



SCHOLARLY COMMUNICATION INSTITUTE 3: DIGITAL HUMANITIES

July 17-19, 2005

**Scholarly Communication Institute
Edited by Amy Harbur and Diane Walker**

With funding from The Andrew W. Mellon Foundation, the three CLIR Scholarly Communication Institutes (SCI) held in 2003, 2004, and 2005 have focused on ways to “organize institutional and discipline-based strategies for advancing the state of scholarly communication.” In the interest of catalyzing the development of digital scholarship, the institutes have convened scholars, librarians, technologists, publishers, academic officers, and others for short periods of intensive discussions and demonstrations of new methods of scholarly communication made possible by information technologies.

The first SCI focused on opportunities and obstacles facing digital scholarship. The 2004 Institute focused on the field of practical ethics and introduced traditionally oriented ethicists to the potential of digital technologies to advance core disciplinary agendas and to explore opportunities for inter-institutional collaborations. Three practical ethics experiments are now underway at Minnesota, Indiana, and U.Va. These ethicists, in conjunction with colleagues from Georgetown, will continue their discussions and collaborations in 2006. In 2005, the Institute focused broadly on digital humanities and invited experienced digital scholars to grapple with challenges of sustaining their scholarship and spreading the scholarly practices they have developed in the digital realm.

Common themes in all the institutes are:

1. the need to establish the importance of digital humanities in a very competitive and resource-strapped academic milieu;
2. the necessity of collaboration internally and inter-institutionally;
3. the importance of rethinking promotion and tenure in a new environment;
4. balancing intellectual property and copyright in the digital age to advance educational and research uses;
5. the urgent need for leadership at many levels; and
6. the need to resolve scalability and sustainability issues.

SCI III: Setting the framework

The sessions began with remarks from Stanley Katz and Donald Waters about the importance of digital humanities, the challenges to its development, and the trends emerging among certain leading fields. Katz emphasized that the “pre-digital” staples of scholarly communication—monographs, articles, and references materials—have given way in the digital realm to listservs, wikis, blogs, and databases. The streams of publication producing validated, peer-reviewed scholarship have not kept pace with these developments. Given the nature of these changes in communication practices, retrofitting the old (publishing e-monographs, for example) is not enough. A fundamental retooling is in order—if not for our sakes then certainly for our graduate students—and this demands new organizational models for scholarly communication.

Waters followed with a discussion of why digital humanities matters: new technologies are expanding our observational and analytical capacities and thus expanding our powers to address the “grand challenges” of our age.

Digital humanities are in fact technology-enabled applications of the most traditional activities that we associate with rigorous scholarship: discovering evidence, aggregating it, arranging and editing it for use, analyzing and synthesizing it, and disseminating the results through reports and teaching. But digital scholars are working in substantively different knowledge environments that would not be practical or even possible using traditional print-based methods. These environments are constructed by and for teams of scholars in collaboration with librarians, technologists, computer scientists, and others. Further development of these environments and their content for the humanities encounter significant legal barriers related to intellectual property, require significant curation expertise, and the development of new technologies and organizational commitments for sustainability. The data resources are valuable in direct proportion to their being aggregated, recombined, and reprocessed through computational means and across different domains. Ultimately, digital scholarship is significant because it brings us face-to-face with forces of change that require an all-hands-on deck effort of intellectual energy and courage to ask and answer some fundamental questions about the mission of our institutions.

SCI III: Emerging trends: the view from the ground

Using the specific examples presented by scholars and practitioners, the group explored what demands digital scholarship places on supporting infrastructures and what actions must be taken by whom in order to build that supporting knowledge environment. To begin with, scholars require digital information sources that are “repurposeable.” There is an urgent need to convert masses of analog materials to digital so that we can preserve and disseminate historical objects, creating access to the normally inaccessible.

Some questioned what the ultimate significance of this kind of work is in general: are we talking about new ways of doing traditional scholarly activities, or is there more to it than that? Is technology enhancing teaching and if so, how do we know? How do we measure the impact? At the same time that some were asking about how real the changes are, others asserted that something

quite powerful is going on, and they were far more interested in exploring the questions of who decides what gets digitized and what sources are made more accessible. Access seems so important a phenomenon, one with so much power, that there was some fear expressed that sub-disciplines that were not well represented in both primary and secondary sources online were in fact disadvantaged.

SCI III: Sustainability

Participants identified the factors that promised sustainability over the long term, as well as those that loom as potential threats, either in the short term or the long. To flourish, digital scholarship must be valued by faculty and administrators within the academy. For example, in some institutions digital scholarship has raised the profile of academic departments, attracted new types of graduate students, attracted outside funding, and garnered (inter) national visibility. The faculty must be committed to digital scholarship and feel they own it. It cannot be seen as something done at the margins.

Funding is a perennial issue especially in digital scholarship. While some digital initiatives have adequate and reliable funding from their institutions most are operating on soft money, not knowing whether additional money will be available in the following year. Digital scholarship is more expensive than traditional humanities scholarship and requires the scale of institutional commitment often associated with lab scientists' start up programs.

These presentations prompted several participants to home in on emerging and fundamental changes in the roles of scholars in this landscape. Is it now going to be their job to “worry about technology?” How will that relate to their intellectual agendas? And as one librarian commented, the concerns are not only about how to sustain these new modes of scholarship, but whether and how they will scale? Will scholars really become actively involved in production in ways unprecedented in the print world? If so, what support will they need from librarians and technologists? One scholar responded that this is precisely what scholars should and must be doing now, that republishing the core sources in digital form is, in effect, the new scholarship. But the experience of others was more like this: when one college studied what faculty wanted, the response was “a clear wish for a dry-cleaning model: we bring to you, drop it off and pick it up clean!”

There was some tension between the call—largely by librarians—for a close adherence to standards in order to make this new scholarship scalable and sustainable; and the response of at least some scholars that adherence to standards “risks losing everything that’s special and valuable about digital scholarship.” But the successful models, such as the human genome project, are those in which the professional, academic needs of the scholars align with their technological requirements; adherence to standards is part of “good lab technique.”

Several participants argued that many of the current barriers that are lumped into “sustainability” are illusory: if we were better able to articulate what value

humanities brings to a community beyond our narrow interests, and if we acknowledge that all digital programs are built by large-scale collaborations, not solo flights of fancy, then we would be able to secure the scale of funding necessary to turn projects into programs. We are underselling the importance of humanities to the well-being of mankind, something we cannot accuse the better-funded scientists of. The future of humanities scholarship depends directly on us and our leadership.

SCI III: Scholarship in the Digital Age: Opportunities and Challenges

In his closing remarks, James Hilton drove home the need to redouble our efforts to push a digital humanities agenda: the future of all scholarship, indeed of all communication, is digital. We are undergoing fundamental disruptions in the academy, and scholarly communication is only one element of the underlying academic structure that is being transformed. He warned that, in his view, the greatest threat to the academy in these changes is the emergence of the pure property view of ideas. Our culture has shifted dramatically towards owners and away from promoting access and learning. We need scholarly publishing models in the academy that reinforce the ideas of sharing. University presses have strayed from the academic mission, for perfectly understandable economic reasons, and cannot survive under the current business model. The largest investment a university makes is to provide the space for the community to meet in the free exchange of ideas. Successful university presses will reinvent themselves to serve their institution's core mission. Hilton concluded by urging that the massive disruption produced by new information technologies calls for bold experiments, but conceded that bold experiments can be risky for individuals in the academy. Libraries can be points of leverage for bold action. Libraries have the opportunity to reduce costs and take control of scholarly publishing and to do so in ways that preserve the culture of sharing and mitigate against the culture of ownership. The university is fundamentally about providing the ecology to encourage experimentation.



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PARTICIPANTS

Adams, Milton

Milton Adams is Professor of Biomedical Engineering and Vice Provost for Academic Programs, University of Virginia. He received the BS in electrical engineering from Virginia Tech in 1971 and the PhD in biomedical engineering from the University of Virginia in 1976. Following a NIH Postdoctoral Fellowship in the Trauma Center at Albany Medical College, he has been in the department of Biomedical Engineering since 1978. His research has been in mechanisms of control of the cardiopulmonary systems; most recently in control of a new left ventricular assist pump, or artificial heart. He is a Fellow of the American Institute for Medical and Biological Engineering and of the Biomedical Engineering Society. He was awarded several teaching awards at the University of Virginia and teaches graduate and undergraduate courses in biomedical engineering.

Bernheim, Ruth Gaare

Ruth Gaare Bernheim is the Executive Director of the University of Virginia's Institute for Practical Ethics and an Assistant Professor of Medical Education. She earned her law degree at the University of Virginia in 1980 and went on to get a Masters in Public Health in 1993 at the Johns Hopkins University School of Public Health. Gaare Bernheim then worked as a Professor in the School of Public Health at Johns Hopkins from 1994-1999 and became Associate Director of the Johns Hopkins Bioethics Institute in 1995, serving in that position until 1998.

Bonn, Maria

Maria Bonn has a 1990 PhD in American Literature from SUNY Buffalo where her work was focused on twentieth century American literature. After several years teaching and writing as an itinerant academic, she acquired a Masters of Information Science from the University of Michigan School of Information. Since 1997, she has worked for the University of Michigan, first as an Interface Specialist for Digital Library Collections, then in Digital Library Program Development and, most intensively as the head of the Library's scholarly publishing effort. In this latter role, she is responsible both for the production of

electronic books and journals and for broadly developing the role of the Library in scholarly communication.

Cameron, Tamara

Tamara Cameron is the Programmer Analyst for the Chymistry of Isaac Newton, a digital edition of Isaac Newton's alchemical writings, where she is responsible for designing and developing web software for manuscript access, retrieval and display. Previously she worked as a developer on non-profit and commercial web sites, most recently as an E-Commerce Specialist for the Irish airline Aer Lingus. She holds a BS in Theatre Performance, and is currently pursuing dual Masters degrees in library and information science at Indiana University

Childress, James

James F. Childress is the John Allen Hollingsworth Professor of Ethics and Professor of Medical Education at the University of Virginia, where he teaches in the Department of Religious Studies and directs the Institute for Practical Ethics and Public Life. Childress is the author of numerous articles and several books in ethics, including *Principles of Biomedical Ethics* (with Tom L. Beauchamp), now in its fifth edition and translated into several languages; *Practical Reasoning in Bioethics*, and *Moral Responsibility in Conflicts*, along with articles and books in several areas of ethics. Childress has been very active in the public policy arena, for example, as a member of the presidentially-appointed National Bioethics Advisory Commission 1996-2001. He is also an elected member of the Institute of Medicine and a fellow of the American Academy of Arts and Sciences, as well as a fellow of the Hastings Center. In 2002, he received the University of Virginia's highest honor The Thomas Jefferson Award, and in 2004, he received the Life-Time Achievement Award from the American Society for Bioethics and Humanities.

Cohen, Daniel

Daniel J. Cohen is an assistant Professor of History at George Mason University and the Director of Research Projects at the Center for History and News Media. His research interests are in the history of science (particularly mathematics), European and American intellectual history, and the intersection of history and computing. He received his bachelor's degree from Princeton University, his master's from Harvard University, and his doctorate from Yale University in 1999. He is the co-author with Roy Rosenzweig of *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (Philadelphia: University of Pennsylvania Press, forthcoming in 2005), and has published articles and book chapters on the history of mathematics and religion, the teaching of history, and the future of history in a digital age.

Davenport, Nancy

Nancy Davenport is the Presidency of CLIR following a career at the Library of Congress. She left LC as the Director for Acquisitions, after having served as Chief of two special collections divisions. Earlier in her career she was involved in policy analysis for the Congress

Dimunation, Mark

Mark Dimunation was appointed Chief of the Rare Book and Special Collections

Division at the Library of Congress in 1998. As Chief, Mr. Dimunation is responsible for the development and management of the Rare Book Collection, the largest collection of rare books in North America. In 2004 Mr. Dimunation was appointed Assistant Director for Special Collections and now oversees eight other divisions in addition to Rare Books. He came to the Library of Congress from Cornell University, where he had served as Curator of Rare Books and Associate Director for Collections in the Division of Rare and Manuscript Collections, and taught in the English Department, since 1991. Mr. Dimunation had his start with rare books when he was appointed the Assistant Chief of Acquisitions at The Bancroft Library at the University of California, Berkeley. He served in that position from 1981 until 1983, when he was hired as the Rare Book Librarian and Assistant Chief for Special Collections at Stanford University. Mr. Dimunation currently serves on the CLIR Board.

Dublin, Thomas

Thomas Dublin is a Professor of History at the State University of New York at Binghamton. He is the author or editor of eight books, including *Women at Work: The Transformation of Work and Community in Lowell, Massachusetts, 1826-1869*, winner of the Bancroft Prize and the Merle Curti Award in 1980. Since 1997 he has been co-director (with Kathryn Kish Sklar) of the *Women and Social Movements in the United States*, a major online website in U.S Women's History. After five years as a student-based educational project, the co-editors began a partnership with Alexander Street Press to publish the website as an online quarterly journal/website and database. The website has been coming out as a quarterly since March 2003 as a subscription website.

Edwards, Richard

Richard Edwards is a Professor of Economics and Fellow in the Center for Great Plains Studies at the University of Nebraska, where he also served as Senior Vice Chancellor [provost] from 1997 to 2004. Previously he was Professor and Chair of the Department of Economics at the University of Massachusetts-Amherst and Dean of Arts and Sciences at the University of Kentucky. An economic historian (PhD Harvard, 1972), he has published a dozen books and approximately fifty articles on various social science and history topics; he has also written a number of articles on higher education, including, with David Shulenburg "The High Cost of Scholarly Journals (and What to Do About It)," *Change*, November-December, 2003. Among his current projects is a collaboration with the National Homestead Monument to preserve and make more accessible, through microfilming and digitization, the approximately two million homesteading files currently existing only in original paper form at the National Archives and Records Administration.

Frischer, Bernard

Bernard Frischer earned his BA (1971) and PhD (1975) in Classical Studies. He has had fellowships from the Woodrow Wilson Foundation, the Michigan Society of Fellows, the American Academy in Rome, the ACLS (twice), the Center for Advanced Study in the Visual Arts, and the Loeb Classical Library. Trained in both philology and archaeology, Frischer is the author of four books and many articles on the Classical world and its survival. He started applying computer technology to his scholarship and teaching in the early 1980s.

Furlough, Mike

Director, Digital Research and Instructional Services

Grossberg, Michael

Michael Grossberg is the Sally Reahard Professor of History and Professor of Law at Indiana University. He is also the Editor of the *American Historical Review*. His research focuses on the relationship between law and society in American history, particularly the intersection of law and the family. He has written a number of books and articles on legal and social history including a recently published co-edited volume, *American Public Life and the Historical Imagination*. He is currently working on a history of child protection in the United States to be published by Harvard University Press and is co-editing *The Cambridge History of Law in the United States*. Grossberg has held fellowships from the Guggenheim Foundation, the National Endowment of the Humanities, the American Council of Learned Societies, the Newberry Library, the American Bar Foundation, and has been a Fellow at the National Humanities Center. He has also published articles on scholarly editing and is a founder of the History Cooperative, an electronic publishing project devoted to historical scholarship. Through the Cooperative he has overseen the development of projects in digital scholarship and participated in the creation of policies on such issues as the review of electronic books and the archiving of digital journals.

Halbert, Martin

Martin Halbert is the Director for Library Systems and the Executive Director for the MetaScholar Initiative at Emory University. He is a member of the NSDL Policy Committee, chairs the DLF Aquifer Services Working Group, and leads the NDIIPP MetaArchive Project. He is currently a principal investigator on the NSF OCKHAM Project (<http://www.ockham.org>), on DLF's IMLS OAI Project, and on a Mellon automated ontology generation project. Halbert is also Principal Advisor for the open access internet journal and scholarly forum, *Southern Spaces*.

Hamlin, Scott

Scott Hamlin is a Faculty Technology Liaison in the Library and Information Services (LIS) division at Wheaton College. He works primarily with faculty, staff, and students in departments from the Humanities, Arts, and Education to create and sustain effective learning experiences, support the goals of the college curriculum, and increase information fluency through the use of technology.

Harbur, Amy

Amy Harbur obtained her MLIS degree from the Catholic University of America in May 2003. She is now a Program Associate at the Council on Library and Information Resources, where she is involved in several projects including the Bill & Melinda Gates Access to Learning Award and the Mellon Fellowships for Dissertation Research in the Humanities in Original Sources.

Henry, Charles

Charles Henry is currently Vice Provost and University Librarian at Rice University. He is in charge of the library, the digital library initiatives, data

application centers, and academic information technology. Previously he was director of libraries at Vassar College and assistant director, Division of Humanities and History, at Columbia University. Dr. Henry has served on the Steering Committee for the Coalition for Networked Information, is past president of the National Initiative for a Networked Cultural Heritage, is on the Advisory Committee for the new International University-Bremen, and a member of the Steering Committee for the Digital Library Federation in Washington. He chairs the Committee on Computer Science and the Humanities, sponsored by the American Council of Learned Societies and the Computer Science Telecommunications Board of the National Academy of Engineering. In 2001, Henry accepted six year appointment to the Texas Online Authority, Henry received his PhD from Columbia University and has published widely in the field of technology and higher education.

Hilton, James

Dr. Hilton is responsible for activities related to instructional technology, academic computing, intellectual property and copyright and the associated legal issues, as well as a wide array of academic issues that fall under the purview of the Provost's Office. He is also currently serving as the Interim University Librarian at the University Michigan. Since 1985, Dr. Hilton has been a member of the faculty at the University of Michigan in the Psychology Department and the Institute for Social Research. He has published extensively in the areas of person perception, stereotypes, and the psychology of suspicion. With Charles W. Perdue, he published "Mind Matters," a multimedia CD-ROM that combines text with interactive exercises and multimedia elements and places them in a navigational structure designed to nurture exploration. Dr. Hilton is a three-time recipient of the LS&A Excellence in Education, has been named an Arthur F. Thurnau Professor (1997-2000), and received the Class of 1923 Memorial Teaching Award. Among the courses that he teaches are graduate courses on person perception and social cognition and undergraduate courses that include Introductory Psychology and Social Psychology. He served as the Chair of Undergraduate Studies in Psychology between 1991 and 2000 and has been fellow of the Sweetland Writing Center and the CIC Academic Leadership Program. Dr. Hilton received a BA in Psychology from the University of Texas in 1981 and a PhD from the social psychology program at Princeton University in 1985.

Holleran, Ted

Ted Holleran is a senior American History major at Wheaton College. He first became involved in the TEI project while taking a class with Professor Kathryn Tomasek in which the students worked with segments from Maria Wood's journal. Currently, Ted is working with Eliza Baylies Wheaton's journals with other members of the Wheaton faculty.

Hughes, William

William Hughes earned a BA from Boston University and an MA from the University of Chicago. He is currently a doctoral candidate in English at UVA, researching the publication and reception history of Shakespeare and designing digital tools to make such histories available for scholarly and pedagogical use.

For five years, he's worked as the Project Manager for Jerome McGann's Rossetti Archive.

Kaiserlian, Penelope

Penelope Kaiserlian has been director of the University of Virginia Press since 2001. Before that, she was Associate Director and Editorial Director of the University of Chicago Press for many years where she was editor and publisher of many award-winning books. She has been involved in digital humanities publishing for over a decade, starting with creation a web-based edition of The Founders' Constitution, collaboration between the University of Chicago Press and the Liberty Fund. She is now principal investigator for an Andrew W. Mellon Foundation grant, "An Electronic Imprint at the University of Virginia Press: building a Digital Rotunda." She has just been named President-Elect of the Association of American University Presses.

Katz, Stanley

Stanley Katz is President Emeritus of the American Council of Learned Societies, the leading organization in humanistic scholarship and education in the United States. Mr. Katz graduated magna cum laude from Harvard University in 1955 with a major in English History and Literature. He received his MS from Harvard in American History in 1959 and his PhD in the same field from Harvard in 1961. He attended Harvard Law School 1969-1970. His recent research focuses upon the relationship of the United States to the international human rights regime. Formerly Class of 1921 Bicentennial Professor of the History of American Law and Liberty at Princeton University, Mr. Katz is a leading expert on American legal and constitutional history, and on philanthropy and non-profit institutions. The author and editor of numerous books and articles, Mr. Katz has served as President of the Organization of American Historians and the American Society for Legal History and as Vice President of the Research Division of the American Historical Association. He is a member of the Board of Trustees of the Newberry Library, the Social Science Research Council, the Copyright Clearance Center and numerous other institutions. He is a Commissioner of the National Historic Publications and Records Commission. He also currently serves as Chair of the American Council of Learned Societies/Social Science Research Council Working Group on Cuba. Katz is a member of the New Jersey Council for the Humanities, the American Antiquarian Society, the American Philosophical Society; a Fellow of the American Society for Legal History, the American Academy of Arts and Sciences, and the Society of American Historians; and a Corresponding Member of the Massachusetts Historical Society. He has honorary degrees from several universities.

Lucier, Richard

Richard Lucier has developed and led many efforts in the application of technology and the principles of librarianship to new forms and models of scholarly communications. As the Founding Director of the Laboratory for Applied Research in Academic Information at The Johns Hopkins Medical Institutions, he partnered with: (1) the National Library of Medicine (NLM) and The Johns Hopkins University Press to create and make available in real-time the continuously-updated Online Mendelian Inheritance in Man and to assist

the Press in biannual print publications of the reference work; (2) the Howard Hughes Medical Institute in the creation of the Genome Data Base in support of the Human Genome Initiative; (3) William & Wilkins Press and the NLM in developing an online version of the Principals of Ambulatory Medicine with updating modules for 70+ authors and 3 editors; and (4) Nina Matheson to articulate the 'knowledge management' model, with funding from what was then the Council on Library Resources. As the University Librarian at the University of California San Francisco and Founding Director of the Center for Knowledge Management (CKM), he partnered with AT&T and 20 major medical publishers in creating the Red Sage Electronic Journal Service, one of the first examples of a critical mass of medical journals made available online. The Red Sage Group were pioneers in beginning to address many of the political, technical, and economic issues important to librarians, publishers, and scholars. The CKM also developed the Tobacco Control Archive which serves as a major resource for scholars and the legal community in disseminating academic information in this area and litigating against the major tobacco companies. As the Founding Director of the California Digital Library, he worked closely with his UC colleagues across all 10 campuses to create a successful digital library which includes an scholarly publishing arm, eScholarship. When he was Librarian of Dartmouth College, his staff developed the Digital Library at Dartmouth, one module of which contains tools for scholarly publishing used in new humanities journals such as Linguistic Discovery. In 2004, Richard decided to devote more time to interests he had neglected for many years namely music, the environment, and involvement in political causes which promote equality and justice. He currently resides on Cape Cod and continues to follow the progress of research libraries, scholars, and others in this arena.

Matthews, Linda

Linda Matthews is vice provost and director of libraries at Emory University. Previously, she held the position of director of special collections and archives at Emory. She holds a PhD in history from Duke University and a library degree from Emory University. During a career in archives and archives administration, she served on the Council of the Society of American Archivists, as chair of the copyright task force for SAA, and is a Fellow of the Society. As director of libraries, she is part of a group in the Digital Library Federation's Aquifer pilot project working to develop tools for improved access to digital resources created by research libraries.

McGann, Jerome

John Stewart Bryan Professor of English

Metz, Terry

Terry Metz serves as Vice President for Library and Information Services at Wheaton College in Norton, Massachusetts, where he assumed his current duties in August 2001. For the prior decade, he served various roles in the library and computing units at Carleton College, Northfield, MN, including interim appointments as both College Librarian and Director of Administrative Computing. Mr. Metz received BA degrees in business administration and geography from Gustavus Adolphus College in 1980, and an MA in library science from the University of Minnesota in 1985. From 1986-1992 he served

as Consortium Manager for Cooperating Libraries in Consortium (CLIC), a nonprofit consortium of seven private liberal arts college libraries in Minneapolis/St. Paul, MN. Prior to working for CLIC, he was employed as a librarian at Hamline University in St. Paul. Professionally, Mr. Metz is particularly interested in issues related to the integration of campus information services (e.g., libraries, information technology units, media services, etc.), especially at liberal arts colleges; collaborative initiatives among liberal arts colleges; and library and information technology support of learning and teaching. Mr. Metz co-authored with Chris Ferguson, Dean of Information Resources at Pacific Lutheran University, a chapter entitled, "From Tribes to Community: On Leadership Issues Related to the Integration of Library and Computing," in *Leadership, Higher Education, and the Information Age: a New Era for Information Technology and Libraries*, Carrie E. Regenstein and Barbara L. Dewey, eds., Neal-Schuman Publishers, 2003. His most recent publication, "Greater than the Sum of Its Parts: The Integrated IT/Library Organization," was co-authored with Mr. Ferguson and Gene Spencer, Associate Vice President for Information Services and Resources at Bucknell University. This article appeared in the May/June 2004 issue of *EDUCAUSE Review* pp. 39-46.

Newman, William

Bill Newman is a historian of medieval and early modern science and the PI on "The Chymistry of Isaac Newton," a web-based edition of the famous scientist's voluminous but little known writings on alchemy. Newman has also had extensive experience in non-digital text editing, as his dissertation included a critical edition of the widely disseminated *Summa perfectionist* of Gerber, a Latin alchemical forgery of the thirteenth century.

Nichols, Stephen

Stephen Nichols is the James M. Beall Professor of French and Humanities and Chair of the Romance Languages and Literatures Department at The Johns Hopkins University, also served as Director of the School of Criticism and Theory, based at Cornell, from 1995-2000. He was interim Director of the Sheridan Libraries at Johns Hopkins in 1994-95. A specialist in medieval literature, art, and history, he received the Modern Language Association's James Russell Lowell Prize for an outstanding book by an MLA author in 1984 for *Romanesque Signs: Early Medieval Narrative and Iconography*. In 1991, *The New Philology*, conceived and edited by Nichols for the Medieval Academy of America, was honored by the Council of Editors of Learned Journals. In 1992, the University of Geneva conferred on him the title of Docteur ès Lettres, honoris causa, while the French Minister of Culture made him Chevalier de l'Ordre des Arts et Lettres in 1999. He is a Fellow of the Medieval Academy of America, an Honorary Senior Fellow of the School of Criticism and Theory, and has written or edited nineteen books. He has been visiting professor at a number of universities in North America, and abroad, and has held the following fellowships: Guggenheim, NEH, ACLS (junior and senior), APS. He is co-director, with Sayeed Choudhury of the Milton S. Eisenhower Library, of the Hopkins Digital Romance of the Rose Project.

O'Brien, Eugene

Eugene O'Brien is Executive Associate Dean and Professor of Composition in

the Indiana University School of Music, Bloomington. The recipient of fellowships and awards from the American Academy in Rome, the American Academy of Arts and Letters, the John Simon Guggenheim Foundation, the Serge Koussevitzky Foundation in the Library of Congress, the Fromm Foundation at Harvard, and others. His works have been widely performed and recorded by numerous American and European artists and ensembles. His responsibilities as executive associate include the overall supervision of the school's research centers, including the Latin American Music Center and the Center for the History of Music Theory and Literature, and general assistance to music faculty in their research projects. He serves as a member of the committee of research associate deans for the Office of Vice President for Research.

Pastorino, Cesare

Cesare Pastorino is an advanced graduate student in the Department of History and Philosophy of Science at Indiana University. Cesare has been working extensively on "The Chymistry of Isaac Newton," a web-based edition of Newton's alchemical writings. In addition to transcribing and tagging Newton's "Index chemicus," a concordance to many alchemical texts that Newton compiled over a long period of time, Cesare is preparing an online cross-referencing system for the Newton project with the "Index chemicus" at its core.

Sites, Martha

Associate University Librarian for Information Technology

Skinner, Katherine

Katherine Skinner is the Scholarly Communications Analyst for the MetaScholar Initiative based at Emory University. She also currently serves as the Managing Editor of Southern Spaces, a peer-reviewed, open access internet journal and scholarly forum (<http://www.southernspaces.org>). A PhD candidate in The Graduate Institute of the Liberal Arts of Emory University (a degree expected in 2005), she is exploring relationships between music, social activism, and the commercial structures of the US music industry in a dissertation titled "That We All Be Free: Music and Social Change."

Staples, Thornton

Director, Digital Library Research and Development

Sterk, Claire

Claire E. Sterk is Charles Howard Candler Professor of Public Health and Senior Vice Provost for Academic Planning and Faculty Development at Emory University. She received her doctorate in cultural anthropology from the University of Utrecht and a PhD in Sociology from Erasmus University (Rotterdam, the Netherlands). Following two-years as a Visiting Scientist at the Centers for Disease Control and Prevention, she entered US academia. Most recently, she served as Chair of the Department of Behavioral Sciences and Health Education and as Associate Dean for Research at Emory Rollins School of Public Health. Her research has been on substance abuse and mental health, HIV/AIDS, community-based health interventions and visual ethnography. She is a member of the Advisory Council of the National Institute on Drug Abuse and a Fellow of the Society for Applied Anthropology. She has published three

books and numerous articles and book chapters. In addition, she has received extensive funding from the agencies such as the National Institutes of Health and the Foundation for Child Development.

Thorin, Suzanne

Suzanne E. Thorin is the Ruth Lilly University Dean of University Libraries and Associate Vice President for Digital Library Development at Indiana University. The IU Bloomington Libraries, with combined holdings of over 6.5 million volumes, rank 12th in the Association of Research Libraries. An active researcher in the field of digital libraries, Suzanne directs a number of projects as associate vice president. These projects cover such areas as digital repositories for faculty publications, the integration of digital library services with instructional technology, and the expansion of common electronic library resources available to all IU campuses. Thorin holds a bachelor's degree in music education from North Park College in Chicago and master's degrees in music history and literature and in library science from the University of Michigan.

Tomasek, Kathryn

Kathryn Tomasek teaches 19th-century US History and Women's Studies at Wheaton College in Norton Massachusetts. She has explored numerous uses of technology in teaching since she arrived at Wheaton in 1992. Her current interests lie in using transcription and encoding to help undergraduates gain experience with primary sources. Her scholarly research includes work on women in utopian movements, the fiction of Louisa May Alcott, and sewing as women's work.

Tucker, Herbert

Herbert Tucker is John C. Coleman Professor, and Director of Graduate Studies, in the English department at Virginia. He formerly taught at Michigan and Northwestern, having taken the PhD at Yale. He has written and edited several books on Victorian literature, with a special focus on poetry. At Virginia he is coeditor of the University Press series in Victorian literature and culture, and an associate editor of the journal *New Literary History*.

Tullos, Allen

Prof. Allen Tullos is a native of Alabama who teaches American Studies at Emory University in Atlanta. He has worked as a co-producer and sound recordist for documentary films, and has published a great deal of scholarly and journalistic writing, especially about the US South. He is a member of the Editorial Board of the multimedia internet journal *SouthernSpaces.org* (<http://southernspaces.org>).

Walker, William

William Walker is the University Librarian and Professor at the University of Miami, Coral Gables, Florida and the Andrew W. Mellon Director Emeritus of the New York Public Library. Walker joined the University of Miami's administration in October 2003. Prior to coming to Miami, William Walker was Senior Vice President and Andrew W. Mellon Director for the Research Libraries at the New York Public Library. Appointed to this position in 1993, he oversaw

four major programs of NYPL, including the main branch at Fifth Avenue and 42nd Street (the Humanities and Social Sciences Library), the Library for the Performing Arts at Lincoln Center, the Schomburg Center for Research in Black Culture in Harlem, and the Science, Industry, and Business Library in mid-town Manhattan. Walker oversaw building projects and renovations totaling over \$150M while at NYPL, has worked as a pioneer to re-engineer library operations, and has been an early adaptor of information technologies. From 1990 to 1992, he was the Director of NYPL's Science, Industry, and Business Library project which resulted in a \$100M high-tech library retrofitted into the former B. Altman Building. Professor Walker received a BS in Education from Lock Haven University with a concentration in French and an AMLS in 1974 from the University of Michigan. During the first fifteen years of his career, he worked as a medical library administrator at the University of Illinois in Chicago and the Medical Library Center of New York. In this latter position, he directed a not-for-profit consortium that provided innovative automation and document delivery services to the medical schools and research centers in the New York Metropolitan Area. Currently, at the University of Miami, William Walker is working with the Library's faculty and staff to design programs that insure that the Library is a centerpiece for scholarly communication, university instruction, and cultural life. Plans include a \$40M expansion of the University's main library, including a high-end workspace for graduate students and faculty, digital classrooms, and a state-of-the-art collections research center.

Walker, Diane

Diane Walker is Deputy University Librarian at the University of Virginia. She came to UVa as Music Librarian in 1984, and has also served as Coordinator for the Education, Fine Arts, and Music Libraries, and as Associate University Librarian for User Services and Collections. Walker holds masters degrees in musicology from the University of Iowa and in library and information science from the University of Illinois. Before arriving at UVa, she held positions in the music libraries at the University of Illinois and the State University of New York at Buffalo. She is a past President of the Music Library Association and has also served as a member-at-large on the board of directors and as Treasurer of the Association.

Walsh, John A.

John Walsh is the Associate Director for Projects and Services of the Indiana University Digital Library Program, where he coordinates the activities of the program and manages select projects and initiatives. He has been working with digital text and image collections and other digital library content creation and delivery for over ten years. His main area of expertise is in the development of XML full-text literary and humanities digital collections. Current projects include The Swinburne Project, a digital collection of the works of nineteenth-century British poet Algernon Charles Swinburne, the Chemistry of Isaac Newton, a digital edition of Isaac Newton's alchemical writings; and CBML, or Comic Book Markup Language, a TEI-based XML vocabulary for encoding comic books and graphic novels. He has a PhD in English literature and is active in the digital humanities field, researching the application of XML-related technologies to the preservation, presentation, and analysis of literary texts and pop culture media.

Walter, Katherine L.

Katherine L. Walter co-directs the University of Nebraska-Lincoln (UNL)'s Center for Digital Research in the Humanities with Dr. Kenneth M. Price, and is chair of Digital Initiatives & Special Collections (DISC) in the UNL Libraries. Currently, Walter is co-principal investigator of the Virtual Archive of Walt Whitman's Manuscripts project funded by the Institute of Museum and Library Services, and co-directs The Journals of the Lewis and Clark Expedition Online Edition on behalf of the UNL Libraries, the University of Nebraska Press, and the Center for Great Plains Studies. The latter project is funded by the National Endowment for the Humanities Division of Public Programs. For more information on Digital Research in the Humanities, see <http://cdrh.unl.edu>.

Waters, Donald

Donald J. Waters is the Program Officer for Scholarly Communications at The Andrew W. Mellon Foundation. Before joining the Foundation, he served as the first Director of the Digital Library Federation (1997-1999), as Associate University Librarian at Yale University (1993-1997), and in a variety of other positions at the Computer Center, the School of Management, and the University Library at Yale. Waters graduated with a Bachelor's degree in American Studies from the University of Maryland, College Park in 1973. In 1982, he received his PhD in Anthropology from Yale University. Waters conducted his dissertation research on the political economy of artisanry in Guyana, South America. He has edited a collection of African-American folklore from the Hampton Institute in a volume entitled *Strange Ways and Sweet Dreams*. In 1995-96, he co-chaired the Task Force of the Commission on Preservation and Access and the Research Libraries Group on Archiving of Digital Information, and was the editor and a principal author of the Task Force Report. He is a fellow of the American Association for the Advancement of Science and is the author of numerous articles and presentations on libraries, digital libraries, digital preservation, and scholarly communications.

Wessel, Madelyn

Madelyn Wessel is Special Advisor to the University Librarian, focusing on a broad range of library system legal issues including intellectual property, copyright, licensing, and special concerns arising in the area of digital scholarship. Her most recent presentation, "Copyright in a Digital Age," was to the Visual Resources Association Annual Summer Education Institute at Duke University. Ms. Wessel as an adjunct professor at the Curry Graduate School of Education and also taught a seminar in constitutional practice at the University of Virginia School of Law. She is a member of the bars of Virginia, Massachusetts, New Hampshire, and Oregon. Ms. Wessel served as Deputy and later Chief Deputy City Attorney for Portland, Oregon from 1989-2001, practicing in a wide range of areas including constitutional, employment, civil rights and government relations. Prior to her position in Portland, Ms. Wessel served as an Assistant Attorney General and Chief of the Opinions Division, Massachusetts Department of Justice. Ms. Wessel holds a BA from Swarthmore College and a JD from Boston University.

Wheatley, Steve

Steven C. Wheatley is the Vice President of the American Council of Learned Societies (ACLS). Before joining ACLS seventeen years ago as Director of the American Studies Program, he taught history at the University of Chicago where he was also Dean of Students in the Public Policy Committee and, before that, Assistant to the Dean of the (Graduate) Social Sciences Division. He holds a BA from Columbia University and MA and PhD degrees in history from the University of Chicago. He is the author of, among other works, *The Politics of Philanthropy: Abraham Flexner and Medical Education* (University of Wisconsin Press, 1988) and a new introduction to Raymond Fosdick's *The Story of the Rockefeller Foundation* (Transaction Books, 1988), and the editor (with Katz, Greenberg and Oliviero) of *Constitutionalism and Democracy: Transitions in the Contemporary World* (Oxford University Press, 1993). He has served as a consultant to the Ford Foundation, the Carnegie Corporation of New York and the Lilly Endowment, Inc., and as a member of the Doctoral Fellows Advisory Committee of the Indiana University Center on Philanthropy and as a member of the Task Force on the Artifact of the Council on Library and Information Resources. He is currently a member of the Academic Advisory Council of the Rockefeller Archive Center of Rockefeller University and an Adjunct Professor at New York University.

Wittenberg, Kate

Kate Wittenberg is Director of the Electronic Publishing Initiative at Columbia (EPIC). EPIC is a collaborative initiative in digital publishing involving the Columbia University Press, the Columbia Libraries and Academic Information Systems. Its mission is to create new models of scholarly and educational publications through the use of digital technologies in an integrated research and production environment. Working with scholars at Columbia and other leading research and educational institutions, EPIC aims to make these digital publications self-sustaining through subscription licenses to institutions and individual users. Kate serves as project director for the electronic publications Columbia International Affairs Online (CIAO), Columbia Earthscape, the Gutenberg-e Online History Project, and Digital Anthropology Resources for Teaching (DART).

Wittenborg, Karin

Karin Wittenborg has been University Librarian for UVa since 1993. She established the first development program for the library, and has recently completed a successful library campaign, raising \$37 million. Prior to coming to UVa, Wittenborg held professional positions at UCLA, Stanford, and the State University of New York. In 1981-82 she was a management intern in the MIT libraries. She serves on the Advisory Council for Stanford's Academic Computing and Libraries, Brown University's Committee on Information Resources, and on the Executive Committee of the Digital Library Federation. She has consulted for Rice, Wesleyan, University of Miami, and Florida International University. She is a frequent speaker at conferences. She received a BA from Brown and an MLS from SUNY-Buffalo.