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## Executive Summary

Dartmouth College Library provides resources and services that support research, teaching, and learning at Dartmouth. This is an enduring academic mission that anchors us in a time of rapid, exciting, and disruptive change. Increasingly, service requests and the use of our spaces lead us into collaborations with faculty and students that go far beyond the provisioning of materials and the teaching of research skills. We are becoming project coordinators, technology experts, publishing partners, and integral parts of new teaching and research endeavors. This document responds to the opportunities and challenges of these changing roles.

As Dartmouth's activities become multidisciplinary, global, collaborative, computational, and networked, we need to do the same. We expect our activities from 2015-2020 to develop on the following strategic fronts:

- Partnering to create innovative research services
- Supporting excellence in teaching and learning
- Sustaining the scholarly record
- Developing collections at a network level
- Enhancing discoverability of library resources

The initiatives we identify here follow from our understanding of Dartmouth's current strategic priorities, from environmental scans of the research library landscape, and from our knowledge of faculty and student needs. This document has been written with the campus community in mind as its audience, and responds to Dartmouth's academic vision. The observations here are informed by a series of program planning activities that the Library has undertaken in recent years, by our annual description of strategic initiatives, and by feedback from regular assessments, including a triennial survey of Dartmouth library users (Appendix 1).

Many of the activities described in this document will inform each other, and will enable the Library to continue to provide valued support to a highly engaged research institution with a global reputation. Service to our community of learners, educators, and researchers remains at the heart of what we do, even as our mission shifts from a collections-centric focus – the library as a storehouse of scholarship – to becoming a center for collaboration and partnership across a range of teaching and research workflows, library resources, projects, tools, and processes.

## Introduction

*"[There are] so many books that we do not even have time to read the titles."*  
Anton Francesco Doni, 1550.<sup>1</sup>

The Dartmouth College Library plays a key role in the intellectual life of Dartmouth. Generations of Library staff have helped students and faculty access scholarly resources, evaluate information, and create new knowledge. As library collections change in form and scope, and as the opportunities and techniques for interacting with the process of scholarship evolve, we are developing new skills and embracing new possibilities.

Historically, research library services have centered on providing print-based scholarly collections and the structures that support their access and use. The 21<sup>st</sup> century library now allows users to navigate vast networks of information and expertise, and allows librarians to partner with faculty in new modes of teaching and learning, and to provide services that aid the collection, filtering, analysis, reporting, and publication of research. We all face an abundance of information and a scarcity of time, which puts new emphasis on the ability to find library resources quickly and conveniently, and requires us to embed our content and expertise in academic workflows that lie outside of our library systems and websites.

In the coming years, the Library must understand and develop those services, tools, and resources that best enable Dartmouth faculty, students, and staff to work in a rapidly evolving higher education landscape. Ours is a world where constant connection to the network is a given, where deep collaborations are increasingly the norm, and where serious work is undertaken on handheld mobile devices as well as in labs and study carrels. 21<sup>st</sup> century library services require a rethinking of the physical and online spaces in which we coexist, and a close examination of the relevance of our day-to-day work. These processes are underway: renovations to our library buildings are providing new collaborative spaces, media services, and quiet study zones. The transfer of low-use print and microfilm materials to the Dartmouth Library Depository has freed up physical space to allow for these service innovations, while maintaining access to those relocated materials. We must renovate our virtual spaces too. As we move our entire website to a new platform, we expect it to evolve from a collections portal to a hub for services and expertise. And we will benchmark and assess these new services, as is our practice.

This document is the result of drafting and editing work by the Library Management Group (LMG), broad consultation with our staff through committee and departmental meetings, and a brainstorming session at an All Staff Meeting. We outline here five areas of strategic focus over the period of 2015-2020 that we believe will allow us to anticipate and respond to changing needs, and to concentrate on services that will have the greatest impact for Dartmouth.

## Partnering to create innovative research services

*Research is at the heart of a great institution of learning. Patterns of scholarly activity and communication are changing rapidly, and we are ambitious to provide those services and collections that scholars and students require. Library staff have an opportunity to leverage new ways to engage with research workflows and research output, and we can help faculty share publications openly to increase Dartmouth's global impact. The sciences have moved to highly collaborative and interdisciplinary work as the norm for much of their scholarly inquiry; the humanities are going through major changes too, as computational tools allow new ways to conceive of humanistic study and publication. Reconfigured library positions in digital humanities and digital scholarship will help increase our engagement in the research life of the College.*

### The Dartmouth Academic Commons

**Citation Management:** In close collaboration with Dartmouth's Information Technology Services (ITS), the Library is working to create a central repository of Dartmouth faculty citations. This repository will be the foundation for services including the efficient creation of faculty annual reports, faculty web profiles, and the provision of necessary components for grant applications.

**Scholarly Repository:** In addition to maintaining a central knowledge base of citations to Dartmouth scholarship, the Library and ITS are building a long-term digital repository to curate and share articles, books, creative works, and other materials produced by the Dartmouth community. Work started in January 2015 on the repository and citation management infrastructures, as part of an initial 3-year investment with ITS in these new shared services. The same infrastructure we will use to safeguard and deliver Dartmouth scholarship will also be used for our digital library content. This additional use will leverage the College's investment in hardware and software, and allow library technologists, preservation experts, and metadata specialists to contribute to a campus-wide infrastructure for long-term retention and open access delivery.

**Research Data Management and Use:** Funding agencies increasingly require institutions to manage and share their research data. The Library plans to provide a suite of services to support Dartmouth researchers throughout the entire research lifecycle, including data management planning, data description, discovery and citation tools, and data preservation. We will work with Research Computing Services, the Office of Sponsored Projects, and academic departments and centers to develop, describe, cite, and publish Dartmouth's research data.

The manipulation of data of all types is becoming more central to our work, and not only in the sciences and social sciences; the rows and columns of spreadsheets are

giving way to sophisticated visualization processes that let one see patterns in data in new ways, whether the information in question is the level of sea ice melt in the Arctic, or the use of language in thousands of 19<sup>th</sup> century novels.

## Digital Humanities

Digital Humanities are on the rise at Dartmouth. To some degree, all of the following activities are underway on campus today: new presentations of print and manuscript archives; computer gaming; digital scholarly publishing; the computational mining of large humanities databases; computer-aided visualizations and simulations; new uses of media; and the digital arts. Libraries have been called the laboratories of the humanistic disciplines, and we plan to collaborate with the Dartmouth Center for the Advancement of Learning,<sup>2</sup> the Leslie Center for the Humanities,<sup>3</sup> and the Neukom Institute for Computational Science<sup>4</sup> to promote the use of computational technology in the humanities. For example, we can help faculty and students access databases required for quantitative analysis of large corpora,<sup>5</sup> and we can assist faculty and students in using visualization and other analytic tools to work with quantitative data. Our engagement with the international Matariki Network of Universities is extending our understanding of the possibilities of the digital humanities too, as this topic is one of the areas of activity both in the Matariki libraries and the academic departments. And as we plan for a Digital Scholarship Center in the Library we imagine that such a space would become a hub for digital humanities activities if located in Baker Berry Library, given the frequency with which humanities faculty use that facility.



## Supporting excellence in teaching and learning

*Dartmouth is renowned for the quality of its teaching and its deep investment in learning. Our effectiveness in providing an unparalleled undergraduate experience is seen in our national rankings and in the impact we have had on our alumni. The libraries reflect this focus on learning too in our roles, services, and use of space. As learning becomes more experiential and collaborative, and as the networked environment influences how we teach, there are exciting opportunities for librarians to embed ourselves in the classroom experience, and to provide resources for evolving forms of online instruction.*

### Experiential Learning

“Experiential, or action-based learning, offers students the chance to develop the skills they need to operate effectively through active, rather than passive, learning.”<sup>6</sup> Experiential learning is central to the Library’s engagement with Dartmouth’s students, from student research into 500-year-old manuscripts in Special Collections, to the construction of a book in the Book Arts Workshop, or the creation of a movie in the Jones Media Center. Go into any of these library spaces and you will see groups of students grappling with unfamiliar objects, learning and applying new skills, making mistakes, and trying experiments in communication and design.

“Educational settings are increasingly designed to facilitate project-based interactions with attention to mobility, flexibility, and multiple device usage.”<sup>7</sup> Our continuing endeavor to build collaborative learning spaces throughout the Library also promotes active learning by giving students easy access to bookable rooms with white boards, projectors, and monitors. For example, 2015 will see the re-opening of the Jones Media Center after a major renovation, with enhanced active learning as one of its prime design goals. Evaluating these new media services will be our contribution to the Matariki Network of Universities Library Benchmarking Project.<sup>8</sup>

### Student Scholarship

Students are already being encouraged to explore their role as creators of scholarship through the Library’s partnership with the First Year Writing Program, through education and outreach, and through the provision of study spaces. Library staff will adapt national standards to refresh our teaching scope and practices,<sup>9</sup> and will aid undergraduate and graduate students in incorporating best practices in the use, reuse, sharing, retention, and attribution of content. The porous boundary between the classroom and the world provides Dartmouth with the challenge and the opportunity to help students understand and apply best practices regarding copyright, author’s rights, and academic integrity.



## Innovative Educational Initiatives

The Library is already working closely with faculty, instructional designers, and technologists to develop online learning opportunities, and we are ambitious to do more of this. We are uniquely positioned to bring resources and consultative services to Dartmouth's educational innovations, including the development of DartmouthX.<sup>10</sup> In addition to offering advice on the use of copyrighted materials in open online settings, Library staff members have expertise in identifying available educational resources. The Library will work with our partners to collect, develop, and curate digital open educational resources that give students a deeper understanding of course learning goals.

Team-based course design and delivery has faculty work with librarians, instructional designers, assessment experts, and media professionals. This way of working is likely to become more prevalent in the College's educational efforts, particularly in larger courses. The Library looks forward to these opportunities to build and experiment with new methods of faculty partnership for teaching.

In addition, librarians from the Feldberg Library for Business and Engineering and the Biomedical Libraries are integrated deeply into the work of students in the online Masters in Healthcare Delivery Science program.<sup>11</sup> This work may serve as a model for new cohort-based online or semi-residential programs as they are developed.



## Sustaining the scholarly record

*Libraries have for centuries been curators of the scholarly record. They are the organizations through which scholarship can be accessed in order to create new knowledge. With the arrival of networked information and digital publishing processes came new challenges around the preservation of the digital scholarly record, as well as an enormous increase in our ability to provide access to it. From free global access to Dartmouth's research, to emerging genres in scholarly discourse, the Library is fully engaged in the management of the 21<sup>st</sup> century scholarly record.*

### Open Access

Dartmouth invests deeply in the creation of new knowledge, science, and art, all of which can have greater impact when freely disseminated to a global audience. Such sharing of our intellectual capital brings Dartmouth research to the classrooms and laboratories of developing countries and into the hands of citizen-scientists and scholars the world over. Open access also supports the College's strategic mission to promote the reputation of Dartmouth globally.

The Library is currently partnering with faculty to propose an Open Access Policy for the institution. In preparation for this formal agreement to share our scholarship, we are exploring new open access publishing options, and will enable experimentation with short-form monographs, multimedia works, rapid publication, and new forms of peer review. Many key funding agencies now require public access to the results of funded research, including published works, datasets, and associated materials. The Library is positioned to explain these requirements and to participate in creating the infrastructure required to fulfill them.

### Digital Publishing

The Library has significant expertise in the areas of publishing technologies and practices, research evaluation metrics, copyright, author rights, preservation, and the economics of publishing. These can be seen most recently in innovative partnerships such as *Elementa: Science of the Anthropocene*,<sup>12</sup> but our engagement with campus-based support of scholarly journals extends back to 2001.<sup>13</sup> The Library will also contribute to national projects that ensure greater productivity, impact, and cost-effectiveness, such as the Library Publishing Coalition.<sup>14</sup>

The Library is expanding its provision of copyright and rights management consultative services, and will provide guidance on emerging forms of scholarly metrics. It will also continue to support the University Press of New England in publishing digital, open access versions of their monographs, which will increase the impact and awareness of these works.

## Student Publishing

As students are exposed to the scholarly practices in their fields, some are drawn to active positions as editors and reviewers for student publications. Library staff with subject and publishing expertise will support student publications such as the *Dartmouth Undergraduate Journal of Science* or the *Dartmouth Law Review*. The Library is well positioned to provide guidance on publishing platforms and best practices, and to ensure that these journals are discovered and recognized for the ways they reflect on the Dartmouth undergraduate experience.

## Digital Preservation

Preserving digital information poses new and important challenges. In addition to our current work with the Digital Preservation Network,<sup>15</sup> the Library will preserve its publishing output with a recognized escrow service, such as Portico.<sup>16</sup> For Dartmouth research output and data, the Library will provide persistent identifiers to ensure long-term access to the institution's intellectual assets and will build robust metadata structures to enable their discovery. To fulfill federal funding mandates for preservation and access to research data, the Library will participate in the Shared Access Research Ecosystem (SHARE),<sup>17</sup> a national effort to ensure timely and reliable access to these assets.

## New Scholarly Discourse

OCLC Research's *The Evolving Scholarly Record*<sup>18</sup> identifies an "aftermath" phase of materials that authors may wish to link to or store with their works, including online discussion, comments, and annotations, and conference presentations. The Library would like to contribute to the management of these new components of the scholarly record. The 2010 final report from the National Science Federation's Blue Ribbon Taskforce on Sustainable Digital Preservation and Access recommended exactly this, saying that "Libraries, scholars, and professional societies should develop selection criteria for emerging genres in scholarly discourse."<sup>19</sup>



## Developing collections at a network level

*Until the beginning of the 21<sup>st</sup> century, academic research libraries were configured as large, complex collections of tangible materials supported by organizations that managed them. A library was measured by its wealth of locally collected and curated resources and the expertise of its staff. These are still critical strengths to the scholarly enterprise, but ubiquitous networks now allow libraries to collaborate around large-scale, distributed, “collective collections” of printed and of digital materials.*

### Physical Collections

The Library is actively developing inter-institutional strategies for managing our large print and media collections. The Ivy Plus<sup>20</sup> partnership is a good example of one such strategy, giving our users access to a distributed physical collection of over fifty million print volumes made easily accessible to readers of all eleven partner institutions by speedy, low-cost delivery and on-site borrowing privileges.

An agreement with Brown University allows us to share between our two libraries the retention of physical materials that are rarely used yet still critical to scholarly work. We are also exploring opportunities for cooperative collection development with our Ivy Plus library partners, looking at ways to build a collection in all formats that would be shared collectively among us. These efforts allow us to moderate the growth of the physical collections and to extend the use and impact of the physical items that we do retain in the most cost effective way possible.

### Digital Collections

The Library is increasing access to unique and specialized resources by building a robust platform for our digitized collections. We are looking for opportunities to collaborate in the creation of large-scale online collections of digitized manuscripts, photographs, maps, web archives and other materials. These will supplement monographic and serial collections and encourage new scholarship to be built on interactive, technology-enhanced collections of primary resources.

In addition, we are working with Ivy Plus partners to find ways to overcome current licensing restrictions to provide our institutions with instant access to *networked* resources as well as printed books. Commercial publishers are attempting to control the intellectual property rights environment, especially for streaming media and non-conventional e-book publishing, and to define usage permissions for the individual user. The Library will continue to assert leadership within the Ivy Plus group, other consortial partners, and nationally to extend access rights beyond the individual reader and the Dartmouth campus.

## Enhancing discoverability of library resources

*How do our users find the right library resources quickly and easily? How do we make sure we are a convenient source in the information-seeking workflows they use? These questions occupy us more and more as the volume of information available to a scholar or a student grows ever more vast. Earlier in the Internet age we moved our catalogs online, and expected such library indices to be the main avenue through which our users discovered resources. Today, research activities routinely start with open web resources such as Google Scholar and so it is imperative that we “create the conditions by which libraries will be pulled out of themselves and into everything else.”<sup>21</sup> We cannot any longer expect the user always to come to our systems for information discovery; we need to embed our data in the places where they work.*

### From Discovery to Discoverability

It is not only the model of the library as a local collection of scholarly content that has undergone a radical change; discovery of our holdings is now at network scale too. Much resource discovery occurs outside the library-provided portals such as the catalog<sup>22</sup> and the web-scale services we license such as ProQuest’s Summon.<sup>23</sup> The convenience, familiarity, and omnipresence of Google Scholar, Google, and Wikipedia give them a dominant place in the knowledge-seeking habits of our students, faculty, and staff. We need to embed our resources and services in the workflows of our users and allow them to find library resources wherever they search for knowledge. Users have an abundance of sources and a scarcity of time, and contemporary studies of their behavior show forcefully that “convenience trumps all other reasons for selecting and using a source.”<sup>24</sup> The Library is working to open up our metadata to make the collective collection discoverable and accessible in the places where our users expect to find resources.

To aid this greater discoverability, the Library will support the re-use of data about our collections and data contained within our collections. These activities, sometimes referred to as “linked data,” allows individuals greater ability to query our rich metadata stores, and also allows other machines to “read” our descriptive information to build new services. For example, Mikhail Gronas, Associate Professor in Dartmouth’s Department of Russian Language and Literature, has used the Linked Data Service at the Library of Congress to query Library of Congress Subject Headings and Classification categories. This allows him to create visualizations of a “geography” of knowledge domains over time: “for example, the proximity of science and technology and their distance from the clusters formed by various humanities domains.”<sup>25</sup>

We become therefore a place where computer programs can harvest reusable content to help users of those services to find research, or to see connections and patterns through the use of our data in other computational processes. Put another way, it is the first time that we have had to think seriously about computers being our readers – our library patrons – as well as people.

Aiding discoverability and research with open data means the following:

- opening databases such as the library catalog to researchers worldwide via search APIs that allow massive metadata retrieval
- providing open publishing and scholarship platforms for Dartmouth scholars as well as the metadata to optimize discovery via open network search engines
- creating metadata about persons, places and things in formats that can be used by network-scale services

These activities will integrate information about Dartmouth College Library collections, Dartmouth scholarship, and other information that merits scholarly inquiry, into the open network.

By opening Dartmouth scholarly publications and metadata about our collections to scholars anywhere in the world, the Library will contribute to the visibility of Dartmouth in open information networks. Our aspirations to participate in building the collective network-scale collection and to create a sustainable ecology for scholarly communication will require that our data be as open as our doors. However, rather than simply inviting our users in, we will understand where and how they work online and meet them where they are.

## In Closing

The Library is the key campus leader in helping students and researchers find, evaluate, and interpret resources, and this will continue, in new ways and at increased scale, as scholarly resources and the techniques for interacting with them evolve. At the heart of a contemporary research institution, the Library will increase support for the intelligent use and reuse of these changing materials. This includes the content that we acquire, the metadata we produce, the digital assets we create, the electronic journals we publish, and even the data we generate as part of the everyday business of running a library.

We are undertaking new ways to extend our engagement in student learning, including through a new cluster of one-year post-graduate internships in the Digital Library Program, the Jones Media Center, and Rauner Special Collections. And we are evaluating our physical spaces to balance the needs of access to physical collections, access to expert library staff, collaborative work areas, social gathering spots, and the provision of an environment conducive to quiet, reflective study.

Teaching habits, research workflows, and the very nature of library collections are undergoing deep changes. From senior leadership to the librarian just entering the profession, these changes are both challenging and exciting. Buoyed by a shared service mission, comfortable with collaborative ways of working, and willing to invest in the development of new skills, the Dartmouth College Library is committed to remaining a highly valued partner and resource at the heart of our academic community.

## Appendix 1: Recent Planning Documents

*Next Generation Library Systems* (2013)

<http://www.dartmouth.edu/~library/admin/docs/DartmouthNextGen2013.pdf>

*The Dartmouth Digital Library Program Plan* (2011)

<http://www.dartmouth.edu/~library/digital/about/DDL-Plan2011.pdf>

*The Dartmouth Digital Library Report* (2010)

<http://www.dartmouth.edu/~library/admin/docs/DDL-policy.pdf>

*Library Learning Spaces Report* (2010)

<http://www.dartmouth.edu/~library/col/0910/Library%20Learning%20Spaces%20Group%20Report%20final.pdf>

*Serials Solutions Summon Evaluation and Report* (2009)

[http://www.dartmouth.edu/~library/admin/docs/Summon\\_Report.pdf](http://www.dartmouth.edu/~library/admin/docs/Summon_Report.pdf)

*Next Generation Library Discovery Systems Report* (2008)

<http://www.dartmouth.edu/~library/admin/docs/NextGenLibraryReport.pdf>

See also our annual strategic initiatives and information about our Triennial Survey:

<https://www.dartmouth.edu/~library/home/about/mission.html>

[http://www.dartmouth.edu/~library/home/committees/assessment/triennial\\_2014/](http://www.dartmouth.edu/~library/home/committees/assessment/triennial_2014/)

And the annual articulation of strategic initiatives:

<http://www.dartmouth.edu/~library/home/about/mission.html>



## Appendix 2: Resources

Many of the key elements of this planning document are already in place: our well-trained and experienced staff are transitioning to new responsibilities; the Library reviews how best to deploy open staff positions in order to meet evolving needs; spaces are evaluated and renovated to provide collaborative study areas and new services; and funding for collections has shifted from purchasing printed journals and books to licensing online information. Despite this strong foundation, the Library needs additional strategic investments in software, services, space, collections, infrastructure, and expertise. The areas of focus described here certainly do not assume a future of unlimited funds; in fact, they respond directly and cost effectively to an uncertain global economic environment.

### Staff

Dartmouth is fortunate to have a skilled and motivated staff, able to take on new roles and responsibilities to meet strategic needs. We know from the Triennial Survey results that library staff members are valued resources, recognized as being friendly, helpful, and expert. We invest each year in various forms of professional development to maintain this excellence, and to help train our staff in new skills and to aid their understanding of major themes and concepts in academia. We are also exploring ways to free up staff time to allow them to explore topics and skills that they are keen to understand better.

We routinely re-evaluate and re-purpose existing job descriptions, allowing us to create the new positions that accelerate our collaborations with students and faculty. For example, the Library is building more capacity in digital publishing, data management, user-centered design, digital humanities, grant writing, and project management, and some co-investment is required to do so.

### Fellowships

In addition to changes in the permanent Library staff, Dartmouth could exert national leadership by funding postgraduate 21<sup>st</sup> Century Library Innovation Fellows, drawn from multiple disciplines and professions, who would spend three years on campus building our capacity and developing the foundations for their careers on these new frontiers.

### Digital Scholarship Center

The new areas of engagement and partnership with faculty, students, and staff outlined in this document would benefit greatly from a Library-based Digital Scholarship Center. This repurposed space would provide a place where people can gather (physically and virtually) as they collaborate on projects that require expert

assistance from librarians and technology professionals. By making it much easier to connect with the staff with whom to consult on a proposal, work on a project, or advise on copyright issues, a Digital Scholarship Center could accelerate academic work across campus, save the time of users as they navigate the current dispersed suite of services, and drive innovation.

### **Collections Funding**

Popular content-sharing services such as BorrowDirect<sup>26</sup> ensure that faculty and students have far richer collections to support their needs than the institution could ever provide on its own. While the Library has exerted leadership on collaborative collection development and shared print retention in order to maximize the economic and service benefits for Dartmouth, we lag far behind our institutionally identified peers in funding our collections. The College has convened a faculty task force to look at Dartmouth College Library collection strategies, to assess how collection needs are currently being met, and to advise how collection development strategies and funding should evolve to meet future needs and growth in the curriculum. Significant additions should be made to collections funding, in consultation with faculty, especially in light of our aim to create new faculty cluster hires and graduate student populations.

### **Infrastructures and Tools**

Some of these service ambitions require tools and resources that are not currently in place. Software and hardware for data visualization and text mining will be needed, for example, along with investments in digital publishing systems, online storage for digitized collections, digital preservation systems, and a repository architecture for the capture of emerging genres in scholarly discourse.

### **Resource Attraction**

Large-scale collaborative digitization projects have attracted substantial grant funding at peer institutions in recent years. We want to build on our early success with the Dartmouth Digital Library Program in attracting partnerships, private funds, federal grants, and alumni gifts. The Library is well placed to work with other institutions that have the same desire to digitize collections and publish faculty scholarship in order to create online resources that will have a deep impact on the scholarly endeavor.

## Appendix 3: Selected Current Work

### *Partnering to create innovative research services*

- A partnership with Information Technology Services to build a set of research information management services and the infrastructure and staffing to support them.
- Participation in Professor Ivy Schweitzer's *The Occom Circle*, an NEH-funded project that brings together documents and correspondence by and about Samson Occom, a Mohegan Indian, Presbyterian minister, important writer, and a founding figure in Dartmouth's history
- Advising students on digital journals such as the *Dartmouth Undergraduate Journal of Science*, to increase student understanding of digital publishing.
- Working with researchers to ensure access to licensed electronic resources for text- and data-mining.

### *Supporting excellence in teaching and learning*

- The Library fosters professional development of Library staff in teaching and learning. We offer a broad array of on-site opportunities to help staff develop their teaching skills, including the Librarian's Active Learning Institute and partnering with the Dartmouth Center for the Advancement of Learning (DCAL), while also supporting staff attendance at regional and national conferences devoted to teaching and learning.
- Librarians are embedded in Dartmouth's first massive open online courses (MOOCs).
- Experiential learning is at the heart of our work with students in the Rauner Special Collections Library, the Jones Media Center, and the Book Arts Workshop. It is a major driver of the current Jones Media Center renovations.
- Librarians work with faculty across the First Year Writing Program.
- Library internships provide experiential learning opportunities for recent Dartmouth graduates, and students from outside the institution.

### *Sustaining the Scholarly Record*

- Promoting Dartmouth's Open Access Policy: a prior license to the institution to make the final peer reviewed version of faculty articles openly available.
- Partnering with ITS to create a campus-wide repository architecture to store and provide global access to Dartmouth scholarship.
- Technology partnership with BioOne on *Elementa: Science of the Anthropocene*, a multi-domain publication on environmental and sustainability issues.
- Participation in the Compact for Open Access Publishing Equity (COPE) to provide payment of author publication fees for faculty and students who publish in open access journals.
- Participation in both Sponsoring Consortium for Open Access Publishing in Particle Physics (SCOAP<sup>3</sup>) and Knowledge Unlatched, two international initiatives to promote open access to journals and monographs.

### *Developing Collections at a Network Level*

- Removal of printed copies of online scholarly journals held at Dartmouth and Brown University, to reduce legacy print holdings.
- Participation in the BorrowDirect engineering e-book project, in which funds are pooled to buy and jointly own resources selected by readers.
- Development of a strategy for creating an Ivy Plus collective collection accessible via BorrowDirect.

### *Enhancing Discoverability of Library Resources*

- Implementation of Innovative Interface's Sierra, to update our integrated library system.
- Implementation of ProQuest's Summon, the first discovery service to search across the majority of our online databases.
- Active experiments with various vocabularies for the storage of name, place, or topical terms (derived from library digitization projects) so that web-based tools in a linked open data environment can identify them.

- Research into available vocabulary lists that would best provide web-accessible identification of entities (names, places, topics) to enable linking to and from Dartmouth resources on the web.
- Exploration of search optimization techniques for our web-based resources.
- Closer attention to Google Analytics results for locally digitized materials, to learn how they are being used and where they are being discovered. This has already led to some work by the FY15 Digital Library intern into the positive impact of embedding our resources in Wikipedia and other popular online destination sites.

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## Notes

- <sup>1</sup> Garber, M. (2012, July 29). Percy Bysshe Shelley Frets About Information Overload ... in 1821. *The Atlantic*. Retrieved 22 February 2015 at <http://www.theatlantic.com/technology/archive/2012/07/percy-bysshe-shelley-frets-about-information-overload-in-1821/260454>
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