Cyberinfrastructure 2010 in the Rockies: A Human-Centered Program  
August 13, 2010

Afternoon Breakout Discussion Groups, Discussion Moderator, example questions to start discussion, and Lory Student Center Room. NOTE: Some of the original discussion topics have been merged together as noted below.

1. Why not the Google Cloud? – Alan Charnes, The Alliance  
LSC Room 230
   a. Yes, Google provides worldwide exposure and accessibility at no cost, but why should I permit Google to make money on my work?
   b. Who owns the content, Google or me?
   c. Is Google a trusted repository? What happens to my stuff if Google craters or merges? Should I worry?
   d. What if I want to restrict our content to a selected audience? Can Google provide that service? Is there an alternative?

LSC Room 213
   a. How do you build a people infrastructure that spans all colleges within a university?
   b. How do you find activities that interest multiple colleges?
   c. How do make multi-college activities happen?
   d. What are administrative obstacles and how do you (try to) overcome them?
   e. What information, training, and tools will a campus need to provide to end-users (faculty, researchers, etc.) for CI?
   f. What are the skill sets and trained professionals (within libraries and IT) needed to support campus CI environments in the future?
   g. What are the important end-user needs that should be accounted for in CI environments?

3. What? There are still libraries buying print books, or why does anyone under the age of 30 still visit a library AND Will my great grand-daughter have access to my articles? – George Machovec, The Alliance  
LSC Room 220
   a. Will all in-person library services be mediated virtually?
   b. How will patron-driven acquisition of information and next-gen discoverability engines change the perceived value proposition of the library?
   c. What will happen to collaborative resource sharing, especially ILL/document delivery and last print archives?
   d. Will all information wanted by library customers be available online?
e. Will the current packaging of journals and books deconstruct to mix-and-match multi-media objects?
f. Will the definition of a bricks and mortar “library” be synonymous with “student center”?
g. Stability of digital formats.
h. Migration of digital formats.
i. Who is responsible?
j. What are we willing to let go?
k. What about support for obsolete applications?

4. What’s happening at your institution regarding Open Access AND Open Access or opening a can of worms? – Town Peterson, KU  
   a. Is OA an active topic among librarians at your institutions?
b. Is OA an active topic among faculty at your institutions?
c. Have you had an OA initiative? Successful or not?
d. Are you contemplating an OA initiative?
e. How was or will be your OA initiative constructed?
f. Who led the OA initiative?
g. What were the keys to success?
h. What were the significant negative factors?
i. What would you do differently were you to conduct another OA initiative?
j. Will impending budget reductions be a factor in a future OA initiative?
k. What do you anticipate will be the impact upon of OA of the proposed federal law requiring deposit of scholarly communications in open access journals?
l. Should OA be a replacement to traditional scholarly communications or can it survive in a symbiotic relationship?
m. What are some transferable principles from the Physics OA model that can be readily applied in other disciplines? (eg. arXiv)
n. Is there a “tipping point” for OA? How will we know when we are getting close?
o. Baiting the hook…Who are the most important stakeholders to reel in, if you want a successful OA movement on your campus?
p. Are there sharks in the water? Spotting “Predatory” OA publishers and other considerations to keep in mind.

5. IT and Libraries: operational paradigms AND How do we respond/react to federally-mandated data management requirements? – Jeff Bullington, CSU  
   a. How could campus library and IT units’ best work together to support CI needs for the campus and researchers?
b. How could they work with other campus units (academic departments, research centers, etc.) to the same?
c. What knowledge, skills, and values do libraries have to apply to building and supporting CI?
d. What knowledge, skills, and values does IT have to apply to building and supporting CI?
e. What knowledge, skills, and values do faculty/researchers have to apply to building and supporting CI?
f. What is happening at your institution, and who is exploring these issues now?
   i. Offices of Sponsored Programs
   ii. Research Associate Deans
   iii. VP for Research?
   iv. Others?

g. Where will the data be stored?
   i. Faculty PCs? Departmental servers?
   ii. Institutional servers?
   iii. Shared, collaborative servers, e.g. the ADR?
   iv. External sites, e.g. supercomputer centers?
   v. We should be flexible in this regard?

h. Where will the metadata be stored?
   i. See item 2 above.
   ii. Who verifies the metadata?
   i. What does this entail?
   i. Massive data storage. How?
   ii. Massive data backup? How?
   iii. Transcoding when formats/standards change? Who? How?

j. To what degree are libraries or librarians involved in this? Should they be?

k. So, how are these initiatives going?
l. What advice can you offer to other institutions in terms of what they should be doing in regards to this?

6. Copyright and Intellectual Property: The future of scholarly communications?
   – Dawn Paschal, CSU

   a. What do faculty and researchers need to know about author copyrights and intellectual property rights, including more traditional copyright, licensing, and alternatives for rights management (e.g., Creative Commons)?
   b. What strategies might be employed to interest faculty, researchers, and students in using Creative Commons licenses for their research and scholarship?
   c. How can librarians best support the needs of faculty and researchers in determining/negotiating their copyrights?
   d. Does anyone in the group know someone who has used an author addendum? What was the outcome?
   e. What concrete steps can faculty, librarians, and IT take to regain control of scholarly communication?
   f. What information about copyright do faculty and researchers need to facilitate self-archiving, open access, and alternative publishing methods for their research outputs?
   g. What kinds of services, if any, has your library provided as far as copyright is concerned? Are faculty and students asking for assistance?
   h. When talking with faculty, what questions or issues have they raised about copyright and scholarly communications?