

2014 DLF Forum

Welcome and Keynote Address

Monday, October 27, 9:00-10:30am

Grand Ballroom, Georgia Tech Hotel and Conference Center

Opening Remarks

Charles Henry, Council on Library and Information Resources (@CLIRnews)

Jennifer Vinopal, New York University (@jvinopal)

Sarah Shreeves, University of Illinois at Urbana-Champaign (@sshreeves)

Max Marmor, Samuel H. Kress Foundation (@maxcmarmor)

Keynote Speaker

Bethany Nowviskie, University of Virginia, CLIR Presidential Fellow (@nowviskie)

Text of Keynote

<http://nowviskie.org/2014/johannes-factotum/>

Notes

Charles Henry welcomes the group to the 2014 Forum, including 28 new members, 15 of which are from the Oberlin Group. Over 400 attendees from over 150 orgs, largest Forum ever.

How do CLIR and DLF fit together? References Stonehenge as just one iconic part of a larger landscape. The attraction of Stonehenge is precisely that larger cultural context. In the same way DLF is part of seeing the larger context of tech in Libraries.

Dependent upon DLF for funding and credibility: data curation post-doc fellows (with funding orgs); Committee on Coherence at Scale (<http://coherence.clir.org/>) – to build digital environment for education; upcoming (funding not yet guaranteed) – awards for digitization of rare materials; leadership. Thanks to Rachel Frick for 4 great years of leadership.

CLIR/DLF Postdoctoral Fellows are dealing with data.

DLF 2015 in Vancouver, still seeking planning members.

Keynote: Johannes Factotum & the ends of experience

- A reminder of what the library was circa 1990s.
 - Card catalog; Netscape, lack of digital resources, etc.
 - The naissance of “DH” and the chaotic landscape of method - no definition of DH method.
 - Needle in the paper haystack can be leveraged to thwart discovery: competition

among peers can foster sequestering (deliberate mis-shelving) of resources.

- Contrast this to the present environment,
 - sophisticated methods of inquiry
 - greater integration of methods into the questions of scholarship
- Expertise and the ends of expertise (the purpose and ethic of expertise)
- DLF: Experts and generalists meeting together: sessions that “happily expose one’s ignorance” about new avenues of exploration
- Traditional models of specialization lead to a sort of myopia favoring one’s own field. This silos knowledge. The current circumstance of DH pushes us to integrate more with the bigger picture. This is, in fact, what current scholars seek to do, and they need our assistance to do it.
- Beware, though, of creating an equally damaging “new order”. Administrative effort can become divorced from scholarly inquiry, and controlling of the scholarly direction. Projects must be holistic and shared.
- Money is flowing away from humanities, and toward tech fields.
- Relationship between experts and generalists -
 - We can understand expertise as defined by skills, or by identity or both.
 - Consider that it may be synthetic and sympathetic, created from individuals in community
 - One type of expertise is that of navigating community
 - Opening your mind to your own blind spots and ignorance can help grow expertise.
- DH has a deep and abiding commitment to, love for, and interest in ignorance; McGann: Imagining what we don’t know; Unsworth: if a new DH project doesn’t produce new ignorance, it is not worth a damn.
- Need to feel dumb; otherwise can’t make new discoveries (being represented in a scientific context); empathy and inquiry go hand in hand - the playfulness of discovery
- Back to the future - analytics that crunch larger data sets than ever before, cross collaborations that require broader thinking...
- Will it work? “It” is the zoom (out). Is the expert/generalist dichotomy playing out here in fruitful ways? are we considering these dichotomies in interesting and helpful ways?

Q - Advice for those of us who are considering embracing failure as they contemplate writing grants (that are presumably results oriented.)

- position yourself in the research context that universities support
- WRT empathy - at UVA, emphasize the people in the lab who were trained in that context. Shifted focus towards the people and their development.

Q - How do you see expertise in the academic sphere shifting WRT the general public?

- expertise as bidirectional.
- expertise as multiple avenues
- Libraries have a key role in the interchange and exchange of these multiple streams