Beyond Buckets and Boxes
• General Overview of Higher Education
• CLIR’s Mission and Research Agenda
• The Integral Role and Leadership of DLF
The great libraries of the West understand that they can no longer compete against each other as to who can warehouse the most treasures. But if the collectivities of libraries are to remain the guardians of our patrimony, as they must, how do they divide that task between themselves? Increasingly (and encouragingly), they agree that stewardship must be joint, cross-unit, and complementary—a mash-up, even. ... But wider and deeper collective action is needed.... [at a ]depth none of us have yet fully grasped.”

Higher Education is Not Structured For Radical Collaboration
Traditional Concepts

– Exclusive, singularity of purpose
– Compete
– Measure against themselves
– Separate, particulate, solitary vs. networked information infrastructure

with no “place”
Funding Patterns

• Much of higher education has been built project by project.
• These activities are often demarcated as having a beginning, a middle and, most importantly, an end.
• Long term sustainability and broad collaboration are not usually aspects of project funding, whether in the sciences or the humanities
• Cross disciplinary funding is rare
• Funding models tend to reflect, and reinforce, the existing organization of knowledge
Coherence of Design

- Medieval Studies
Collaboration Across Disciplines
Emerging Disciplines

- Cognitive science and musicology
- Deep time
- 3-D simulations of cities
- Hemispheric studies: History of Intoxication
Migration Dilemma

• Easily intuited that much of what we do will need to migrate to a digital environment
• But digital replacements will not simply replicate analog models
• Yet we strain to model the digital onto the analog
  (early printing mimicking manuscripts)

E-books  Open Course Ware
Second Life  e-mail
Economies

• Higher education is more subject to the principles and consequences of public economics, rather than the formulas associated with a business marketplace.

• Public economics more accurately describes the typical educational milieu: the ‘products’ of education are largely public goods, and in order to sustain them a collaborative environment needs to be constructed that willingly contributes to their persistence.

• A new ‘market’ for higher education would have to be built patiently over time. This argues against a top-down approach: a salient and pervasive understanding of the value, both intellectual and financial, of digital resource adoption and new service models is requisite before any large scale production of projects and services can be realized.
Behavioral Traditions

• Promotion and Tenure very conservative
• In the humanities, primacy of the book
• Governance through departments and schools
• Little precedent to think of ‘process’ rather than ‘product’
Challenges

• Organizational
• Cultural
• Behavioral
• Funding/budgetary
• Technological
Scholarly Communication
• Scholarly communication is a multifaceted enterprise that encompasses the life cycle of knowledge production—content, whether analog or digital; notes and data; pre-publications and formal publications; and the preservation and continued access of this information—and the supporting services and expertise which have been traditionally provided, as well as the technology that undergirds all of this activity.

• Over the centuries, institutions have built an enormously redundant and expensive archipelago, while concomitantly outsourcing at staggering costs many aspects of scholarly communication that could be more effectively and efficiently managed through larger scale, rational collaboration.
Knowledge Organizations: Fundamentally Different; Unreconciled
Macro Solutions

• To develop methods, guidelines, and recommendations that would allow academic leaders to instantiate sustainable communities of practice that would in concert produce a new, more logical and rational system of higher education.

• The inherited norms, customs, traditions, and institutions that have structured research and teaching now need to be constructively challenged, redefined, and subsequently reassembled to encourage a fluorescence of activity among universities and colleges focused on repositioning, consolidation, and convergence.
The Goal

To reconceptualize the traditional model of competing, standalone institutions into a coherent system of higher education that preserves the identity and independence of universities and colleges but brings together many of the functions and support services that undergird scholarship and teaching in ways that are more effective, efficient, and elegant.
Reconceive Aspects of Higher Education as A System

- Allostasis: achieving stability through behavioral change
- Heterarchy: no top down order; federated, horizontal
- Syntony: dynamic, capable of evolving, attuned to general needs and new models of scholarly expression
Various Components of Knowledge

~ discovering
~ reconstituting
~ publishing
~ sharing
~ augmenting

+ Keep these various manifestations securely preserved and accessible
+ Understood as interrelated and interdependent.
Areas of Focus

- widely coordinated collection development
- shared staff and expertise
- shared information technology
- shared academic publishing platforms
- digital library development
- genuine interdependencies

Risk, yes, but a resultant transformational realignment for higher education and the academic library potentially in reach
Promising Projects

• WEST (distributed print journal repositories)
• Digital Public Library of America
• CRL print archives coordination
• HathiTrust
• 2CUL
• OAPEN (EU academic publishing)
• CDL; Cal State
All of these projects also share an important tactical approach. They mitigate the concern of loss of individuality—loss of ‘brand’ in the common parlance—by keeping the level of tradition, history and idiosyncrasy of the institutions involved intact and building their interdependent alliances and collaborations within and among the services and programs that underpin research and teaching.
If We Stick to the Current Model...

SUNY Albany
A New Future

- How will this be accomplished?
- Who will do this?
Digital Library Federation

• Continue to focus on the technological aspects of developing, sustaining, and federating digital libraries. DLF will promote standards, protocols, and best practices; it will evaluate and promulgate digital library projects and programs, and support digital architectures that most effectively allow for interoperable and extensible digital resources and tools.
Digital Library Federation

• Not attempt to build or develop projects in its name; rather, it will aggressively promote the digital production of its constituent institutional members, work with them to facilitate collaborations and cooperative efforts, and build a registry of projects and programs of wide interest and applicability.
Digital Library Federation

• Promote the concept of an international/global digital library in which all major projects and future developments need to be understood as interrelated components. DLF will seek more partnerships with major libraries and institutions overseas.
Digital Library Federation

- work with the major funding agencies, private and public, to assist them in better understanding the interconnectedness of digital library development and to encourage them to fund projects in concert with one another to avoid redundancy and lost opportunities that can result from isolated, competitive funding schemes.
Digital Library Federation

• Build stronger ties to corporations, especially those investing heavily in digital resources and large-scale digital assets, and connecting the corporations to the communities that can best advise and complement the corporate investment.
Digital Library Federation

• Articulate qualities and characteristics of leadership in the coming decade, requisite for the changes and transformations ongoing.
The Re-integration of DLF into CLIR

: Timely—an extraordinary moment in the history of higher education

: Strategic—bringing together again the vast array of expertise, experience, and thoughtful engagement

: Exciting—genuine opportunity to re-think what we do, and provide leadership for higher education’s reconception
Challenges: Framework of Ideas

Organizational

• Adopt the concept of a wider context for scholarship
• Conceive of publishing as part of a continuum of scholarly production, preservation, management, reuse, and reinvention
• Knowledge commons, not a campus quad
Challenges

Knowledge Organization

• Prepare for disruption in traditional methods of expression
• Prepare for more porous and permeable disciplinary borders
• Expect some fracture in departmental models and scholarly societies
Challenges

Cultural

Alter current practice of tenure and promotion
Adjust curricula to better prepare for digital dependencies
Begin to replace primacy of the book
Increase support of younger scholar’s new approaches
More rigorously assess the implications of an emerging digital research and teaching environment
Challenges

Behavioral

• Encourage more experimentation
• Encourage more collaborative research
• Involve undergraduates in research
• Acknowledge that longevity does not necessarily equate with wisdom
Challenges

Funding/Budgetary

Venture capital needed to:

• Further develop digital publishing platforms
• Migrate to new digital platform
• Incentives to redeploy staff, hiring and training workers with different skills
• Create new marketing tools
• Establish a governance model
On the new collaboration: “[It] means something far more demanding than the cooperative endeavors relied on in the past. It means the development of a common new mission and goals, new organizational structures, more comprehensive planning, additional levels of communication, new kinds of authority structures with dispersed leadership, and shared and mutual control. To transform into more open collaborative organizations, knowledge commons will need new organizational frameworks, with serious commitments by administrators and their parent organizations. In addition, they must broker new relationships, entrepreneurial activities, and communication structures”

Nancy Kranich, *Understanding Knowledge As a Commons, “Countering Enclosure,”* 106