Mark Dahl, NITLE fellow and director of the Aubrey R. Watzek Library at Lewis & Clark College, "How might we integrate technology and pedagogy to enhance the value of liberal arts education for the 21st century student?"

Speakers were asked to address the following questions:
1. Describe the digital collections program(s) that you are involved with at your home institution?
2. How do these programs support your institution's academic mission?
3. What kinds of services and support do these programs provide faculty and students?
4. What trends do you see going forward in academic library digital collections programs, especially at small colleges?

NOTES:

1. So I am going to talk about the evolution of Claremont Colleges digital collections, about some of the ways in which we have been expanding and a little bit about the direction and future for digital collections from our perspective. Links to all of content I mention are available in the notes section of this ppt.

2. A little context will help in the understanding of our challenges and opportunities. So when I say Claremont, I'm talking about 7 campuses that are physically adjacent but in personality they can be worlds apart. [name campuses]. The geographic proximity does not actually help with communication, in fact, faculty have voiced that they'd like a better sense as to what their colleagues are doing on the other campuses. Students have a more porous experience in that they can take classes across the campuses as well as participate in intercollegiate departments or programs. I'll show you an example of the library's
3. The **Claremont Colleges Digital Library (CCDL)** launched in 2006 with 13 collections. Content for the collections come from the Claremont Colleges faculty, students, departments, museums and galleries and the library's special collections. Collections include a wide range of topics and formats, built with the intention to be used in teaching and research. We have even experimented with archiving a chemistry professor's website to create open education resources (OER) and have digitized an art professor's professional archives, including his research notes, for insight into a professional artist's process. Currently, the CCDL holds 60 published collections with 40776+ items.

3. In 2010 we branched out to an additional platform for faculty and student scholarship as well as the publication of journals. We moved the existing senior theses and faculty scholarship collections, in addition to two journals from the CCDL on CONTENTdm to **Scholarship@Claremont** on bepress Digital Commons. Now we have 8 open access journals (with one in the wings) ranging from decades established discipline journals that have moved from print to digital, to more recent created online only journals. We have both graduate and undergraduate journals as well. Scholarship@Claremont holds over 6000 + papers with 750,000 full-text downloads to date. Over half of those downloads happened in the past year!

4. **Undergraduate research** is extremely important on our campuses. Take a look at your own institutions' home pages and if you see images or stories trumpeting opportunities for student's to do hands on research with your faculty, then I'd imagine that UG is a focus on your campuses too. One of the biggest growth areas for SC is disseminating the undergraduate research results such as reports from grant funded projects, undergraduate co-authors on faculty publications and senior theses. We just published the 800th senior thesis for Claremont McKenna College. We have been integrated into the graduation requirements for seniors at two of our colleges. Claremont McKenna
College, Scripps College, the Intercollegiate Environmental Analysis Program, and Harvey Mudd Colleges' math department all require deposit of senior theses. Our online senior theses are used by faculty as a pedagogical tool, by librarians for assessment and in scaffolded education around research skills and information literacy. This integration into curriculum has affected how we go about information literacy and copyright education as well as opened up conversation about online reputation/identity management. There is a link in the notes to a great talk given by the head of the EAP, Dr. Char Miller, who talks about the importance of making UG openly available online.

5. **Created Archives** was Scripps College course where Professor Jacque Wernimont had students use the archives in the Scripps College Denison Library and then create digital archives to tell stories. Students had options and training in using the digital platforms Scalar, Wordpress or Omeka. I came in and spoke about about metadata and intellectual property issues.

One of the students in this class was a young women of color who was drawn to the value of archives in bringing history to the present. Her final project was, as she said, “more of a personal concern, instead of an academic one.” She felt out of place and “wanted to find people or documents as proof of others going through the same thing she was going through.” She found the archives of the 1993 Alexander Protests, a movement that led to the establishment of a Chicano/Latino Studies department at Scripps College intended to give voice to another experience and group of people. “The most rewarding experience was being able to go home and tell my parents, I created this project on the Internet,” she said. “I felt so accomplished using such high technology and such rich history and creating my story out of it...It may sound a bit too much, but I finally didn’t feel so alone in my Core III class.”

6. Another example of melding of platforms, people, special and digital collections resulted in a pilot project funded at Claremont by a DH **Mellon planning Grant**. While We've gone into a quiet phase as the afore mentioned jacque Wernimont writes the implementation grant, we revel in the success of the pilot that was centered around our library's
Edward S. Curtis Photo Gravure collection. Collaboration with library staff was instrumental in the success. The pilot resulted in an exhibit of the physical images in the library, classes coming into the library to discuss and then accessing the digital images to review and write, there was a Scalar book with five articles from Claremont faculty, research and and contributions from DH undergraduate and graduate research fellows and the images. should be noted that if you try to access the Scalar publication, over half the data was lost in a system crash on their end and they are trying to recover it.

7. Future directions
I see a lot of growth in collecting and disseminating undergraduate research, which then expands into opportunities for education and partnering across campuses and the library.

Our systems need to grow and adapt to changes in scholarly communication. Our digital asset management systems need to be more flexible and innovative to meet a changing scholarly communications landscape. The creation of information and knowledge products do not solely live in the realm of the pdf or print book anymore. Not only do students want their information delivered in different formats and modes but the results of scholarship and publications are changing and not fitting into the narrow construct of what many tenure and promotion review boards are used to.

Interest and understanding of the need for data curation is taking hold in the humanities as we saw with the lost Scalar data and new work on "reference rot." Mellon-funded Hiberlink project is addressing this issue rotting references, "References in scholarly communication are changing and dynamic...Web-based scholarly communication increasingly includes links to a wide range of resources that are needed or created in research activity such as software, datasets, websites, presentations, blogs, videos, scientific workflows, and ontologies."

The library has an opportunity to add value and push the envelop as to
what is considered scholarship by facilitating the creation of new modes of scholarship and then integrating these digital collections as part of the resources the library has to offer.

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