus on issues such as scholarly communications, copyright, authors’ rights, emerging scholarly formats such as web, video-based, or open access journals, digital curation and preservation, etc. Within the Libraries’ potential role as an educator within campus about these topics, three needs emerged:
1) The Libraries should increase its education of students at both the undergraduate and graduate levels as to what constitutes digital scholarship and its basic skill set. This is not a skill set particular to one discipline, but rather foundational knowledge of the basic tools that allow students to bridge the digital divide.

2) The Libraries should assume a more proactive role in educating the campus community on copyright, intellectual property and other scholarly communications issues as well as the need for and tools available for the preservation of scholarly content. This education is not only needed to address concerns with textual materials, but also for emerging scholarly communications such as alternate media submissions.

3) The Libraries should work collaboratively with other research libraries to aggressively push back against predatory publishers, limitations on usage of e-content, and other prohibitions to scholarship within the 21st century. In these areas, the Libraries should also lead advocacy on campus to raise awareness of potential infringements to research and scholarship.

A clear disconnect exists between faculty who assign digital scholarship or multimedia projects and their students’ abilities to complete these assignments. Faculty for the most part do not feel it is their purview to teach technology skills, but want their students to be equipped to engaged in video, audio, data mining or other non-traditional projects. To this end, the Libraries should begin to offer an undergraduate credit class that addresses how to use, evaluate, and analyze non-traditional research materials, intended to complement and connect with existing teaching at the University.

The concept of how the Libraries’ space should accommodate in the 21st century also generated much discussion. Several individuals pointed out that Hesburgh Library is one of the few places on campus in which individuals from across disciplines meet, and that the Library should sponsor spaces and programming that encourage these interactions. Based on responses, the Libraries should (1) organize more events for faculty and especially graduate students on topics such as those listed above in addition to lectures on its specialized collection holdings, (2) offer first point of contact support for new technology use in a manner that is both educational and fosters community and, (3) coordinate information and raise awareness of other related teaching and research facilities on campus.
To increase its engagement and activities in this area, the subcommittee requests support for an individual responsible for coordinating outreach and related funds to augment the development of educational opportunities. This individual would coordinate the credit class described above and also be responsible for overseeing continual training opportunities for library staff as they need additional education on behalf of these emerging topics. This individual also would coordinate campus outreach. While the Libraries currently employ an individual dedicated to professional development, this new position would be focused specifically on increasing the Libraries’ activities as an educator and partner in issues concerning 21st century scholarship.

Appendix A: Summary of individual comments

Below are individual comments gathered from stakeholders over the course of the Spring 2013 semester. Stakeholders were interviewed in groups or as individuals when time did not permit that they speak with the subcommittee.

Library space suggestions:

- Any space the library builds today cannot be static, as usage will change in accordance with changing, future needs.
- Helping to create social communities across disciplines would be a service to the faculty community. Perhaps the library could host events/classes on interdisciplinary topics, such as those taught at the University of Virginia’s Rare Book School, or those that stress that writing is not the only means of academic communication in the 21st century (preparing a video submission, etc.)
- New faculty often comment that it is difficult to find any sense of community within Notre Dame, so how might the library promote this? Perhaps hosting interdisciplinary sessions like Jim Collins’ film studies course each spring would bring faculty into the library on a more regular basis. Seminars, lectures, and symposia organized around our holdings, especially rare books and manuscript collections, such as those sponsored by Italian Studies, would be of marked value.
- Very few spaces exist for interdisciplinary discussions of technology as it crosses topics, such as commonalities between text mining in digital
humanities and social science environments. The Library could provide space and host more events.

- Clean, easy-to-access meeting spaces in the library that could be booked by faculty or graduate students would be a good addition to campus.
- The campus has very few reconfigurable technology classrooms and teaching spaces. These would be welcome within the Library.
- The library would benefit from a small experimental, technologically rich classroom space, since most classrooms of this type on campus, such as those in Mendoza, are restricted to use by certain disciplines.
- Within the realm of Digital Humanities, the Libraries could serve as a nexus of information about projects and initiatives within this area, since this is defined as a major need on campus within the Report of Digital Humanities Working Group chaired by Peter Holland (May 2012).
- Student apartments don’t have the bandwidth for data-intensive computing, and dorms don’t have the study space. Existing computer clusters do not provide adequate technology to handle large datasets. The Library has a natural affinity to offer technology-rich study spaces to fill this gap.
- The campus overall needs more spaces for media production and editing. Support for these activities in the form of additional staffing is also needed. With media, Notre Dame students are behind the curve in learning and engaging with production and editing technologies.
- Overall, the campus does not have enough spaces for students to engage in and encourage technology-based creative work (sound recording, film editing, etc.) Putting such a facility within the library would meet the needs of students from a broad array of disciplines.
- Media production and editing spaces are needed for students on a 24/7 basis in some centralized facility on campus. Individual departments are checking out digital cameras, recording devices, etc, but this functionality should be centrally managed for greater efficiency.
- The multimedia studio space in Riley operated by the Center for Creative Computing is only available to individuals from certain disciplines, so the library might consider expanding services in this area.
- The campus community is in need of a sound recording booth for recording oral histories and so forth, and Hesburgh Library might be a central location in which to house one. Students are also assigned projects in this nature without thought on behalf of faculty as to where they can do this kind of recording, and no such quiet space exists for them.

Service suggestions:
- The forthcoming Center for Digital Scholarship should be used to leverage technologies around campus and coordinate awareness of various facilities on campus, since it does not need to duplicate services offered elsewhere. Institutional collaboration is critical to this project, as it will funnel support and patrons to the library from multiple directions.
- Few resources exist for starter users, as most labs are equipped for self-services. While the staffing implication are high, the Library could fill a niche in offering 'beginner' support for a variety of technologies, and then directing users to more advanced support as needed.
- Faculty would like to engage in text mining/visualization projects with special collections materials, but don't have the time to undertake their digitization. Better/more digitization of Library collections would benefit many patrons across disciplines, contribute to the research profile of the University, and bring attention to rare materials held here.
- Access to visualization tools and assistance would be welcome through the Library, as most individuals on campus do not have the resources to engage with the Center for Research Computing on this topic.
- The addition of a digital humanities expert in the library with a PhD would fill a need on campus for coordination of activities in this area.
- Digital humanities projects are being asked to provide evidence of data management planning in the same way that NSF/ NIH grant applications require, and the Libraries should be prepared to support this need.
- Grant applications are stronger when they demonstrate involvement of project management expertise. A service to the digital humanities community would be an individual within the Libraries who could serve as a co-principal investigator on various projects and act as a project manager. A developer whose position description included consulting on the feasibility of projects would also be useful.
- A crash course and sandbox area is needed for individuals with interest in acquiring a basic skill set with GIS tools. Presently, students can only take a semester-length course to pick up these skills. 3-4 day or 1 day workshops to teach skills in GIS outside one's own research/ discipline training would be highly useful.
- There is a need on campus for consolidating the procurement and provision of data sets, and the Libraries could fill this role. It would also be highly useful for the library to have discipline-specific sample data sets on hand so if a student is curious about data gathering in a sociological context, such an example would be easy to find.
- Copyright and scholarly communications education is an unfulfilled need on campus. Especially as more teaching faculty develop their own classroom
materials in the digital age, knowledge of copyright and fair use applicability is limited.

- A platform is needed for students to be able to remix commercial and student-produced media clips. The library could also take the lead on copyright education issues for use of content like this.
- Graduate students in particular need help navigating the complete resource map of a particular discipline and learning what is available. As increasing costs of publications in sciences means that Library now subscribes to only a partial subset of available resources, grad students need a crash course in understanding how to research with materials that are not locally available.
- First-year grad students enrolled in prosemnars would be excellent candidates for outreach session conducted by subject librarians, as they are getting comfortable with the tools and resources of their discipline and becoming aware of different kinds of research. Information would then also trickle up to their faculty.
- Anything that helps graduate students learn to write and prepare grants well is a benefit, in that this skill is critical to their future academic survival.
- The Library providing funds like Duke University’s COPE fund, to reduce barriers to open access publishing and encourage students to pursue open access opportunities, would be welcome as nothing like this exists at Notre Dame.
- How can the Library increase one's ability to browse digital content? Lack of browsability in the digital world has greatly decreased one's potential for serendipitous discovery of related articles and content.
- Services as they develop need to build sustainably, as other institutions (Yale et al.) branched out too quickly without consideration of long-term skill and staffing needs, and are now cutting back. For each new service, question Who’s going to pay for it? Who’s going to build it? Who’s going to support it?

Collection development suggestions:

- Digital content such as images expands one's research materials set but doesn't replace the use of print volumes. Under no circumstances should the Libraries compromise its print budget for digital materials, but rather expand it to accommodate new media and digital collections.
- The Libraries' unified move to consolidating e-reserves, including streaming access to video and music, is to be commended. It is the kind of project that makes content much more usable for faculty within their teaching. However, the model for loaning of physical items other than books, such as DVDs and CDs, is dated. Students need media items for classes and research, just like books, for more than a day or two. This is an issue that should be revisited by
the General Council’s office to examine use rights, as the policy prohibits media collections from being used as research materials.

- Create specific collection development guidelines for the institutional digital repository so that it doesn’t scale beyond its current level of support.
- Individuals are looking to HathiTrust Digital Library and various other multi-institutional projects for data mining purposes, but need technical and administrative support with their requests. If the Library could negotiate on behalf of the institution to supply walk-in or group access to various large data sets, this would be a major advantage to scholars.
- While not particular to Hesburgh Libraries, collectively research libraries should aggressively push back against ebook use limitations. Like media collections, the restrictions put on the loaning and use of ebooks makes it impossible for them to be used uniformly across courses. This is an area in which the library could lead advocacy on campus to push back against publishers and raise awareness of draconian use policies.
- Capturing a faculty member’s output on their point of retirement so that this information isn’t lost to the University would be a service to the University and potential responsibility of the Library.
- Students need a permanent solution for archiving some of their class-produced text and multimedia assignments. How soon can students start using the institutional repository?

Suggestions pertaining to internal Library issues:

- Involve individuals from outside the Libraries in governance issues pertaining to collection and service development, such as teaching faculty or members of the Office of Research, to increase support and awareness of initiatives.
- Suggestions for service enhancements based on successful models from other institutions would be centralization of resources, cultivation of stakeholders to be more active partners, and raising up the technology skill levels of staff.
- Offer additional training to subject librarians so that they can provide assistance to patrons on behalf of institutional repository, metadata, and other emerging concepts. These librarians can then act as first-tier support and outreach for these initiatives, funneling more advanced questions onward to technical staff for additional assistance.
- Librarians need better education about how to support the spectrum of acceptable multimedia resources appropriate for use in research. All students, especially undergraduates, need to better understand when to look
● at blog, website, social media content, etc. as research materials and how to properly use and cite this information.

● Better promote Library initiatives through outreach, including print materials, advertising on screens across campus, etc. Also leverage multiple potential disseminators of information about the library, such as the Office of Research, so that the information reaches people from multiple sources.

**Appendix B: Sample Position Descriptions**

**Research Specialist for GIS**

Posted by the University of Rochester in March, 2013: http://www.library.rochester.edu/

The River Campus Libraries at the University of Rochester seeks an innovative and collaborative GIS specialist. The Research Specialist for GIS will report to the Head of the Digital Humanities Center (DHC) and support GIS initiatives and projects in the humanities. Working closely with the Head of the Center, the Research Specialist will consult with faculty and students on specific GIS projects in support of their research, teaching, and learning endeavors. A priority for the Digital Humanities Center is working with faculty to integrate GIS data resources into their research and curriculum. The Research Specialist will work closely with all subject librarians in outreach efforts to identify and support GIS opportunities in their disciplines. The successful candidate will collaborate and consult with subject librarians and the Data Librarian. Current initiatives in the College of Arts and Sciences at the University of Rochester include Visualizing Temporal Time, led by English Professor Joel Burges, to create a data visualization framework for temporal narrative and Historical Bermuda lead by History Professor Mike Jarvis. The ideal candidate will have a record of innovation and creativity in making GIS tools accessible, understandable, and applicable to an academic audience.

● Consult with faculty and students on specific GIS projects in support of their research and teaching in the humanities

● Develop services to assist humanities faculty in finding and applying geospatial data

● Work closely with subject librarians in outreach efforts to identify and support GIS opportunities in their disciplines

● Provide research assistance, classroom presentations, and instruction on the use of GIS tools and software
• Promote the integration of GIS into teaching and research through active participation with faculty and students
• Collaborate on the development and implementation of library and university projects that involve the use of geospatial data
• Demonstrated proficiency using GIS software, including ArcGIS and other ESRI software products
• Teaching experience in presenting course-related and general GIS instruction
• Excellent communication and presentation skills
• Excellent interpersonal skills with the ability to function independently and in a team
• Degree in related discipline that emphasizes spatial data, such as geography, earth sciences, etc.

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**Data Visualization Specialist**

Posted at Catalyst.org in April, 2013:  
http://www.catalyst.org/data-visualization-specialist

Using Catalyst ‘design within a framework’ principles, the ideal candidate will communicate progressive ideas through clear, compelling infographics, maps, data visualizations, and other interactive media. The Data Visualization Specialist must have excellent technical and design skills, as well as a strong sense of visual storytelling. The Data Visualization Specialist will apply communications, graphic design, and data analysis techniques to organize the visual presentation of data in a manner that is visually appealing, and clear to the viewer. The Data Visualization Specialist will be responsible for the design and creation of dashboards, charting, and desktop/mobile interactive visualizations of business and research data.

**Essential Functions**

- Create interactive data visualizations, decision trees, and information graphics using the latest modern browser development and design tools.
- Conceive and develop information graphics (e.g., charts, diagrams, maps, and icons) for digital, print, and exhibit media.
- Assist in creating, developing, coordinating, and implementing new ideas and technologies into Catalyst digital products.
- Develop and design information graphics and interactive representations of complex ideas in digital formats.
- Recommend infographic/deliverable formats (web, print and audiovisual/multi-media) and ensure that they can be used across a variety of marketing materials and channels.
- Work within current company-wide governance, branding guidelines, and standards/templates for graphics and data visualization with the ultimate goal of evolving those standards and driving Catalyst’s point of view on innovative design tools, trends, and technology.
- Collaborate with other members of the team, including librarians, researchers,
- This position requires that the candidate have at least a BA or BFA (an MFA is preferred). Minimum 3 years of experience with infographics, design, and interactive data visualization. Expert knowledge of visualization tools, including Illustrator, Photoshop, InDesign, and Flash, as well as HTML5. Experience with project development and management.

Statistical Research Consultant
Posted on the Chronicle of Higher Education in April, 2013:
http://chronicle.com/jobs/0000776889-01

The University of Virginia Library seeks an applied statistical research consultant to deepen its new and expanding set of research data services. Successful candidates must be service oriented and able to work collaboratively with Library professionals; statistical, GIS, and computing specialists; and faculty and graduate student researchers on advanced data-intensive research across multiple disciplinary domains, including the social, behavioral, economic, and biological sciences. The successful candidate will help faculty and students find solutions to specific research problems and facilitate the development of new research skills and services that advance the research environment at the University of Virginia. Specifically, we are looking for candidates who can add depth to our statistical consulting services by advising and educating researchers on advanced statistical modeling through consultations, workshop instruction, and written tutorials. In addition, the ability to help researchers extract and format data from digital sources is highly desired.

Qualifications: Required: Master’s or Ph.D. in statistics or related field. Demonstrated proficiency in the practical application of statistical methods, including at least 4 years of experience analyzing, summarizing, and visualizing data from the physical, engineering, and/or social sciences. Mastery of one or more statistical software environments (e.g., R/S-Plus, Matlab, SAS/JMP, Stata, SPSS)
should be clearly identified on applicant’s c.v. Applicant must possess an understanding of the academic research process. Excellent interpersonal, verbal and written communication skills, a clear commitment to supporting the research projects of faculty and graduate students, and an awareness of and curiosity for methodological trends and new statistical techniques are considered necessary for this position. In addition, programming and scripting skills (e.g., Python, Perl, Javascript, SQL), broad statistical research work experience, especially collaborative research ending in publications, reports, and/or grant proposals, are considered highly desirable.

Digitization Specialist
Posted by Duke University Libraries in February, 2012:
http://library.duke.edu/jobs/digitizationspecialist.html

Working in the Digital Production Center, the Digitization Specialist produces digital surrogates from a variety of still image and text formats from Library and other University holdings. S/he creates digital surrogates according to established standards to meet Duke University Libraries’ goals for digitizing resources. This position reports to the Head of Digital Scholarship and Production Services, but works closely with the DPC Lead Developer for daily work assignments and quality controls.

- Creates digital surrogates from a variety of source materials and media, following guidelines for imaging, file sizes, and storage of digital objects, while also adhering to established file-movement strategies to enable creation of metadata, access, and long-term archiving.
- Identifies potential conservation issues and consults with the Conservator and other specialized staff (e.g., Moving Image Archivist) regarding special handling requirements, intervention, and repairs. Uses proper handling techniques to minimize damage.
- With supervisor and other members of the DPC staff, participates in project planning, including developing estimates of resources needed; works with supervisor and other members of the DPC staff to coordinate and schedule use of DPC resources.
- Assists supervisor and other members of the Preservation/DPC staff to develop standards, policies, procedures, and documentation for all aspects of DPC operations.
- Builds and maintains databases to manage projects and record technical and production metadata; assists supervisor and other members of the DPC staff
to develop effective strategies for collecting and managing technical metadata within the digital imaging workflow.

- Helps coordinate shipments of library materials to and from digitization vendors.
- Helps maintain and troubleshoot a range of high-performance digitization equipment and tools, including software, databases, scanners, lights, and cameras.
- Helps train and oversee the work of students working as digitization and quality control operators.
- Helps provide instruction on digitization tools and standards to library staff.
- Performs other duties as assigned.
- **Supervisory Responsibilities**
- In the absence of the Supervisor or Lead Digital Production Developer, supervises day to day work of students

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**Scholarly Communication Librarian**  
Posted by Georgia Tech Library in March 2012:  
[http://library.gatech.edu/about/jobs.php](http://library.gatech.edu/about/jobs.php)

The Georgia Tech Library seeks a collaborative and innovative professional to take a lead role in user engagement for curating digital collections of locally created scholarly content, primarily SMARTech, Georgia Tech’s institutional repository, and collections produced through the library’s publishing services. Reporting to the Head of Scholarly Communication & Digital Curation Services, the Scholarly Communication Librarian will participate in a range of activities to advance the Library’s strategic objectives for scholarly communication and digital publishing support. As a member of the cross-functional Scholarly Communication Collaborative, the incumbent will coordinate group meetings and help shape scholarly communication outreach plans and strategies.

- Coordinate outreach to campus for scholarly communication issues: seek ways to raise awareness of author rights, promote the value of open publishing, and provide assistance with agency-specific information policy requirements
- Identify and recruit new content for digital collections, working with campus partners to collect, manage, preserve and provide long-term access to locally created scholarship
- Provide software training for digital publishing and repository tools, such as OJS, OCS, and DSpace
Engage in a team-based approach to the development of digital repository infrastructure and tools; will include gathering system requirements and sharing stakeholder specifications

- Implement metadata standards and best practices; develop metadata policies
- Work closely with technologists, archivists, subject librarians, and other campus partners to manage the digital intellectual output of Georgia Tech
- Participate in the development of digital curation plans, policies, procedures, and initiatives that enable digital asset preservation and access
- Lead specific projects and teams, and seek collaboration opportunities within the library, on campus, and with other institution.


[3] Ibid., 63.