People Profile: Connie Stovall
Perhaps though the most telling examples of the importance of video in the academy are the most simple. Is it enough to judge someone just by what he’s written? Doesn’t it make more sense to get a feeling for the person by seeing him, too?

Video does more than enrich academic debate. It’s part of the argument. Imagine if we could see Cook argue with Peary, see Montagnier confront Gallo, or Keynes debate Hayek. Such evidence should surely inform the record, not just illustrate it. Perhaps video of these encounters even exists. I was unable to find any. Yet another example of the problem.

I don’t know how we feel about it, but tomorrow’s students may well prefer to create and consume a video than a letter, paper, or idea. At the very least, they’ll think that publications absent video are less exciting, less easy to digest, and perhaps even boring. Rightly, they will demand that knowledge is created and conveyed in a medium-agnostic way.

My request is simple. It’s time for all of us in the academy — publishers, librarians, faculty, and students — to respect and embrace video. It’s time to integrate it into library catalogs, indices, develop standards on how it should be cited, make it part of syllabi, cherish it, and preserve it.

At Alexander Street, we’ve begun several initiatives. We’ve already launched ten major video collections in a wide range of disciplines. We’re building a fully-indexed, 20,000-title project that we hope will be the video equivalent of the standard journal databases. We have more than 50,000 academics and scholars who’ve cited and embedded video from one or more of our databases. We’re working with the Open Annotation Collaboration to develop a standard way to annotate video and share annotations across platforms. We’re about to launch a metadata repository for our video content that will allow third parties to easily link to any of our streaming video publications.

These are exciting times for video. New uses are legion. A video encyclopedia of human people. A database of video experiments. Tomorrow’s students should be able to see video of recent historical figures as easily as they can find newspaper mentions of them. They should be able to incorporate video into their papers as easily as they do images. And it’s up to us — publishers and librarians — to ensure that this happens.

Endnotes
3. The Journal of Visualized Experiments, “a peer-reviewed, PubMed indexed journal devoted to the publication of biological, medical, chemical, and physical research in a video format.”

**Time to Embrace Video**

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Speaking of which, how many of you are paying attention to the ATG NewsChannel? I have gotten many notifications from friends on the ATG Facebook page! Thanks to you all!

Speaking of which, I am horrible with social media even though I enjoyed The Social Network. It’s a matter of time! I rarely check my Facebook page and I seem to have two LinkedIn accounts, one of which I can access and the other I can’t. So — I apologize to people who I haven’t answered back. Just chalk it up to my lack of social media skills and time!! Wish that there were more of it. Ah! If there were world enough and time …

Get so many calls from Great People (the capitals are not a mistake, they are on purpose!). The other day heard from Lisa Larson, remember her? Used to be at CQ and now works with Alix Vance at GeoScienceWorld database. Remember when I met a guy in publishing who told me that everyone in publishing just moved around a lot and stayed

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