The Horizon Report 2011 (http://wp.nmc.org/horizon2011/) was used by TAG as the go-to document for learning about emerging technologies. This report summarizes the key trends and critical challenges in the use of technology identified in the Horizon report as well as emerging technologies organized according to expected adoption predictions. Descriptions of where the institutions represented by TAG are in their use or evaluation of each are also included. Following the summary of the report, some challenges currently facing the SULs are given followed by a list of current Library Management System vendors and their current value to the academic market. Comments made by TAG and descriptions of projects at their institutions are in italics.

Key trends:

The amount of information available on the Internet and the ease with which users establish relationships online are making educators redefine what their roles are. Are our campuses responsive to the additional demands the technology puts on faculty? Are faculty embracing the technologies used by their students?

**FAMU:** Our campus is aware and responsive to the demands that technology has placed on its faculty. Economic conditions play a large portion in the acquisition of additional technology systems. One effort to alleviate demands in the classroom has been the implementation of approx. 40 Crestron/AVI smart classrooms throughout the campus. Faculty appear to embrace the technologies used by their students.

**FAU:** LibGuides has given Library staff an easier way to pass information on to library users and staff; helped Reference and other departments to easily replace the wikis and subject guides; to make use of multimedia materials and social tools within library pathfinders; allowed faculty to put library information/resources in Blackboard.

**FSU:** FSU’s faculty actively use portable devices, social media and streaming content in their classes.

**UCF:** UCF has expanded their LibGuide license to CampusGuides which provide additional functionality for multiple campus locations. LibAnswers will generate a collection of FAQs.

**UNF:** UNF has acquired LibGuides and LibAnswers. Guides are being specially customized for specific courses with a growing emphasis on Distance Learning and Hybrid Online courses. LibAnswers specifically addresses the extensive use of texting by students allowing the library to send and receive SMS messages.

**FGCU:** FGCU uses Libguides, LibAnswers with its SMS messaging, extensive use of multimedia tutorial objects embedded on library’s website as well as visual and web displays for library lab computer availability. FGCU also embeds specific learning objects and linking for Information literacy and library research purposes within the campus’ Learning Management System (Angel).

Users want to get to what they want, when they want, and where they want 24/7. More power, more equipment, 24/7 availability are demanded but institutions are having difficulty supporting these expectations in the current budget climate.

**FAMU:** User demands for more library hours (8am-2am) were heard by the President and a means to provide this service to users is in place as a pilot, at least for the fall 2011 semester. 24/7 access will be implemented if the pilot warrants such.

Students collaborate more as they learn, making instructors reconsider how projects are structured. Collaborative study space is now as popular as solitary space. Are most campuses struggling to provide both types in equal balance?
FAMU: We have provided two newly designed areas for collaboration this year: the Reference Learning Commons and the Collaborative Learning Commons, in the main library. One floor is devoted to quiet study.

FAU: Collaborative study spaces (five at the Boca Campus Library, two at the Treasure Coast Campus Library and one at the Jupiter Campus Library) were funded through a technology fee award. A Multimedia/ Digital Media Room (to be accessible in Fall 2011) at the Boca Campus Library was also funded through a technology fee award.

FGCU: This is the biggest patron demand area for us - collaborative study rooms themselves rather than open spaces are wanted everywhere. Starting this Fall, a new collaborative space “The Study @ the Library” is being introduced for our faculty and graduate students. Due to increased demand of collaborative study spaces, FGCU will begin checking out their study room spaces Fall semester.

FSU: We have renovated our two main libraries to support collaborative learning but we still have many more requests than we can accommodate for group study rooms and for single spaces as well.

UCF: Our new Knowledge Commons was designed with collaborative study space in mind with 196 PCs, seating for 479, extra power outlets, whiteboards, and group and individual work areas, but additional single and group study areas are desired.

USF: We have increased our collaborative study rooms and student seating this year.

UWF: This is an ongoing struggle. In January 2011 we opened the Skylab -- a library-staffed collaborative area with 32 workstations and software exceeding the norm (e.g., digital film editing, animation). In June 2011 we added an additional 16 desktop workstations to address student requests for more computers, and added another 25 laptops for students and faculty to borrow and use internally, externally, and overnight. To balance the needs for additional, welcoming student spaces, we are building the Great Good Place scheduled to open around September 1. This space emphasizes “discussion and conversation” furnished with round tables and 58 chairs, vending machines, and no installed technology. The library’s fourth floor has become the user-enforced “Quiet Floor.” We have acquired additional “wet” four-seat tables to replace the little-used four seat carrels. Two-seat tables will be ordered in Fall 2011 to continue the trend of replacing little used wood carrels.

Technologies that used to be local are becoming more cloud-based. Cloud computing is a general term for on-demand configurable computing access through the Internet using a web browser as a client. IT support, as a result, is changing.

While technology in the cloud may signal a reduction in staff needed to support technology, it also means that when a problem arises, response from the cloud may not be as quick as the response from local IT staff used to be. It is interesting to note that “in the cloud” to some seems very reminiscent of terminals communicating with the mainframes of old where servers and software reside somewhere offsite.

FAMU: Other concerns about cloud services are security, downtime, hosting provider, and jurisdiction.

FCLA: FCLA has been operating as the SULs’ cloud for 25 years now. As host site for NOTIS first and now Aleph, they have been providing this service long before there was a fancy name for it. They do so also for Mango, DigiTool, Archon, OJS, MetaLib and SFX, and EZProxy at times for some SULs. They are also the conduit for the Primo Central Index in the cloud via Mango.

FGCU: An additional concern with a cloud service is that it will potentially limit the necessary customizations of the product that would be beneficial at the local level. Cloud services can also limit the availability of creative interactions between workflow staff and technical staff that often lead to improvements in the product or service provided. There will always be a need for a balanced local vs. cloud support and service delivery systems.

USF: We are using three cloud computing solutions: Zoho Creator for our Electronic Resource Management System, BaseCamp for Project/process management, Bepress Scholar Commons for our Scholarly Communications and open access publishing and in doing so have increased our productivity.

UWF: The institution is introducing cloud printing in August 2011. Students will be able to send print jobs to more than 15 printers installed throughout the campus (5 in the library) for retrieval within 24 hours of uploading. The library currently handles more than 80% of all student printing on campus.
expect this to decrease as students will now be able to print to campus printers installed in dorms for the first time, and in classroom buildings.

Critical challenges:

Developing necessary digital media literacy skills
Are our libraries supporting the development of these skills? There is more and more demand as student projects integrate audio and video but equipment and software can be expensive and delivering training in the use of the equipment would be a challenge. What SULs have digital media facilities in their buildings?

**FAMU:** The SDSS (Student Digitization & SPSS Suite) was implemented FY 2009 to assist students with creating audio/video productions for class assignments. Furnishings, software, hardware and a scanner are in place.

**FSU:** We have digital media equipment available for student use in our tech center as well as staff trained in how to use these resources.

A lag exists between the appearance of new scholarly forms of research and publishing and the ability to evaluate it.

**FAMU:** We are preparing to test drive Desk Track, a widely used data management program that will be placed at service desks in order to make for comparative reporting. We have also researched LibPas, Qualtrics and ACRL Metrics.

The traditional university model is being challenged by new models of education.

**FSU:** We currently have 633,239 e-books accessible through our catalog. We are exploring a pilot program to provide e-book readers to our patrons in the fall semester. We are also considering joining Hathi Trust which will give us access to over 9 million electronic titles.

**UCF:** Currently provides access to 593,000 e-books, accessible from the catalog, including titles held by the Center for Research Libraries. In the fall, students will be able to check out iPads that can be used as platform independent e-book readers. We intend to implement a patron-driven acquisitions program with ebrary or EBL later this summer.

**Technologies expected to experience widespread adoption within the next 12 months:**

**Electronic books** - The obstacles to use in an academic setting - digital rights management issues, limited availability of academic titles, lack of features for scholarly work, and a restrictive publishing model are said to be disappearing. See [http://vimeo.com/15142335](http://vimeo.com/15142335) for an interesting video called The Future of the Book for 3 examples of the potential for e-books to transform the way we read and learn.

**FAMU:** Currently provides access to 64,951 e-book titles accessible from the catalog. We presently circulate the Nook, Sony and Apple iPod as platform independent e-book readers. The e-readers house 99+ e-book titles and circulate for a 3-week period, from the Information Commons desk.

**FAU:** - FAU provides access to 374,089 e-books. A few e-readers (Kindles and Nook Color) are now available for a two week loan period to students, faculty, and staff. Initial discussions to implement a patron-driven acquisitions program are underway.

**FGCU:** Negotiations are underway with various eBook vendors - implementations of DRM models continue to be a challenge in providing ubiquitous patron access.

**FIU:** We continue to expand access to e-books across all libraries, with the Medical Library at 80% e-formats. This fall we will launch loans of e-book devices (Kindle, Nook, Sony e-reader, iPad). As part of this project, we are exploring mechanisms for downloading existing e-books from our collections. The Frost Museum is rendering their catalogs into eBook form.

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**UCF:** Currently provides access to 593,000 e-books, accessible from the catalog, including titles held by the Center for Research Libraries. In the fall, students will be able to check out iPads that can be used as platform independent e-book readers. We intend to implement a patron-driven acquisitions program with ebrary or EBL later this summer.
**UF**: Currently provides access to 477,867 e-books, accessible from the catalog. We are also implementing two patron driven e-book acquisition plans. One is for a shared e-book collection with FSU, and the other is with all of the SULs. UF also has a membership in Hathi Trust and inclusion/matching of Hathi Trust records as part our e-book entry.

**UNF**: UNF has, for the first time, spent more of its acquisitions budget on eBooks than print with the purchase of several Netlibrary packages and the Springer 2011 eBook package. We expect this trend to continue through next year, if not indefinitely.

**USF**: Provides access to nearly 600,000 e-books, streaming videos and e-audio books accessible from catalogs. We subscribe to EBL patron-driven acquisitions.

**UWF**: Provides access to about 108,000 e-books accessible from the catalogs. The university community may request any available book (up to $20) to be downloaded and borrowed using our 12 Kindles and two iPads.

**Mobiles - Phones, iPads, Tablets**

**FAMU**: We have not developed a mobile independent app for the library. If the main web site is accessed from a mobile device the mobile site will automatically display. Future plans for added mobile services will include use of the iPad and possible netbook.

**FAU**: FAU will have a mobile presence beginning fall 2011 through Blackboard Mobile. Several library apps are included in the first phase of the University mobile apps rollout: an FAU Libraries hours/contact information app; Boca Campus Library computer lab information app; and a link to the mobile friendly version of Summon (a native Summon app may be created by Blackboard Mobile at a later date once Blackboard and Serials Solutions legal teams agree on proposed wording changes by Blackboard in the API Terms of Use Agreement).

**FIU**: A mobile app was unveiled last year by the FIU Libraries to facilitate access to the catalog and the library web site. This year the University unveiled its own new mobile app, and it includes an icon for accessing the library through mobile devices. In addition, QR codes are being created by select public service librarians to facilitate students’ ready acquisition of virtual study guides/pathfinders and eBooks at pre-defined locations in the libraries using their mobile devices. The Medical Library is working on a booklet designed for mobile devices that will employ QR codes as jumping off points from within the handheld devices; this should be completed by February 2012.

**FSU**: The University has a mobile app that includes Library applications and catalog searches. This is available on both IOS and Android platforms. The Library also has a mobile web page: [http://www.lib.fsu.edu/m](http://www.lib.fsu.edu/m) with resources in a mobile computing friendly format. Lastly, we are working with a company to create functionality for the mobile app to help patrons physically locate resources, including specific volumes, study rooms, and computers in the library.

**UCF**: The Libraries’ mobile presence went live May 2011 and can be found at [http://m.lib.ucf.edu](http://m.lib.ucf.edu). If the main web site is accessed from a mobile device the mobile site will automatically display. A pilot project by the Reference department put staff in the stacks with an iPad to assist students. It has been a success and will be continued in the fall.

**UF**: Mobile applications available to provide library hours by location, computer availability, news and events subject guides, and access to the home page. [http://www.uflib.ufl.edu/mobile/index.html](http://www.uflib.ufl.edu/mobile/index.html)

**UNF**: The UNF Mobile Librarian project continues to evolve. What began three years ago with the deployment of iPod Touch’s to select Reference staff and iPads last year has moved to Android tablets supporting the library’s new “triage” desk. This will allow librarians to roam with patrons as necessary.

**UWF**: Our internal mobile development was halted in early 2011 when the University stated that it would create a UWF standard mobile presence. There will be a single UWF icon that, when pressed, will take users to a screen with a multiplicity of departmental icons, such as the library. The user then selects a departmental icon which will take them to a third screen displaying icons of the mobile web functions and activities available.

**FGCU**: main library web site pages have been redesigned to be mobile friendly including remote access pages and main information pages. The proliferation of smart phones and tablet devices with full
browser capabilities is making less critical the presence of a “minimalist” mobile page or dedicated app and more critical the continued effective design of web pages themselves.

An important part of designing for mobile devices is selecting a method by which content will be delivered. Will an app be written for each platform (iPhone or Android), or a non-platform dependent mobile app or mobile friendly web site be designed? Questions of cost (a developer fee with Apple is required to create apps), resources (does anyone have staff to support development on multiple platforms?) suggest that creating a mobile friendly web site is the most sensible solution.

Users are demanding mobile access to as many resources as possible. Even with libraries developing a mobile presence, eResource vendors are even more behind than libraries in providing mobile access to their products.

**Technologies expected to experience widespread adoption within 2-3 years:**

**Augmented reality** - providing an additional layer of information over a displayed reality, augmenting it.

For example, an online museum tour where the user clicks on an object and additional information is displayed over the object.

**FAMU:** There are no plans for use of augmented reality at this time.

**FIU:** The FIU Libraries applied for an NEH grant to support the implementation of GIS-based augmented reality. The project will utilize various information layers through geo-spatial alignment of the thematic sources. The result will be a new research and visualization tool that will bring a new virtual-visual organization to archives, manuscripts, journal articles, historical photographs, maps, government documents, oral histories, and other humanities resources for the south Florida region.

**UCF:** Interactive maps on the web site guide students to available PCs and study rooms. By clicking on an icon the number of computers in an area is displayed along with the number available. Clicking on study room icons reveals its availability, the capacity of the room, and amenities offered. Clicking on the classrooms will display the schedule for the day. ([http://library.ucf.edu/Administration/Maps/](http://library.ucf.edu/Administration/Maps/))

**UF:** We are in the early stages of creating The Virtual Libraries Tour, a digital map of the college campus that will inform and direct users to the services offered by George A. Smathers Libraries. The libraries mini-grant committee funded the Virtual Library Tours Mini-grant to develop an historical tour of UF buildings and libraries. A team of students is developing paths through campus sites, collecting archival materials, and developing narratives that will bring visitors on a mobile campus tour. They are using Layar (http://www.layar.com/) to add augmented reality images and information.

**Game-based learning** – develops collaboration, problem-solving, and communication skills and is attractive in the current social networking student environment.

**FAMU:** Gaming/game-based learning has been discussed but not yet researched to the point of use.

**FIU:** The FIU Libraries is planning game based learning to support interaction with and instruction of students. SCVNGR, or other comparable mobile software, is being reviewed as a game-learning platform for use in the libraries, and can facilitate student education through location based activities that present a task or question to the student upon their arrival at a predefined location in the library. Posters are being created by public service librarians that will provide information and associated QR codes. The Frost Museum also is using SCVNGR game based computing to facilitate learning about their collections.

**UCF:** The Central Florida Memory digital collection contains a simple game to illustrate the content of the website. Game-based instruction is being researched at the university but completed games are not yet available.

**UF:** UF Libraries are currently involved in projects related to Games Based Learning.

- Librarians at the Marston Science Library are involved in the NSF Ethics in Science and Engineering grant, Gaming Against Plagiarism. This online game will help create a base level of understanding about plagiarism, data fabrication, and data falsification among STEM graduate students.
- UF Librarians from Marston and West have been actively involved in creating game-based learning environments to teach information literacy. The UF Libraries are one of the first cultural institutions to engage Alternate Reality Game (ARG) players in complex team-based problem solving missions that teach information literacy skills in fun and engaging ways. Our involvement with the ARG
Humans v. Zombies, has provided an opportunity to engage students with skills in the emerging area of “transmedia navigation” or “transliteracy.” In ARGs players engage in both the physical and virtual world and follow narrative clues that take shape across various media. Recently the library and museum world has developed complex ARGs to engage users with collections, such as the “Find the Future” ARG at the NY Public Library (http://www.youtube.com/watch?v=8HijMv4LybM&feature=player_embedded) and Pheon at the Smithsonian Museum (http://americanart.si.edu/multimedia/games/pheon.cfm).

- The “gamification” movement also includes ways for the public to engage with libraries and collections through location-based services such as GoWall and Foursquare. Library West offers check-in and prizes for the badge-based game service Foursquare.

Technologies expected to experience widespread adoption within 4-5 years (largely speculative):

Gesture-based computing – The technology in the movie, Minority Report, doesn’t look too far-fetched with the appearance of the iPhone, iPad, Wii, and Kinect.

FAMU: This technology is not expected to be adopted for at least 5 years – speculative.

FIU: Digital signage is to be installed this fall will include touch screen functionality.

UCF: The Libraries’ web site responds to changes in screen size via gestures while navigating an iPhone or iPad. More information appears the larger the display size and the size is manipulated through pinching or expanding the fingers. Digital signage scheduled to be implemented by the fall will eventually include a touch screen monitor that will map directions between points within the library building and on campus.

Learning analytics – gathers a wide range of data to assess student potential, progress and problems. Purdue University’s Signals Project is an excellent example: http://www.itap.purdue.edu/tlt/signals/

FSU: The FSU Libraries have established an office for assessment. The assessment team is working closely with the University and a variety of academic support services to provide support to at-risk students. The assessment process allows us to tailor programs to better meet student’s needs to help them excel in their academic studies.

Challenges in the SULs:

Data management - the NSF mandate that data management plans be included in grant proposals has sparked discussion and activity on campus. A unique opportunity for libraries has opened where librarians can advise and consult with faculty on data format, storage, and classification. These collaborations with faculty, sponsored research, and IT could lead to the development of an institutional repository (if the campus does not already have one).

FAMU: The FDRC (FAMU Digital Resource Center) provides a means for faculty to deposit works into the repository. We are still working to develop and persuade our colleagues to take part in this digital endeavor, which will provide an opportunity to work closely with faculty on data format, storage and classification. Tentatively in FY 2012/2013 we will embark on developing the Faculty Research Commons.

UCF: The UCF Libraries is working with the Office of Research & Commercialization to develop a site for researchers who are looking for guidance on the management of data. Initial efforts can be found at http://libguides.lib.ucf.edu/data. A task force examining scholarly communication and another group reviewing IR development are meeting with interested faculty and administrators.

USF: from http://guides.lib.usf.edu/content.php?pid=95088&sid=1463603: “The USF Tampa Library is collaborating with stakeholders across campus to respond to this requirement and to assist PIs in proposal preparation. This website will be updated frequently as the process develops. Although this page focuses on meeting the NSF requirement at this time, the NIH has a long-standing requirement for data management planning, the IMLS is including a requirement to share data, and many publishers (e.g.
Nature Publishing Group) are adding data contribution requirements. This issue will certainly increase in importance with time.

Launched in March 2011: USF Libraries Geoportal & Data Repository (GDR). A collaboration with Research Computing (IT), the GDR can serve as a data repository for all manner of data and associated metadata. It is our goal to make the GDR available to all USF affiliates and to ensure that associated services comply [sic] with the NSF Data Management Plan requirements.

**Server and desktop virtualization and hardware centralization** - Less staff, more technology and the trend toward centralized data centers makes virtualization even more important to library IT. Library IT staffs should continue to implement and manage servers and clients, optimizing the benefits of virtualization to manage larger numbers of servers, PCs and peripherals. Care must be taken to ensure that virtualized hardware does not result in a loss of technology staff expertise in library processes.

Administration/configuration of library hardware should still remain in the hands of library technology staff and not sourced out to other campus technology groups that have little experience with library technical processes and different priorities about the critical impact of library technology services.

**FAMU**: We make use of a virtual helpdesk for library staff use. We have in the past discussed the implementation of virtual servers/desktops with our IT office. We are presently researching the idea of a virtual desktop infrastructure for use in our Information Literacy classroom.

**FAU**: Libraries Systems Department utilizes 15 virtual servers and System Center Configuration Manager has enabled Systems to maintain a real time inventory of hardware and software on staff and public PCs as well as the ability to push out software.

**FIU**: The Wolfsonian and Frost Museums are focusing on virtualization projects with imagery that can be delivered across mobile devices and other formats. The Wolfsonian project will use lighting and digital technology to convert the museum’s exterior facades into public exhibition spaces through a new $500,000 challenge grant from John and James L. Knight Foundation. The Frost Museum follows a similar track this year through a pending grant to secure digitization of their museum space and displays for a virtual 3-D tour. Regardless of the grant success, the Frost has already developed one virtual museum tour and is working on their second.

**FSU**: We have migrated the majority of our servers to a virtual environment maintained at the university data center. This includes both Windows and Linux servers.

**UCF**: Migrated to virtual servers in a central data center in Summer 2010. We continue to explore implementing a virtual desktop, having served on a committee with Computer Services & Telecommunications examining Citrix, VMWare, and AppV solutions. System Center Configuration Manager has been implemented and is used to distribute upgrades and update systems.

**UF**: Migrated virtual servers to the central data center in 2010 eliminating the need for our own server room. We are currently considering Virtual Desktop infrastructure (VDI) for classrooms in a joint project with Academic technology.

**UNF**: UNF has embraced cloud computing through vendors including LibGuides, LibAnswers, Digital Commons, and Zoho. Campus IT is promoting MS Cloud as the email and productivity tool for students which the library supports as a superior method of access and content security for its students. The library currently houses the largest computer lab on campus and sees distinct advantages to cloud-based content creation over the existing desktop model. The primary benefits will be universal access and, we believe, the reduction of lost work due to systems and power outages.

**FGCU**: Decisions based on whether hardware and services should be centralized, hosted or virtualized should always be driven by: 1) the effects they have on patron customer service levels, and 2) the optimal configurations for the particular services (e.g. will a hosted or virtualized option support response times? or, will availability or recovery times be improved on a locally managed library system rather than a hosted or centralized one?). A hybrid environment of hosted/virtualized/centralized services can be the best overall solution in many cases. Libraries have been making these type of technology decisions long before it was a general campus IT trend (consortium LMS, OCLC services, local vs. hosted/virtualized web services, etc...). The current tendencies to centralize all technology and staffing, as well as
virtualize all services, should always be considered with a deep evaluation of the potential effects on the end-user. Unfortunately, this essential step is not always performed.

**Web Scale Discovery**

**FAMU**: Likely to go with Mango PCI

**FAU**: Has chosen Summon and it is funded through the library materials budget. FAU signed a 3-year, early adapter contract and received a good price. They canceled 360 Search, and the one time setup cost for Summon included the credit for 360 Search.

**FSU**: Has selected Summon, after considering several other products, and it will be available for the public within a couple of weeks. The initial year is being funded by FSU’s Student Technology Fee. Our main concern (and potentially causing delay of implementation) is the difficulty of effectively incorporating UBorrow and Summon, which is something that CSUL needs to address since at least two other universities are committed to Summon.

**UCF**: Evaluating EBSCO, Summon, and Primo Central.

Reported from a CPC and ERS conference call and input from FCLA:

**UF**: Summon with one time funding. They are pushing Serials Solution to incorporate UBorrow.

**FGCU**: FCLA Mango with Primo Central Index (Mango PCI)

**UNF**: Evaluating Summon, EBSCO, and Primo Central

**NC**: Mango PCI

**USF**: Has tech fee money and is consulting with the Provost

**FIU**: Observing

**UWF**: Has a beta of Mango PCI

**Library Management Systems to watch:**

**Evergreen**
- Open source software currently in production. Not designed for academic libraries, but some are working to upgrade it. Evergreen has some consortial functions.

**Kuali OLE**
- Being developed specifically for academic libraries. Schedule calls for first full release in 2013(?).
- A Florida Consortium of academic libraries is partnering in the development of Kuali OLE. The Florida Consortium, with the University of Florida representing the group, includes Florida International University, Florida State University, New College of Florida, Rollins College, University of Central Florida, University of Miami, University of South Florida, and the Florida Center for Library Automation

**Koha**
- Open source software currently in production. Not initially designed for academic libraries. Being developed.

**Alma (Ex Libris)**
- In partial beta test at development partners (some are large academics). Cloud services. First full release scheduled for 2012.

**Sierra Services Platform (Innovative)**
- Next gen system announced in April 2011, says first release is late 2011

**Alto (Talis)**
- In production for public and academic libraries.

**Virtua (VTLS)**
- First library went into production in April 2011.

**Webscale Management Services (OCLC)**
- First library went into production in September 2011. Cloud services.
USF: OCLC came onsite to demo this product.

Webscale Management System (Serials Solutions)

They plan to begin releasing components of this new service by the end of 2012 on an annual subscription basis.

Emerging Technologies Report