

News

1. Conferences

1.1. Archiving 2011

Archiving 2011 is to be held May 16–19, 2011 in Salt Lake City, Utah. www.imaging.org/ist/conferences/archiving

The IS&T Archiving Conference brings together a unique community of imaging novices and experts from libraries, archives, records management, and information technology institutions to discuss and explore the expanding field of digital archiving and preservation. Attendees from around the world represent industry, academia, governments, and cultural heritage institutions. The conference presents the latest research results on archiving, provides a forum to explore new strategies and policies, and reports on successful projects that can serve as benchmarks in the field. Archiving 2011 is a blend of invited focal papers, keynote talks, and refereed oral and interactive display presentations.

Proposed program topics include:

– Preservation of and Access to Digital Assets

- * Strategies and tools for dealing with file format obsolescence
- * Metadata for preservation and discovery
- * Collaboration and cooperatives in digital preservation
- * Digital curation micro-services and modularity
- * Design, development, audio and certification of trusted repositories

– Technical Processes: Imaging, Metadata Creation, Workflow

- * Effective imaging methodologies & processes
- * Indexing items for specialized audiences
- * Crowd-sourcing metadata creation
- * Archival file formats and compression
- * Color management in capture and display

– Digital Curation

- * Prioritizing collections for digital archiving
- * Intellectual property rights management
- * Models for funding and sustaining digital collections
- * Digital curation education and training

- * Content authentication of digital assets

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1.2. 5th European Conference on Information Management and Evaluation (ECIME 2011), the Dipartimento di Informatica e Comunicazione, Università dell'Insubria, Como, Italy, 8–9 September 2011

The European Conference on Information Management and Evaluation (ECIME) provides a forum for both researchers and practitioners to come together to develop their understanding of both theory and practice in all aspects of IT/IS management and evaluation. The wide scope of ECIME reflects the increased use of technology to manage information in and between organizations of all types and sizes across the globe. ECIME 2011 will provide opportunities for people working and researching in the field to come together both formally and informally to share their knowledge and expertise.

The advisory group for the conference invites submissions of both academic and practitioner papers on a wide range of topics and a wide range of scholarly approaches including theoretical and empirical papers employing qualitative, quantitative and critical methods.

Academic research, case studies and work-in-progress/posters are welcomed approaches. PhD Research, proposals for roundtable discussions or knowledge cafés, non-academic contributions and product demonstrations based on the main themes are also invited.

You can find calls for papers for these tracks at:

<http://academic-conferences.org/ecime/ecime2011/ecime11-call-papers.htm>

Conference proceedings are submitted for accreditation on publication. Please note that depending on the accreditation body this process can take up to several months.

Papers presented at the conference will be published in the conference proceedings, subject to author registration and payment. Selected papers will also be considered for publication in a special issue of the Electronic Journal of Information Systems Evaluation. The latest issue is now available on the journal website.

Conference and Journal Accreditations

ECIME conference proceedings are:

- listed in the Thomson Reuters ISI Index to Scientific and Technical Proceedings (ISTP)

- listed in the Thomson Reuters ISI Index to Scientific and Technical Proceedings (ISTP/ISI Proceedings)
- listed in the Thomson Reuters ISI Index Social Sciences & Humanities Proceedings (ISSHP/ISI Proceedings)
- listed in the Thomson Reuters Index to Social Sciences & Humanities Proceedings (ISSHP)
- indexed by the Institution of Engineering and Technology in the UK.
- ranked B in the Australian CORE rankings for conference proceedings.
- listed in the EBSCO database.

The Electronic Journal of Information Systems Evaluation is:

- rated level 1 in the Danish Government bibliometric lists
- ranked by the Australian Business Deans Council list
- listed in the Norwegian Social Science Data Services
- listed on the International Bibliography of Social Sciences (IBSS)
- listed in the Open Access Journals database
- listed in the Cabell Directory of Publishing Opportunities
- listed in the EBSCO database of electronic journals
- listed in the Ulrich directory of periodicals
- indexed by the Institution of Engineering and Technology in the UK

Please feel free to circulate this message to any colleagues or contacts you think may be interested.

Kind regards

Elaine

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1.3. Expanding Our Horizons, Evaluating Our Parameters: The Third North American Symposium on Knowledge Organization (NASKO), Ryerson University, Toronto, Ontario, Canada, June 16–17, 2011

The International Society for Knowledge Organization (ISKO) – Canada/United States Chapter invites researchers to report on questions in KO research (e.g., domain analysis, synthesis of legacy KOSs and newer approaches, the intellectual culture of KO, etc.) at the 3rd NASKO through submissions of proposals for research papers, position papers, posters, and workshop proposals. Acceptable languages for conference submissions include English, French or Spanish.

Publication: All accepted papers will be published online. The papers most highly-ranked during the peer-review process will, with permission of the authors, be published, in full, in a future issue of *Knowledge Organization*.

Planning Committee:

Richard P. Smiraglia, University of Wisconsin, Milwaukee
Abby Goodrum, Ryerson University

Program Committee:

Amelia Abreu, University of Washington
Clément Arsenault, Université de Montréal
Clare Beghtol, University of Toronto
Thomas M. Dousa, University of Illinois at Urbana-Champaign
Jonathan Furner, University of California, Los Angeles
Nicolas George, Indiana University, Bloomington
Abby A. Goodrum, Ryerson University
Rebecca Green, OCLC Online Computer Library Center, Inc.
Lynne Howarth, University of Toronto
Michele Hudon, Université de Montréal
Elin K. Jacob, Indiana University, Bloomington
Barbara Kwasnik, Syracuse University
Kathryn La Barre, University of Illinois at Urbana-Champaign
Hur-Li Lee, University of Wisconsin, Milwaukee
Aaron Loehrlein, University of British Columbia
Christine Marchese, Long Island University
Elaine Menard, McGill University
Shawne Miksa, University of North Texas, Denton
Hope Olson, University of Wisconsin, Milwaukee
David M. Pimentel, Syracuse University
Richard P. Smiraglia, University of Wisconsin, Milwaukee
Rick Szostak, University of Alberta
Joseph T. Tennis, University of Washington
Nancy Williamson, University of Toronto

1.4. WORLD LIBRARY AND INFORMATION CONGRESS: 77th IFLA General Conference and Council. "Libraries Beyond Libraries: Integration, Innovation, and Information for All"

San Juan, Puerto Rico, August 13–18, 2011.

As the United Nations Decade of Literacy winds down in 2012, it is a good time for libraries to assess their ongoing initiatives for advancing literacy. The program will showcase innovative and effective library-based literacy programs from diverse

parts of the world. Proposals have been requested for as many as ten tabletop presentations which will be given simultaneously. After an opening plenary keynote address, audience members will rotate to three different fifteen-minute presentations of their choice. Presenters will therefore be asked to repeat their presentation three times for three different sets of people.

Proposals chosen for presentation will be specific about how libraries have tackled issues related to literacy in their particular setting.

They will be grounded in theory, research, and/or practical applications. Because these projects will be presented in an informal, small group setting, speakers should plan some visual accompaniment such as a poster that can be set up on the table.

Presenters may also want to bring brochures or flyers to hand out.

People submitting successful proposals will be asked to write a brief paper summarizing their literacy program for publication in the IFLA Proceedings. All chosen presenters will be listed in the official conference program.

For more information, please contact Ivanka Stricevic (Chair of Literacy and Reading Section) at ivanka.stricevic@zg.t-com.hr.

1.5. Child Computer Interaction: 2nd Workshop on UI Technologies and Educational Pedagogy

in conjunction with CHI 2011, Vancouver, Canada, May 7–8, 2011

<http://www.dfki.de/EducationCHI201>

<http://www.facebook.com/group.php?v=wall&gid=114069065277694>

TOPIC: Given the emergence of Child Computer Interaction and the ubiquitous application of interactive technology as an educational tool, there is a need to explore how next generation HCI will impact education in the future. Educators are depending on the interaction communities and to deliver technologies that will improve and adapt learning to an ever-changing world. In addition to novel UI concepts, the HCI community needs to examine how these concepts can be matched to contemporary paradigms in educational pedagogy. The classroom is a challenging environment for evaluation, thus new techniques need to be established to prove the value of new HCI interactions in the educational space. This workshop provides a forum to discuss key HCI issues facing next generation education.

We invite authors to present position papers about potential design challenges and perspectives on how the community should handle the next generation of HCI in education. Topics of interest include:

- Gestural input, multitouch, large displays, multi-display interaction, response systems
- Mobile Devices/mobile & pervasive learning

- Tangible, VR, AR & MR, Multimodal interfaces, universal design, accessibility
- Console gaming, 3D input devices, 3D displays
- Co-located interaction, presentations, tele-presence, interactive video
- Child Computer Interaction, Educational Pedagogy, learner-centric, adaptive “smart” applications,
- Empirical methods, case studies, linking of HCI research with educational research methodology
- Usable systems to support learning and teaching: Ecology of learning, any where, anytime, (UX of cloud computing to support teaching and learning)

ORGANIZERS:

Edward Tse, SMART Technologies

Johannes Schöning, DFKI GmbH

Jochen Huber, Technische Universität Darmstadt

Max Mühlhäuser, Technische Universität Darmstadt

Lynn Marentette, Union County Public Schools, Wolfe School

Yvonne Rogers, Pervasive Computing Laboratory, The Open University

Richard Beckwith, Intel

IMPORTANT INFORMATION:

Website: <http://www.dfki.de/EducationCHI2011>

Submission system: <http://www.easychair.org/conferences/?conf=hcieducationchi11>

Main Contact: Edward Tse, SMART Technologies, edwardtse@smarttech.com

Facebook: <http://www.facebook.com/group.php?v=wall&gid=114069065277694>

<http://www.dfki.de/EducationCHI2011>

See you at CHI 2011

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1.6. 2011 IASL Conference. 40th Annual Conference of the International Association of School Librarianship (IASL) incorporating the 15th International Forum on Research in School Librarianship, August 7–11, 2011

Theme: School Libraries: Empowering the Twenty-First Century Learner

The twenty-first century school exists in an increasingly complex global environment where constantly changing technological developments have helped to shape the way we live and learn. Learners in today's schools have been described as "born digital". They are usually comfortable with emerging technologies, which they take for granted as part of their everyday lives. However, while they may be proficient in using the technologies for communication and entertainment, they frequently lack the critical skills that will equip them to use information effectively for personal, academic and professional purposes.

Despite the volume of research that points to the value of school libraries in the educational process, their potential to impact learning is still often underestimated. The conference will highlight research and practice that demonstrate the role school libraries and librarians play in collaboration with other stakeholders in helping students develop the skills necessary for independent and lifelong learning.

Subthemes:

Teaching the Twenty-First Century Learner

This subtheme deals with the characteristics of twenty-first century learners, their learning styles, and how these impact teaching and learning. There are often generational differences between learners and those who teach them, including teacher-librarians. Strategies that address these issues are explored through this subtheme. Topics such as the integration of technology into teaching and the use of social networking tools for teaching and learning may be included here.

Engaging the Learner with Special Needs

School libraries facilitate the provision of equitable access to resources. They should provide a range of resources and services that help to enrich the learning experiences of students with special needs. This subtheme examines how libraries can effectively meet the needs and interests of this group of learners.

Collaboration and Support

School librarians are expected to collaborate with teachers and other stakeholders to provide appropriate resources and services in support of the curriculum. The issues and challenges associated with this aspect of the teacher-librarian's role and functions are encompassed here.

Providing an Enabling Environment

The twenty-first century learner is comfortable with technology and functions optimally in an environment that is technology-rich and interactive. This requires the type of administrative and policy support that will ensure the delivery of effective school library services. Factors that facilitate or inhibit the provision of quality resources and services (e.g. appropriate standards) may be included under this subtheme.

Developing and Supporting Twenty-First Century Readers

School libraries have an important role to play in helping students to become effective readers, whether for information or pleasure. This subtheme looks at the issue of stimulating and maintaining interest in reading among digital learners with many competing interests.

The School Library: Facilitating Multiple Literacies

Information and communications technologies (ICT) have given rise to new literacies and new ways of learning and communicating. This requires of the learner a wide range of abilities and competencies. The school library and librarian can support classroom teachers in facilitating students' acquisition of the requisite knowledge and skills to function effectively in the twenty-first century. Papers may address these new literacies and the role of the school library in preparing citizens for lifelong learning

The following types of presentations will be accepted:

Professional papers: Professional papers describe and discuss the presenter's work in relation to theory and/or practice.

Research Forum Papers: Research Papers describe completed or on-going research.

Poster Sessions: Posters give a visual presentation of practice or theory.

Contact for further information: myrtle.harris@uwimona.edu.jm

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2. Schools

2.1. Simmons College, US

The Simmons College Graduate School of Library and Information Science (GSLIS) has received a grant of \$138,182 from the National Historic Publications and Records Commission (NHPRC) for the project “Building an Archives & Preservation Digital Curriculum Laboratory.”

Through this NHPRC grant and an IMLS grant received in 2009, GSLIS will build a digital curriculum laboratory to enhance archives and preservation education. The Lab will enable students, educators and researchers to learn, instruct and experiment with digital materials in a digital environment. Goals built into this grant include building the infrastructure of the lab, and producing learning modules.

The Simmons Archives and Preservation Digital Curriculum Lab will be a controlled digital space providing integrated access to digital content, content tools, curriculum-based scenarios, and workspaces. Students will have opportunities to experiment with and implement a range of digital archival and preservation procedures from record creation through preservation and delivery. The Lab will allow educators and students to evaluate and gain practical experience with current software and standards and a variety of open source content management systems.

Curriculum development specialists from Yale University and Tufts University will work in conjunction with GSLIS faculty on scenarios and learning modules. The scenarios will be tested and evaluated in the archives education programs of New York University, the University of Wisconsin at Milwaukee and by students of Simmons College.

NHPRC, the grant-making arm of the National Archives and Records Administration (NARA), supports a wide range of activities to preserve, publish, and encourage the use of documentary sources relating to the history of the United States.

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2.2. *Drexel University, US*

Libraries, museums, and archives use knowledge organization systems to index, organize, and enhance access to information and cultural resources. However, these systems' components usually are not well integrated or interoperable across systems or disciplines. Dr. Xia Lin was recently awarded a \$47,621 grant from the Institute of Museum and Library Services, which will fund planning for the project "Exploring Common Tools for Meaningful Concept Displays."

Through this project, The iSchool at Drexel, College of Information Science and Technology and its partners, the University at Buffalo and the Getty Research Institute, will bring together library, archives, and museum practitioners, researchers, and domain experts to discuss current practices and problems with knowledge organization systems. These participants will plan a research and action agenda to guide future work on more meaningful, useful, and interoperable knowledge organization systems. Proof-of-concept prototypes of improved knowledge organization system components also will be developed.

If funded after the planning period is complete, the researchers will work toward creating practical and customizable interfaces to bridge terminology services with real-world digital collections and applications. The main focus is to support easy navigation through visual displays of concept relationships. The period for the planning grant will be from August 2010 through July 2011.

2.3. *University of Maryland, US*

The University of Maryland's iSchool has been awarded a \$799,483 grant from the Institute of Museum and Library Services (IMLS). This grant will support the iSchool's Information and Diverse Populations Masters concentration (<http://ischool.umd.edu/programs/diversepop.shtml>). This three-year grant will provide scholarships for a cohort of 20 full-time students to enter the program in fall 2011. For these scholarships, students will be recruited based on a commitment to working in diverse service and learning environments.

The Information and Diverse Populations concentration is a unique track of study with the College's ALA-accredited MLS degree, allowing students to develop a range of practical and analytical skills to provide information and technology services to diverse populations for careers that can range from working in a highly diverse library setting to conducting research about diversity in information settings. This concentration was officially launched in August 2010, with an enrollment of approximately 25 students.

As enhancements to the program's curriculum, the grant from IMLS will also provide scholarship students with special career building opportunities that include: internships in partner public, academic, and special libraries; mentoring and training in mentoring; travel funding to attend professional conferences that address issues of

diversity; research opportunities at two facilities in the College of Information Studies; opportunities to publish diversity-related books reviews in *Library Quarterly*; and participation in a workshop on diversity practice and research at the University of Maryland. Partner institutions that will provide internship and mentoring opportunities include the Prince George's County Memorial Library System, the McKeldin Library at the University of Maryland, and the Maryland State Library for the Blind and Handicapped.

This grant will serve to expand the focus on diversity and inclusion in both the professions and the academy. Scholarship students will primarily be expected to enter the profession, working in institutions in communities with high need for this kind of training. The presence of more inclusive services will not only make libraries more inclusive, but more diverse librarians will foster diversity in library school enrollment. In addition, the scholarships will recruit some students who want to become researchers of diversity and inclusion issues. These students will seed greater diversity in library school doctoral programs, ultimately helping to diversify the faculty and expand teaching and researching on diversity issues.

This grant has been awarded to Paul T. Jaeger, Cassandra B. Jones, John Carlo Bertot, Mega M Subramaniam, and Lesley A. Langa of the University of Maryland, along with Jonathan Lazar of Towson University and Renee E. Hill (nee Franklin) of Syracuse University.

Details for applying for the scholarships will soon be available on the College of Information Studies website at www.ischool.umd.edu. For more information, please contact Paul T. Jaeger at pjaeger@umd.edu.

2.4. Drexel University, US

At The *iSchool* at Drexel, College of Information Sciences and Technology, researchers are investigating how Smart Phones directly impact people's lives through two very different studies, funded by the Nokia Research Center. Michelle Rogers, Ph.D., and Jennifer Rode, Ph.D., each received \$11,600 in grant monies plus equipment through Nokia's U.S. University Collaboration funding program to conduct Smart Phone research. Drexel University is the only institution where two researchers received grant funding from Nokia for different projects.

Dr. Rogers' project, Tracking Observations of Everyday Living with Smart Phones, explores how Smart Phones can be used to better manage chronic illnesses. Working with the 11th Street Family Health Services Clinic, a nurse-managed health center operated by the Drexel University College of Nursing and Health Professions, Dr. Rogers is developing cell phone-based systems that will help health providers engage patients in their own care, testing technological support systems that make patients better aware of their health choices and behaviors between clinic visits.

Dr. Rode's project, *Mobile Phone Use in Urban Islamic Communities* addresses the unique communications challenges of a transnational Arab community. Dr. Rode's study will specifically look at Arab couples in long-distance relationships, with one partner based in the U.S., and one overseas, and how they use Smart Phone applications to overcome distance. One of the challenges faced by Arab Americans who are using primarily Western software is that applications are not designed to accommodate Arab cultural practice, in addition to infrastructure barriers in the Arab world. Dr. Rode's prior research with MSc student Tamara Alsheikh at University College London has shown that technology and society are influencing communication practices in this culture, with past research focusing on computers rather than cell phones. This project will explore long distance relationships within this community, and how Smart Phone technology can help improve the quality of these relationships.

2.5. *San Jose State University, US*

Dr. Anthony Bernier, an assistant professor with the San Jose School of Library and Information Science and the profession's expert on Young Adult (YA) library spaces, will conduct the first in-depth scholarly research regarding YA space practices in libraries. Thanks to a \$335,156 National Leadership Grant award from the Institute of Museum and Library Services, Bernier will conduct a three-year study analyzing current space design patterns. *Making Space for Young Adults in Public Libraries* will involve collecting and analyzing national data from more than 700 public libraries. In addition, the team of investigators will pilot a new approach to studying library space design. They will create replications of physical library spaces in Second Life's three-dimensional virtual world, and then collect data regarding perceptions of the replicated physical space.

Dr. Jeremy Kemp, a faculty member with the San School of Library and Information Science (SLIS), is an internationally recognized expert in use of immersive environments for learning. Kemp will serve as the project's expert regarding analysis of YA spaces in the immersive world of Second Life. Other research team members include Dr. Michael Males, an expert demographer and quantitative researcher, who currently serves as senior researcher for the Center on Juvenile and Criminal Justice, a San Francisco advocacy group, and Dr. Denise Agosto, a leading qualitative researcher in YA services and associate professor with the College of Information Science and Technology at Drexel University. Two architecture firms will also participate in the study, helping ensure that the findings are relevant to design professionals.

The ultimate goal of this research is to improve library utilization by youth through creating equitable and engaging spatial resources. Research results will help library and design professionals assess, prioritize, and evaluate current spaces and involve young people in future redesigns. Results will also help library leaders better envision

the connections between space design and the institution's ability to engage young people in the 21st century.

To learn more about SLIS, visit <http://slisweb.sjsu.edu/>.

For information regarding this announcement, please contact Lisa Valdez at lisa.valdez@sjsu.edu.

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2.6. University of Michigan, US

Most undergraduates enter college with limited experience in scholarly research. Academic libraries may be unfamiliar to them and library databases unknown territory. Although 95% of 18–29 year olds use the Internet (Pew Internet survey, May 2010), their knowledge of information resources often doesn't extend much beyond Google and Wikipedia.

A team of researchers headed by Professor Karen Markey and Associate Professor Victor Rosenberg at the University of Michigan's School of Information set out to address this issue by developing an online game that teaches university-level scholarly research skills. *Bibliobouts* is an online, social activity that teaches players the skills they need to research academic papers. The game is generating broad enthusiasm among both students and educators and in 2010 won its developers the University of Michigan Provost's Innovation in Teaching Award.

The latest version of the game has just been released for classroom use for Winter 2011 and Fall 2011. The creators are inviting instructors and librarians to try the game in classes where research/writing projects could be improved with greater information literacy. A demo is available at www.bibliobouts.org. (To play, enter "demo@bibliobouts.org" for email ID and "demo" for password.)

According to Markey, *Bibliobouts* can be incorporated into the syllabus of any course where critical research skills and information literacy are needed. "Bibliobouts is discipline-, institution-, and class-rank neutral. Even advanced research teams can employ BiblioBouts to quickly identify, rate, and choose the best sources on their object of study."

The game is played in four bouts, with each bout devoted to one aspect of the research process: collecting one's sources; selecting one's best sources; rating and tagging opponents' sources; and compiling a final bibliography of best sources from a pool of everyone's source. In playing the game, students score points to advance

through various levels from Novice to Grand Master Marksman, with their rankings displayed on the game's home page.

Barry Fishman, professor of education at the University of Michigan, used the game in his Video Games and Learning course. "*Bibliobouts* helped me motivate my students to do library research for their final projects and papers," he said. "Without the game, it was a struggle to focus them on literature searches and reviews. With the game, they were finding sources even I didn't know about. *Bibliobouts* effectively tapped into students' competitive nature."

In the final bout, the class builds a Best Bibliography from the top ten sources in the citation pool. All players finish the game with a high-quality bibliography they can use to produce their paper. They have also gained research skills that can be immediately applied to other college classes. Search results are captured and stored in Zotero, a free Web-based tool developed at George Mason University that allows users to collect, organize and cite their sources.

To date, 300 undergraduate students in 12 classes at four universities have played *Bibliobouts*. Student evaluations cite numerous benefits of the game, including increased self-confidence in performing research, developing expertise in using Zotero, and finding more information than they would have on their own. In addition, students said it helped them overcome the tendency to procrastinate, exposed them to library databases, and revealed where to go for sources after exhausting Google, Wikipedia, and the Web.

Bibliobouts is funded by a three-year grant from the Institute of Museum and Library Services and received early support from the Delmas Foundation. Instructors interested in learning more about the project or incorporating it into their classes are encouraged to contact the *Bibliobouts* team at info@bibliobouts.org

Contact: Karen Markey, Professor
734-763-3581 email: ylime@umich.edu
University of Michigan School of Information

University of Michigan School of Information Assistant Professor Ixchel Faniel and Associate Professor Elizabeth Yakel have been awarded a National Leadership Grant of \$589,728 from the Institute of Museum and Library Services (IMLS) for a three-year project on "Dissemination Information Packages for Information Reuse (DIPIR)." With their partners Dr. Nancy McGovern at the Inter-university Consortium for Social and Political Research, Dr. William Fink from the University of Michigan Museum of Zoology, and Dr. Eric Kansa from Open Context (a data dissemination service of the Alexandria Archive Institute), they will study data reuse in three academic disciplines to identify how contextual information about the data that supports reuse can best be created and preserved.

Their investigation will focus on research data produced and used by quantitative social scientists, archaeologists, and zoologists. The intended audiences of this

project are researchers who use secondary data and the digital curators, digital repository managers, data center staff, and others who collect, manage, and store digital information. Knowledge gained from the study will help guide current and future international practices for curating and preserving digital research data, according to the IMLS.

Faniel's research interests include the reuse of content, particularly how to capture, document and disseminate the content that makes it easy to share and reuse via technology. Her research has focused on the reuse of knowledge and scientific research data within industry organizations and academic communities. Currently she is the principal investigator for the DIPIR project and "Examining the Reuse of Scientific Research in Practice," funded by Michigan State University through the Department of Defense. She has also received funding from the National Science Foundation for "SGER: A Cyberinfrastructure Evaluation of the George E. Brown, Jr. Network for Earthquake Engineering Simulation (NEES)."

Yakel's research interests include use and user services for archival materials, particularly focusing on the digital realm, and the development of recordkeeping systems. She is presently principal investigator on several research projects, including "Archival Metrics and User Evaluation for Government Archives," funded by the National Archives and Records Administration, and "Engaging Communities to Foster Internships for Preservation and Digital Curation," also funded by the IMLS.

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