



SURVEY RESULTS

EXECUTIVE SUMMARY

Introduction

The ARL escience survey in 2009 confirmed how profoundly and quickly technology has transformed research in the sciences. Research in the humanities is being transformed as well. Digital humanities is an emerging field which employs computer-based technologies with the aim of exploring new areas of inquiry in the humanities. Practitioners in the digital humanities draw not only upon traditional writing and research skills associated with the humanities, but also upon technical skills and infrastructure. A number of research institutions host digital scholarship centers or otherwise provide services to help researchers design, produce, disseminate, and maintain digital projects. These centers are often, but not always, located in libraries and incorporate library staff or services into their core programming. Other institutions provide similar services in a less centralized manner. Some services target specific disciplines; others are multidisciplinary. Some institutional initiatives, such as George Mason University's Center for History and New Media, are well established, while others are still in the planning phase.

This survey was specifically interested in digital scholarship centers or services that support the humanities (e.g., history, art, music, film, literature, philosophy, religion, etc.) The purpose of the survey was to provide a snapshot of research library experiences with these centers or services and the benefits and challenges of hosting them. It explored the organization of these services, how they are staffed and funded, what services they offer and to whom, what technical infrastructure is provided, whether the library manages or archives the digital resources produced, and how services are assessed, among other

questions. The survey was conducted between April 11 and May 13, 2011. Sixty-four of the 126 ARL members completed this survey for a response rate of 51%.

Ad Hoc Nature of Service

While a great many of the responding libraries do offer support for digital humanities, the survey indicates that they are still developing systematic policies and staffing models for this type of project. In many cases, libraries are piecing together resources from many departments to meet demand as it arises. A number of respondents described their digital humanities support as "a work in progress" or "in development."

Libraries are likewise developing staffing procedures to meet patrons' needs. While some libraries have staff dedicated to digital humanities, others call on IT staff and librarians as needs arise. Respondents repeatedly described librarians' roles in digital humanities projects as "ad hoc." A number of respondents indicated that their institutions were waiting to determine the full level and complexity of demand before fully staffing support for digital humanities.

Major Trends

While most respondents provide services supporting digital humanities projects, only five (8%) reported that their library hosts a center specifically dedicated to the field. Almost half of the respondents (30 or 48%) provide ad hoc services, and almost a quarter (15 or 24%) host a digital scholarship center that provides services to a number of disciplines including humanities. Only four (6%) reported that no digital scholarship services are offered at their institution, although one of these commented that service was scheduled to start in the fall of 2011.

Project Staffing

Most library staff support is improvised and depends on the needs of the specific project and the availability of related services in units outside the library. Only 18 respondents (35%) indicated they have any dedicated staff for DH projects, and while one of these reported 16 permanent staff available to support researchers, the majority have fewer than five. Dedicated staff is most often a digital scholarship or digital humanities librarian. Technologists, such as programmers and developers, are the next largest category. These 18 libraries also call on subject librarians, support staff, and others depending on project need.

Subject librarians are dedicated project staff at only three libraries, but this category is the most likely to be called upon on an ad hoc basis, followed closely by technologists. In comments about other categories of available library staff, about half mentioned including a metadata specialist, followed by media, preservation, and communication specialists. A few also mentioned design, instructional, repository, archivist, and scanning specialists.

Services and Support

The survey responses suggest that there is a strong desire for digital humanities projects to be closely affiliated with the library. For example, some respondents stated that they only support projects that use library collections, while others indicated that they want library staff to participate as partners in projects. This participation most commonly takes the form of high-level support such as consultations and project management for DH projects. Less frequently, there is technical support such as web development, encoding, and systems administration. Beyond that, support takes the form of traditional library activities such as instructional services, metadata support, and resource identification.

Hardware and Software

The responding libraries provide a variety of hardware and software to support DH projects. Scanners are provided almost universally, and well over half of the libraries provide image, video, and audio editing stations. Most of the libraries provide bibliographic management applications and content management

systems. A majority also provides GIS software and data analysis tools. In many cases these tools are available for self-service by researchers, though a few respondents pointed out that staff use the tools to support DH projects. A slim majority of respondents (25 or 52%) reported that their libraries provided dedicated space to use these tools for digital humanities projects. The size of this space ranges from 100 to 6,000 square feet and averages 1204 square feet. In most cases (16 or 70%), some part of the space is securable for working with sensitive datasets.

Service Users

A large majority of respondents (47 or 98%) reported that faculty may use digital humanities support services, while slightly fewer—though still a substantial majority—provide services to graduate students (41 or 85%) and post-doctoral or other affiliated researchers (37 or 77%). About two-thirds of the respondents (31 or 65%) provide services to undergraduate students. More than a quarter offers services to nonaffiliated researchers, particularly if they are collaborating with an affiliated faculty member.

Libraries employ a variety of methods to advertise their digital humanities support services. Respondents rely on communications from subject liaisons more than any other method, but library websites are also widely used. Half of the responding libraries use publications in print or electronic form to market services. Library staff also attend events, send direct email, and use social media to spread the word about these services.

Project Workspace

Library staff meet with researchers in a variety of spaces to plan or consult on DH projects. Staff offices are the most popular meeting spaces by far; 94% of respondents (45) meet with scholars there. Library staff also commonly meet with researchers in scholars' own offices and in a variety of library meeting spaces. Coffee shops are popular, too.

Funding Sources

Most respondents report that funding for DH projects from a combination of the library operating budget and grants. About half report funding from

academic departments, library IT, or special one-time funds, and about a third receive funding from endowments. About three-fourths of the respondents reported that researchers do not usually bring funding with them. In some case because they are still in the grant writing stage of their project.

While formal policies governing library support for DH projects are currently rare (only six libraries reported having a written document), libraries are developing mechanisms for managing these projects. Sixteen respondents described proposal processes that help determine whether a project warrants support based on academic criteria, such as research significance and audience, as well as more practical concerns such as resource availability and existing workload. Proposals tend to be reviewed and approved by library management or, in some cases, a library committee.

Policies and Procedures

Even when formal policies and proposal processes are absent, about half of those who responded to the survey use a Memorandum of Understanding, or MOU, to define the roles and responsibilities of those working on the project. Specifically, MOUs often define the scope of work, deliverables, timeline, costs (and who pays them), deposit agreement (when items will be placed in the library collection), downtime, and hours of operation.

Sustainability

The majority of respondents (27 or 59%) indicated that their libraries preserve digital humanities projects produced in-house. However, comments suggested that many libraries' preservation strategies are selective or evolving; in a number of cases, preservation workflows are "in-process" or "under discussion." Those libraries that preserve digital humanities projects adopt a range of sustainability strategies. Most commonly, libraries create projects that adhere to widely accepted standards for metadata. They also commonly preserve digital projects in repositories and create projects using widely supported platforms. A number of libraries (18 or 51%) develop grant proposals to ensure sustainability, while some work with project planners to incorporate sustainability costs

into project cost estimates (37%) or audit projects for long-term sustainability (31%).

Partnerships

Partnerships, both intra-institutional and inter-institutional, are very common in the digital humanities. Three-fourths of the responding libraries have partnered with other units in their institutions, frequently with university-wide technology services. University departments and various centers and offices were also common partners. Partnerships with other institutions were less common (56%), though respondents demonstrated a level of diversity within those partnerships. Other universities were the most common partners but non-profits and community groups were well represented.

Assessment

Most of the responding libraries do not perform a formal assessment of the effectiveness of their digital humanities services. Of those that do, the primary measures were level of demand and web analytics. A slight majority of those that did assessments made or plan to make adjustments as a result of them—some technical, some logistical, and some programmatic.

Emerging Practices and Procedures

As mentioned above, library-based support for the digital humanities is offered predominantly on an ad hoc basis. However, as demand for services supporting the digital humanities has grown, libraries have begun to re-evaluate their provisional service and staffing models. Many respondents expressed a desire to implement practices, policies, and procedures that would allow them to cope with increases in demand for services. A number of these models exhibit characteristics that are noteworthy either for their uniqueness or success. This section will examine noteworthy emerging practices and procedures.

Library-hosted Digital Humanities Centers

Although not prevalent, a number of research libraries are hosting dedicated digital humanities centers. At this point it is difficult to say whether dedicated digital humanities centers will become more common than the more generalized digital scholarship centers as the

field of digital humanities matures. Future surveys might explore the advantages and disadvantages of hosting dedicated digital humanities centers with respect to more generalized approaches or approaches that target specific fields in the digital humanities.

Staff Contributions

It is striking that many of the technical skills required for digital humanities projects are ones commonly possessed by professionals working in traditional fields of librarianship. To be specific, the survey results indicate that metadata librarians, archivists, special collections librarians, preservation specialists, and subject librarians are routinely called upon to serve on teams executing digital humanities projects. This gives credence to the belief that libraries have more to offer for digital humanities projects than just their collections. In fact, one is tempted to conclude that libraries will continue to support the digital humanities not only by acquiring staff with novel skill sets, but also by relying upon skills that have long been required in traditional librarianship.

Service Formalization

As mentioned above, libraries have typically provided digital humanities services on a provisional basis. As demand for such services has grown, however, libraries have found it increasingly difficult to maintain this service model. A number of respondents indicated in their survey responses a desire to formalize their service models in order to manage both growth in demand and customer expectations. A number of libraries have begun using Memoranda of Understanding (MOUs) as a way of formalizing the scope of services they provide.

Project Sustainability

As digital humanities projects have grown in size, complexity, and number, libraries have had to devote increasingly more attention to the sustainability of the projects they support. A number of respondents acknowledged the importance of sustainability, and a few noted that their preservation workflows are “in

process” or “under discussion.” One strategy adopted by many libraries is to sustain or preserve only some projects, but not all. Another is to adhere to widely accepted platforms and metadata standards when creating a project.

Challenges and Opportunities

The survey revealed that at this stage in the evolution of digital humanities partnerships, there are still many challenges that need to be addressed. The general lack of policies, protocols, and procedures has resulted in a slow and, at times, frustrating experience for both library staff and scholars. This points toward the need for libraries to coordinate their efforts as demand for such collaborative projects increases. Additionally, support for digital humanities suffers from the perennial library issues of underfunding and understaffing. While scholars have traditionally used grant funds to pay for hardware, software, and labor, respondents to the survey reported that it is uncommon for scholars to come to the library with grant funds in hand for a digital humanities project.

It is clear that creative solutions will need to be found as money for still-emerging initiatives remains elusive. Libraries may find it valuable to present their support of digital humanities projects not as a new service, but as a way to more efficiently utilize scarce resources in the support of faculty projects. For example, deans and provosts are often inundated with funding requests for projects that start from scratch. They may be interested in a library-based initiative that could provide a foundation for such work and efficiently coordinate resource allocation by procuring hardware and software for the initiative as a whole and not just for individual projects. Similarly, granting agencies frequently receive applications for exciting projects that will have a hard time surviving reality if there is no dedicated technology support available to the scholar. Furthermore, explicitly involving the library from the beginning of a project should help scholars create more realistic sustainability plans, which are increasingly being required by grants.

SURVEY QUESTIONS AND RESPONSES

The SPEC survey on Digital Humanities was designed by **Tim Bryson**, Librarian for South Asian Studies and Religious Studies, **Miriam Posner**, Mellon Postdoctoral Research Associate, **Alain St. Pierre**, Humanities Librarian for European History and Philosophy, and **Stewart Varner**, Digital Scholarship Coordinator, at Emory University. These results are based on data submitted by 64 of the 126 ARL member libraries (51%) by the deadline of May 13, 2011. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

Scholars and librarians share a common interest in creating, converting, and finding information in digital formats, for analyzing or manipulating this information, and for sharing, disseminating, or publishing it. A number of research institutions host digital scholarship centers or otherwise provide services to help researchers design, produce, disseminate, and maintain digital projects. These centers are often, but not always, located in libraries and incorporate library staff or services into their core programming. Other institutions provide similar services in a less centralized manner. Some services target specific disciplines; others are multidisciplinary.

This survey is specifically interested in digital scholarship centers or services that support the humanities (e.g., history, art, music, film, literature, philosophy, religion, etc.) The purpose of this survey is to provide a snapshot of research library experiences with these centers or services and the benefits and challenges of hosting them. The survey explores the organization of these services, how they are staffed and funded, what services they offer and to whom, what technical infrastructure is provided, whether the library manages or archives the digital resources produced, and how services are assessed, among other questions.

BACKGROUND

1. Which of the following statements best describes services that support digital humanities projects at your institution? N=63

The library provides ad hoc services that support digital humanities projects	30	48%
The library hosts a digital scholarship center that supports multiple disciplines, including the humanities	15	24%
Services for digital humanities projects are hosted outside the library	7	11%
The library hosts a digital scholarship center that is specifically dedicated to the humanities	5	8%
The library hosts digital scholarship services but not for humanities projects	2	3%
Digital scholarship services are not offered at my institution	4	6%

Comments

The Library Provides Ad Hoc Services that Support Digital Humanities Projects

As a single check box I must say that the bulk of services rest outside the Libraries. However, that is not to say that the Libraries does not host content and provide services, we do.

Digital humanities projects are supported both by the Libraries and by separate entities on our campus.

Our new facility, the Taylor Family Digital Library, has a host of services that will support Digital Humanities projects, including hardware and software, consultation and presentation practice rooms, display opportunities and space for presenting exhibitions and seminars, etc. It is just in the process of opening, so we don't have our formal program in place yet.

The campus IT organization has also made a recent modest investment in digital humanities support services.

The library is considering consolidating DH services into a center, but it has not happened yet.

The main support for digital humanities is provided through the Institute of Digital Arts and Humanities (IDAH). IDAH sponsors faculty fellows to work on projects for a year, providing some software development and grant proposal writing support, and the library (through the Digital Library Program, DLP) supports those projects on a more or less ad hoc basis

There are also some services hosted outside the library.

We offer a set of repository and publishing services to the university community. We do not offer services specifically tailored to humanities faculty, but they are among our users.

The Library Hosts a Digital Scholarship Center that Supports Multiple Disciplines

It is work in progress.

Our center supports multiple disciplines, but has several programs targeted toward the digital humanities.

Some projects are also hosted outside the library.

The libraries are currently working to build Digital Libraries through Special Collections and an Institutional Repository. Both will serve the Humanities, as well as other disciplines.

The Libraries' digital repository, RUcore, along with the Scholarly Communication Center, provides services supporting the humanities and other disciplines, including digital exhibits, online journals, and digital collection archiving.

The unit in the library that supports digital humanities is "Digital Library Services" but this has broader concerns (i.e., digitizing library collections, ETDs, etc.). There is a separate "Humanities Digital Workshop" that more specifically supports digital humanities, and exists outside the library physically and organizationally, with which we collaborate.

We are imminently hosting a digital scholarship center for humanities, social sciences, and interdisciplinary research. It will be fully operational this summer.

We have multiple centers for digital scholarship services on campus: In addition to the library's new digital scholarship center, there are two other institutes that provide fellowships, forums, and other funding for students and faculty doing digital scholarship.

Within the Libraries' Center for Digital Scholarship (CDS) is a partnership called the Institute for Digital Research in the Humanities which has three partners: the Libraries, the Hall Center for humanities research, and the College of Liberal Arts and Science. It is one of several CDS programs.

Services for Digital Humanities Projects are Hosted Outside the Library

The library has a Digital Collections Department that works with Digital Humanities and the University Press on digital scholarship projects.

The projects managed by the Center for Bibliographic Studies and Research are hosted outside of the campus library.

The Library Hosts a Digital Scholarship Center that is Specifically Dedicated to the Humanities

The Digital Humanities Center focuses on helping patrons use our digital humanities resources and to create digital resources for individual or small group research projects. However, we also assist in the creation of some digital content that is aimed for a broader audience, and work closely with departments charged with larger scale digital projects. We are also becoming a place where patrons can bring a project idea, do some small-scale testing for proof of concept, and then get referred to those dedicated production departments. In addition to the Digital Humanities Center, we also offer digital humanities support through the Center for Digital Research and Scholarship and the Center for New Media Teaching and Learning, both of which are units within the University Libraries/Information Services. There is a Faculty Drop-by Center for the Center for New Media and Teaching and Learning.

We have a number of small units that do support digital scholarship in all disciplines, but my unit is specifically devoted to the Humanities. We are hoping to create a DSC consortium and a New Media Production Lab open to faculty and students.

Digital Scholarship Services are not Offered at My Institution

Currently in development; official launch this fall.

PROJECT STAFFING

2. Please indicate which categories of library staff provide services that support digital humanities projects and whether these staff are dedicated to such services or are called on an ad hoc basis to meet demand. N=51

	N	Dedicated Staff	Ad hoc
IT staff	46	7	39
Subject librarian	44	3	43
Digital scholarship/humanities librarian	39	13	28
Support staff	38	5	33
Undergraduate student assistant	29	3	26
Graduate student assistant	24	4	21
Other staff category	17	5	15
Number of Responses	51	18	50

Please specify the other staff category. N=20

Dedicated Staff

Digital Repository Manager; production team (programmers, web developers) supporting digital humanities projects within CDRS; educational technologists, programmers, and web developers supporting digital humanities projects within CCNMTL.

DLS has a Director, Metadata, Digital Access and Digital Projects Librarians who support digital humanities projects as they arise and also in-house digitization.

Grant-funded Post-Doc.

Metadata and other librarians who are not "subject librarians."

We have one grant funded programmer working full-time on a single DH project.

Ad hoc

Developers, Content Lead.

Digitization staff.

From campus: campus GIS specialist, Center for Digital Humanities staff; from in the library: Digital Library Program staff, metadata librarians, archivists and Special Collections staff; scholarly communication specialists; CLIR Postdoctoral Fellows.

Instruction.

Instructional services, technical services, library communications staff.

Librarians and staff in the MPublishing wing of the library.

Metadata services.

Metadata, design, media production, logistics, web.

Non-IT non-librarian specialist exempt project or production management staff, Metadata librarians.

Other librarians depending on project—cataloguers, preservation specialists, etc.

Part-time librarians.

Preservation staff, Metadata staff.

Special Collections—not sure if dedicate students to this.

Special collections/archives curators or archivists and metadata librarian.

We have a unit (DCAPS) that focuses full-time on supporting the library's digital scholarship initiatives but not limited to digital humanities.

3. If you indicated above that dedicated staff support digital humanities projects, please enter the number of permanent staff who provide these services. N=13

Number of permanent staff

Minimum	Maximum	Mean	Median	Std Dev
0.50	16	4.31	2	5.19

4. If library staff are called on an ad hoc basis to support digital humanities projects, please briefly describe how many of each staff category typically work on a project and under what circumstances they are called (e.g., to help resolve a specific technical question or to collaborate on an entire project). N=44

1–2 Digital librarians; 1-2 Subject librarians; 1-2 IT staff; 1 Preservation librarian; 1 Metadata/Bibliographic librarian; New Media specialist; any number of student assistants. Teams are put together based on perceived or anticipated outcome; each is expected to contribute in his/her own area of expertise to project outcomes.

2–3 librarians, 1 support staff.

3 FTE librarians provide ad hoc assistance to collaborate on entire projects 4 FTE IT support staff help to resolve specific technical questions and supervise students .50 FTE support staff provides assistance variable student assistance

At least one staff member will remain stuck to a project as a project liaison though that is not necessarily their only position. Technical staff will also generally stick to a project though they will likely have multiple projects going.

At this point, there has not been enough consistent throughput to speak authoritatively about the “typical” contributions of the Subject librarians. As the English Literature specialist, I have worked principally as a consultant on digital projects. The University Press, which is housed in the library's MPublishing wing, publishes an imprint called

digitalculturebooks, dedicated to the digital humanities and new media studies. Furthermore, the MPublishing wing includes several units dedicated to digitization and digital dissemination of humanities material. The infrastructure for HathiTrust, and much of its administrative staff, is housed at the U-M Library. The Digital Library Publishing Services unit of library IT has long been a leader in digital archiving. The recent addition of a unit called the Digital Media Commons (including a 3D lab, 3D printers, Media conversion labs, performances spaces, and a top-tier audio recording studio) to the library will be increasingly used for digital humanities projects.

Currently there isn't a lot of digital humanities activity here. It's *very* ad hoc; there have only been a couple of projects so far. We have a relatively new Digital Initiatives and Open Access department in the libraries, whose staff does have DH expertise, but we work overwhelmingly on digital library services as opposed to DH services.

Depends on the project and specialties needed.

Developers: 2. Content Lead: 1. Role varies depending on the project.

Digital scholarship/humanities librarians (i.e., digital projects librarians) perform project management throughout the lifecycle of an initiative. These staff also provide similar services to digital projects in non-humanities disciplines. Subject librarians (mostly in the past) have helped to develop project ideas and speak to user needs for a set of materials. IT staff provide technical (hardware and software) support, mostly to the Carolina Digital Library and Archives staff who then use these tools to assist faculty, but occasionally to faculty directly. Graduate and undergraduate student assistants provide digitization support, metadata creation support, and writing of contextual material. Instructional services staff consult on usability, interface design, and issues related to integration of data with web-based tools. Technical services staff consult on metadata implementation, and create collection-level MARC records for digital projects. Library communications staff provide public relations support.

Five to six staff on average get involved/collaborate, typically: an archivist or curator (to help select objects and define scope of support, etc.), IT support staff (to structure the project), head of digital library initiatives, head of special collections, a metadata librarian (to consult about metadata structure or crosswalking), a student assistant (for scanning objects).

In my department, staff and students are called on an ad hoc basis to help create digital finding aids that are posted on lib guides. In my capacity as Humanities Librarian and Subject Specialist I have selected some materials for digitization for the Digital Libraries of the Caribbean and possible FSU Digital Library Collections. I have asked staff and students to review microfilm and print holdings to identify potential additions to such collections.

In the number above [16 permanent staff], I am including all members of the Libraries Digital Program staff and the Preservation and Reformatting staff devoted to digitization projects. If I were to add the staffs of the Center for New Media in Teaching and Learning and the Center for Digital Research and Scholarship, we could add another 50 staff. All of these 66 staff support digital projects. Not all of them are humanities projects, but we could certainly count at least 50 percent of their time as dedicated to such, given the fact that the majority of materials scanned, at least, are of a historic character. When we speak of individual researchers' projects at the Digital Humanities Center, the number of staff involved is usually one (DHC head or graduate assistant), most frequently in a consulting or training role, but occasionally, where some more advanced technical skills are required, the DHC head may get involved in such areas as processing of files, markup, or database creation. When tasks are of a larger scale, involving the Libraries Digital Program, Preservation, CCNMTL, or CDRS, as many as 4 to 5 may be involved, here in a production capacity (even where materials may ultimately be sent out of house for parts of the process).

It all depends on the project.

It depends on the size of the project. Digital Initiatives Librarian and/or the Digital Projects Librarian plus support staff.

IT Staff for technical support; undergrad students for scanning, OCR, ORC editing; Head, Digital Initiatives for collection creation, metadata creation, project management, uploading, marketing; Support Staff for web pages, uploading, maintenance.

IT staff have been called in to establish web server space and support software and hardware needs related to the publishing of digital scholarship and providing access to web-based projects. Subject librarians have been called in to provide subject specific support in a team working on digital scholarship—for instance to teach students to use a bibliographic tool that we then adapt to create data files, etc. Staff members with expertise in digital sound and imaging have been brought in to work with students on individual projects.

Librarians work with a scholarly society outside of the library as a librarian editor and metadata consultant to scholars who contribute content; with faculty as needed on their digital projects; staff supply support on the same projects that librarians are involved with.

Often the projects are imaging projects so image management specialists will be involved, then there are generally some technical aspects to get the material online (programming/designing interface).

One or two people collaborate on a digitization committee.

Please note that we are just rolling out this suite of services and are still figuring out the staffing needs. The number of staff involved in a single project can range from quick reference questions to intensive subject expertise, programming, and metadata support. Subject librarians: 1 (may collaborate fully on project; may provide quick reference or collection support). Support staff: 1 or 2 (may collaborate fully on project; may troubleshoot as needed). Other staff: metadata librarians (1–2); Digital Library Program staff (1–2); archivists and other Special Collections staff (1–2); CLIR Postdoctoral Fellows (1); scholarly communication specialists (1).

Project management (project by project); digitization lab staff; Fedora support; support of DLP infrastructure. Software development dedicated to faculty DH projects typically happens in IDAH.

Projects generally include a project leader, one of the two dedicated staff, plus other specialists representing digital imaging, data archiving, metadata services, audio/video expertise, technology, or preservation services.

Projects range from publishing digital journals and (currently one) monograph to online archives with scanning, design, and funding needs. Draws on a range of skills, from subject librarians, special collections librarians, cataloguers, digital library programmers, media specialists, etc.

Several librarians collaborate with a campus digital humanities group. This effort is in the early stages here.

Special Collections/digital scholarship librarian to oversee the entire project. Subject librarian to consult with the faculty member. Metadata librarian to develop metadata scheme and review metadata. IT librarian for project management. IT staff member to configure systems, set up accounts, upload content. Web Services staff member to configure search and browse interfaces.

Subject librarians are involved when their liaison group has specific projects—this number varies. Metadata librarians involved in all projects as required. Digital Initiatives Coordinator and Institutional Repository Services Librarian involved as required. IT librarians and programmers involved as required.

Subject librarians or librarians and library IT staff from other areas (government documents, digital media production, preservation, etc.) are frequently called in for short time periods to address a certain technical or content-related issue. Less frequently, they will collaborate as partners throughout the time span of the project.

Teams are formed surrounding specific projects, which would usually consist of one or two IT staff, relevant subject librarians, one support staff member, and student assistants depending on voucher or grant funding.

The ad hoc help is called upon fairly regularly for specific projects that require more input of time and expertise.

The Digital Library Center has two core functions: service and production. The service group (1 librarian, 1 programmer dedicated to digital work but technically in the IT department, and 2 staff) provides support and collaborates on digital humanities projects.

Typically, assign a metadata librarian, developer (IT), subject specialist, and user-interface specialist (web).

Varies widely depending on project. Typically, 1–2 in each category above will work on a project.

We are at the beginning of this service/facility and wanted to avoid “staffing up” until such time as we knew the level of activity we would have. A typical circumstance for now follows a path something like this: faculty member contacts or is referred to the Associate Dean, discussion of project leads to recommendations about what types of consultations with which library faculty/staff would be appropriate, separate meetings occur with these consultants, faculty member continues with project (libraries can provide training and ongoing consultation). Thus far, this approach has worked well. We do have a place holder for a dedicated faculty position as the program grows. In the model we follow, which interested humanities faculty helped build, the individual faculty member is responsible for “doing” the project.

We are dependent on library IT staff for all of our system maintenance and any programming or web services that we require.

We have a metadata team consisting of 3 librarians, 3 professional staff, a graduate assistant, and a number of undergraduate student assistants. This team works closely with a librarian and a professional staff in the IT division who support digital projects. None of these staff and faculty are specifically dedicated to digital humanities projects, but all of them support humanities faculty and resources that come through our services. One of our librarians has a particular interest in digital humanities, and so tends to be the point person for any special DH-related projects that come to us.

We have five librarians, one IT professional, and varying numbers of support staff and student assistants who engage with projects according to the needs of the projects. These staff members represent two teams: Research Enterprise and Scholarly Communication, and Archives and Special Collections.

We have metadata specialists who assist with metadata projects from time to time and subject librarians who assist with outreach.

We have one (or maybe two) librarians who provide digital humanities support services, but these services are usually only on a discussion level and not necessarily on a doing level.

We have several librarians and library staff whose job descriptions include support of digital humanities projects, but they will be called together based on the student or faculty query. The Digital Content Creation and Metadata librarians will be brought in to collaborate on a mass digitization project and/or one that involves ContentDM archive. Several other librarians, such as the Mathematics and Engineering librarians, who currently lead projects on metadata and digital libraries, are brought in as needed for their respective expertise. And I, as the English and Digital Humanities Librarian, consult with students and faculty to refer them to the correct personnel and resources on campus who can help them.

We have two librarians (Fine Arts and Humanities) and two staff members who assist when faculty bring a digital humanities project to us. The librarians help with content and copyright questions. The staff help with technical support and actually do the digitization using scanners, photo, or multimedia equipment.

We have worked with scholars to acquire materials for a project, to extract data or files from a database, to assist with technical questions, and to put material into the Institutional Repository. We provide information for grant applications and sometimes matching funding.

We host linguistic corpora that require ongoing server maintenance and ad hoc technical troubleshooting. Around this dataset we have co-hosted various events requiring various staff involvement, including PR. Other efforts include text markup, course design, and data management, each of which typically engage the Digital Information Division.

We typically launch pilot projects with the collaboration of multiple people across several departments, and use these to develop grant proposals for more ambitious DH endeavors. A seed project typically involves participants from the Department of Digital Scholarship and Programs, Cataloging and Metadata Services, Web and Emerging Technologies, and our special collections units.

We usually create a team of relevant experts that could include people from Preservation (includes our digitization unit), Metadata/Cataloging Services, Special Collections or Subject Bibliographers, and Library IT staff. Typically the team will persist throughout the project unless some staff are only needed on an ad hoc consulting basis. We may work with Campus IT or Divisional IT staff as well, so roles are defined at the beginning of the project depending on what is needed.

5. What is the title of the position that has primary responsibility for managing/coordinating these services?

6. To whom does this person report?

N=48

Primary Responsibility	Reports to	Comments
A group: Director, Centre for Scholarly Communication, Director, Centre for Arts and Culture, Technology Officer, TFDL	Vice Provost, Libraries and Cultural Resources	
Again, these are ad hoc, typically involving Associate Dean.	Dean of Libraries	To date our efforts here have been ad hoc and opportunistic.
Associate Dean for Library Technology	Dean	
Associate Librarian	Dean of Libraries	No single person in charge. Team approach. A given project may fall more in one Associate Librarian's areas than another.
Associate Librarian for Digital Services and Co-director for the Institute for Digital Research in the Humanities.	Assistant Dean, Collections and Scholar Services	There is also a faculty co-director who reports to the Chair of Anthropology in the College of Liberal Arts and Sciences.
Associate University Librarian for Digital Initiatives and Open Access	University Librarian	Again, the AUL for DIOA does not have formal responsibility for this. But if a humanities scholar is thinking about a digital project, that's who will probably do the initial consult with the scholar.
Associate University Librarian for Digital Library Systems	University Librarian	
Co-Director, Digital Library Development Center	Library Director	

Primary Responsibility	Reports to	Comments
Co-Director, IDAH	Vice Provost for Research	Coordinator of DH support does not report through the library, which can cause issues as the person responsible for bringing in faculty projects has no responsibility for the work that is actually done on those projects in the DLP.
Diffuse	Mostly through Collections.	
Digital Initiatives Coordinator	Acting Associate University Librarian for Information Resources	Staff time commitment to digital humanities (as opposed to other digital scholarship services) has not been quantified.
Digital Initiatives Librarian	Head, Bibliographic Services	
Digital Library Center, digital services librarian (currently serving as interim director.)	Permanent chair of department once hired, currently Associate Dean for Technology & Support Services	
Digital Library Production Head (Manages/Coordinates all Digital Services, not just Humanities)	The Associate Dean of Special Collections	
Digital Projects Librarian	Associate Directory for Information Technology	
Digital Scholarship Coordinator	The Chief Technology Strategist	
Director of Digital Library Services	Associate Dean for Library Technologies	
Director of Digital Research & Scholarship	Deputy University Librarian	
Director of Scholarly Technology	AUL Digital Initiatives and Content Management	
Director of the Digital Library	Library AD for Organizational Development	
Director, Center for Digital Scholarship	University Librarian	
Director, Digital Library Technology Services	Dean of Libraries	
Director, Wired Humanities Projects	Dean of the Libraries	When I put 3 down for permanent staff, that's deceiving. Two of us are sort of permanent, and we are each half time. The third, a graduate assistant, is quarter time. But we manage about 12 work-study students and volunteer undergraduates.
English and Digital Humanities Librarian	Dean of the University Library	My title has more or less designated me as the coordinating point person for digital humanities services, but there are a host of library staff and other campus personnel who actively coordinate digital humanities projects and activities.

Primary Responsibility	Reports to	Comments
For small projects: Head of the DHC; for larger library projects: Director of the Libraries' Digital Program	Head of DHC reports to Director for History and Humanities (who reports to Associate University Librarian for Collections & Services); Director of LDPD reports to Deputy University Librarian and Associate Vice President for Digital Programs and Technology Services	CCNMTL and CDRS projects are overseen by the directors of those two groups. Services are not yet tightly coordinated, so each group serving digital humanities operates somewhat independently. We plan for more coordination in the future as we bring on new leadership for the Humanities & History division.
Head of Digital Library Initiatives	Senior Associate University Librarian	
Head of Digital Library Services	Deputy Director	
Head of Digital Scholarship and Programs	Deputy University Librarian	
Head of Special Collections, Archives and Digital Scholarship	Associate University Librarian for Collections	
Head, Desktop & Network Services	AUL for LIT	
Head, Digital Collections	Associate University Librarian for Special Libraries	
Head, Digital Humanities Center	Associate Dean for Public Services	
Head, Digital Initiatives	Associate Dean of Libraries for Collection & Technology Services	
Head, Digital Publishing Group in the Carolina Digital Library and Archives	Head, Carolina Digital Library and Archives	The Carolina Digital Library and Archives (CDLA) is the unit within the UNC Library that is charged with primary outward-facing support for digital humanities work. The Library Systems department provides core infrastructure for these initiatives, and since early 2010, oversees any local development (programming) work. However, many others throughout the library provide support for digital humanities work as well. Also, the CDLA, Library Systems, and the library in general collaborate on digital projects in disciplines other than the humanities.
Head, Digital Scholarship Lab	Associate Director for Research and Learning Services	
Head, Research Enterprise and Scholarly Communication	Associate University Librarian	

Primary Responsibility	Reports to	Comments
Head, Scholarly Communication and Digital Services	Associate Dean	We provide support for digital scholarship to humanities researchers. The Scholarly Communication and Digital Services department provides lecture recording, conference, journal, and repository services that help researchers from across campus produce, disseminate, and maintain the digital products of their creative endeavors.
Librarian for Digital Research and Scholarship	Head of Collections, Research, and Instructional Services (unit head under the AUL for Academic Services)	Please note that we are just rolling out this suite of services and are still figuring out the staffing needs. The number of staff involved in a single project can range from quick reference questions to intensive subject expertise, programming, and metadata support.
Manager, Instructional Support Services	Associate Dean for Support Services	
Metadata Librarian	Head of the Scholarly Resources Integration Department	
N/A	N/A	Although there is significant ad hoc Digital Humanities activity in the library, there is no centralized approach to Digital Scholarship as an object of study in itself. AULs for Publishing and Library IT are ultimately the hierarchical leaders for most DH work, but such work is seldom imagined strictly in terms of Digital Humanities (especially inasmuch as the term is viewed as nebulous, or a moving target).
No one position		
No position currently exists.		
Subject Librarian	Department Head of Information Services	
There is no primary position.		
Varies		
Varies by project/program		Distributed, at the moment, to some extent.
		Responsibility is shared across library departments including collections, rare books & manuscripts, and IT.

SERVICES AND SUPPORT

7. Please indicate which of the following types of services your library offers users who are engaged in digital humanities projects. Check all that apply. N=49

Project Development and Support N=47

Initial project development consultations	46	98%
Digital project management	43	92%
Grant writing to support digital humanities research	26	55%
Outreach and marketing	23	49%
Other activity, please describe	14	30%

Assistance with identification of materials for the collection/project.

Assistance with system specifications, coordination with the Library Systems department.

Co-write grant if library is a partner. Referral to appropriate digital tools and services.

Digital curation of resources from prior/existing digital humanities projects. Facilitation of interdepartmental and inter-institutional collaboration.

Except for the first of these, the Libraries would take on those tasks only when it had become a full-fledged Libraries Digital Project, CCNMTL, or CDRS project. Only the first, and to minor degree the third, would apply in the case of individual patron DHC projects.

Most projects are internal, based on the library's special collections.

Ongoing consultations as project proceeds.

Scanning, OCR, uploading, PhotoShop editing, archiving, maintenance.

Seed grants. Connections to special collections for shared projects that utilize manuscripts. Assistance with long-term data management. We are willing to support grant writing activities, but thus far have not assumed this role. We do provide supporting statements for grant seekers.

Skills workshops for faculty and/or students (typically in conjunction with other campus units). Our new research commons, which includes digital humanities lab space and a library sandbox, may help us to add to/refine this list of services.

Small grants to projects; coordination of teams to support projects.

Training, hosting, facilitating connections with other resources on campus.

We include digital asset management, i.e., SIP agreements, and are building digital preservation capacity.

We offer metadata/description services, preservation services, and electronic journal publishing services as well.

Technology and Design N=47

Website development	40	85%
Data conversion	35	75%
Software coding and development	34	72%
Graphic design	31	66%
Usability testing	25	53%
Text encoding	24	51%
Hardware and software procurement	22	47%
AV editing	19	40%
Other activity, please describe	15	32%

Any and all of these services are available dependent on project and partnership agreements (cost-recovery, for a fee, part of a grant, etc.)

Copyright, digitization, metadata, publishing.

Current work is all done in connection with the UF Digital Collections and the Digital Library of the Caribbean. Work not connected is outside of the scope of support from the current staff.

Discovery interface.

Education in theory and practical use/application.

Imaging.

Metadata analysis and development.

Metadata creation, digitization.

Once again, in their fullest sense, at least, these would normally apply only for full-fledged LDPD, CCNMTL, or CDRS projects. DHC projects might involve some small level of programming, but would instead tend to rely on preexisting software tools.

Open source software installation, configuration, and XML markup.

Our new research commons, which includes digital humanities lab space and a library sandbox, may help us to add to/refine this list of services. Most of our previous technology and design work would have been done within or in partnership with the Digital Library Program.

Provision of server space (on servers we already own); installation and maintenance of free, open-source software such as WordPress, Omeka, Archon.

Referral to services outside the Libraries for services not provided.

Software development where DLP infrastructure is concerned. Text encoding consultation.

The Libraries are prepared to provide these services as we are able.

Preservation and Education N=47

Digital asset preservation and access	42	89%
Instruction in technologies	32	68%
Acquisition of primary and secondary resources for use in digital projects	31	66%
Other activity, please describe	8	17%

Advising on metadata standards and curation/preservation for physical and digital materials.

Again, actual digital preservation is still in development but we are already committed to it for various projects and assets.

Digital asset preservation and access is a developing service. We also participate in funding and providing nationally recognized digital humanities speakers with our partners.

Library instruction in use of mature digital humanities projects.

Many of these are in preliminary stages of development.

Preservation would only apply to the large-scale projects. The other two would be more likely to be functions handled by the DHC.

Some preservation assistance is given by another unit in the College of Education (Center for Advanced Technology in Education). But we also have a unit in the library with which we may be joining forces soon.

Work within the library as a whole to develop support for these activities, and to ensure library staff have skills in these areas.

8. Which of the following terms describe the role of the librarian in your library's support for digital humanities? Check all that apply. N=50

Consultant	37	74%
Scholarly collaborator	34	68%
Project manager	30	60%
Resource manager	26	52%
Research assistant	9	18%
Other term, please specify	12	24%

Co-PI.

Collaborator. We are building institutions and collections to support Digital Humanities. New ideas and assistance selecting materials is welcome.

Curator.

Digital Asset Manager.

Digital Librarian.

Educator.

Here, once again, the mix will vary by the group and scale of project. LDPD projects would involve playing roles 2, 3, and 5. CCNMTL and CDRS 1, 2, 3, 4, 5. DHC primarily 1 and 5.

It is less “scholarly collaborator” but we are moving in that direction.

Partner.

Some of our student staff provide research assistance.

Steward for digital content when needed. Instructor for techniques useful to digital humanities.

To clarify, the metadata librarian consults, the Head of Digital Library Initiatives and Head of Special Collections are both librarians and manage or consult, but “the role of the librarian” for us really depends what librarian and what project and what skills are needed.

9. In which of the following ways does library staff contribute expertise to digital humanities endeavors? Check all that apply. N=49

Strategizing on: N=43

Creation of tools for use in the digital humanities	33	77%
Marketing/outreach	20	47%
Customer intelligence	13	30%
Other, please describe	11	26%

Assessment of the viability of various initiatives and development of multi-disciplinary partnerships. We do very little tool creation, but we do assist in the adoption of tools.

CCNMTL and CDRS in particular are involved in this area, and occasionally LDPD.

Curation life-cycle planning.

Funding opportunities.

Installation/configuration of tools for use in the digital humanities.

Librarians are leading DH, not schools.

Organization of materials, presentation, interactivity.

Resource acquisition.

See dcaps.library.cornell.edu for examples.

Selection of objects for projects.

Sustainable business models, including open access.

Instruction on: N=39

Tools or techniques used in digital humanities research	36	92%
Pedagogical use of digital object collections	26	67%
Other, please describe	7	18%

Development of digital collections, digital curation, digital preservation, usability.

DHC plays the primary role here.

Management of rights and access.

Mark-up, XML.

Metadata and other technical standards.

Our library also has another unit engaged in these services.

What is the digital humanities/digital cultural heritage. Copyright, licensing, access issues.

Services related to: N=48

Application of specialized metadata or ontologies	41	85%
Scanning and/or OCR	43	90%
Selection of resources for digitization or some other		
inclusion in a digital humanities project	40	83%
Tagging (TEI, etc.)	32	67%
GIS, geotagging	26	54%
Other, please describe	8	17%

Again, we do some of this and some other library units also do this, and we are collaborating, increasingly. The GIS ad hoc support comes from the InfoGraphics lab in the Geography department. This is not centralized.

DHC is most likely to be involved in 1, 3, and 4, CCNMTL, CDRS, and LDPD in all.

GIS is primarily with the GIS librarian, outside DLS but we have done some FGDC encoding and geotagging, etc.

Note: some of this work is done in conjunction with other campus units.

Providing a space for collaborators to create digital products.

Several of these are in initial stage of development only.

Use of relevant software.

Visualization, publishing, interoperability, APIs, search engine optimization.

Assistance with: N=45

Identifying potential partners for digital humanities projects	39	87%
Conceiving or writing project proposals	37	82%
Shepherding projects through development	37	82%
Grant support	27	60%
Other, please describe	6	13%

All areas where faculty need support.

Concept development of projects.

Grant support in the libraries is limited but we have experience with grant writing and have assisted with this. There may be a dedicated position in the future.

Much of this work is done in conjunction with a campus steering group for digital research in humanities, arts and architecture, social and information sciences.

These have been done by CCNMTL, CDRS, and LDPD, but not DHC.

We are hoping to develop internal fellowships for course releases for faculty who wish to work with us, and for graduate students with projects that are a good fit with our expertise. But, currently, we lean mostly on external funding (mainly NEH).

Consultation on: N=47

Preservation management	43	92%
Sustainability	39	83%
Usability	37	79%
Accessibility	36	77%
Other, please describe	8	17%

Database design and architecture, graphic design, web interactivity, metadata, ontologies, encoding.

For the items in this category, the library frequently assumes responsibility for these things rather than simply advising a faculty member on ways he or she could do it themselves.

Metadata strategies and standards.

Plan to implement other categories of consultation in the coming year.

There is a dedicated assessment coordinator in the library, outside DLS who works through committees but there is overlap in personnel with DLS.

These have been done by CCNMTL, CDRS, and LDPD, but not DHC.

We get help on this from other library units, currently, although we have relied on some of our own expertise here, too.

We prefer the term "life cycle management."

Education about: N=47

Copyright issues	46	98%
Open access issues	42	89%
Ethical issues	18	38%
Other, please describe	4	9%

Copyright review and education on intellectual property and permissions. These have been done mostly by CCNMTL, CDRS, and LDPD, but not DHC (except for some minimal beginning advice on copyright).

There are dedicated specialists in open access in the Medical Library (separate organization) but here again, we are gaining expertise; Digital Access Librarian is an attorney.

This is all done only on an as-needed basis. Moral rights, privacy rights, cultural and documentary heritage rights, academic faculty rights (AAUP), informed consent, requirements from the institutional review board, and their relation to responsibilities in terms of cultural heritage/trust institutions. Permissions-based models to support varied rights and responsibilities.

We get help on this from other library units, currently, although we have relied on some of our own expertise here, too.

10. Does your library encourage/facilitate/promote cross-, trans-, or inter-disciplinary projects? N=47

Yes	39	83%
No	8	17%

If yes, please briefly describe the strategies used to support such projects (such as identifying potential research partners, hosting cross-disciplinary symposia or events, tracking research projects with a cross-disciplinary potential). N=34

At this point, the library chiefly encourages interdisciplinary projects through outreach and referral. We have hosted the annual TEI conference. Our librarians attend and present at conferences, unconferences, THATcamps, etc. We have cross-institutional digital projects like the Text Creation Partnership and the HathiTrust. All of these activities turn up projects with cross-disciplinary potential, which are then shared through liaisons of various orders (including subject specialists as well as staff in MPublishing and the Digital Media Commons).

Bringing people together in common fora are the most prominent strategy. A recent "jump start" workshop brought together participants from various disciplines and provided an opportunity for them to talk about their interests.

Cross-disciplinary projects are always encouraged. Recently we hosted a Digital Humanities Days event complete with speakers and demonstrations. More recently we started supporting a website where digital humanities computing tools will be implemented and made available. Finally, we have started digitizing simple texts and plan to integrate text mining interfaces into our catalog.

Host a digital humanities discussion group, monthly "brown bag lunch" meetings and online discussion list. Host and co-host symposia related to digital humanities in a variety of disciplines. Create an atmosphere for idea generation and people connection across disciplines. Actively participated in first digital humanities course offered.

Host various scholarly events with guest speaker.

Hosting cross-disciplinary symposia or events.

Identifying faculty partners, grant writing support, hosting events.

Identifying potential partners (both in the institution and beyond). Tracking projects. Contributing specific local collections as appropriate.

Identifying potential partners locally and externally.

Identifying potential partners.

Identifying potential research and service partners (both within and external to the Libraries). Hosting cross-disciplinary events (especially for graduate students). Urging open access to materials we host online for use and reuse by others. I am not sure there are any clear proactive strategies here, but the Libraries are certainly open to such projects. The interdisciplinarity tends to rise out of the projects themselves as they are presented.

Identifying potential research partners, certainly. We are also in the middle of an NEH Digital Humanities Start-Up Grant; its subject addresses in part the role of the library in interdisciplinary research.

Identifying potential research partners, fostering communication, bringing forward information and contacts.

Interdisciplinary teams; cross-institutional initiatives.

Liaison librarians work with faculty members and staff members in other departments to organize symposia or events on interdisciplinary themes. Librarians solicit contributions to an institutional repository. Librarians organize conferences and events to educate cross-disciplinary audiences about copyright, scholarly communication, and open access issues. The libraries recently initiated the creation of a Faculty Senate Library subcommittee on Scholarly Communication. Librarians host educational sessions on tools for scholarly communication and tracking scholarly production.

Library frequently hosts events, brings in relevant partners from other disciplines on any projects.

Most often, these include work between departments within the library; recently our library liaisons also provide feedback from their subject areas, which help identify interest/need throughout our campus.

Our Dean assigns us projects that tend to have a theme or regional focus (e.g., Mesoamerica; Northwestern Tribal

Legacies; or East Asian cultures) involving resources that can be tapped by faculty and students in a wide array of disciplines. Some faculty come to us with projects, and we reach out to additional people to create multidisciplinary networks.

Participate in campus steering group for digital research in humanities, arts and architecture, social and information sciences. Training subject specialists to think in terms of interdisciplinary and cross-disciplinary research and bring related subject experts on board to support this kind of research. Hosting cross-disciplinary events to showcase this kind of scholarship. Marketing for our research commons and related library spaces will emphasize cross-disciplinary potential.

Several librarians are named investigators on grants and active research partners in cross-disciplinary projects in humanities, archives, and LIS. The library also has co-hosted symposia on digital humanities work and digital libraries research.

The answer now is really no, but we have made a proposal to the university for a center that would promote interdisciplinary digital projects.

The library encourages faculty to work together on projects that have broad application. We provide the technical services to facilitate completion of the projects.

The library space itself takes advantage of the fact that it is a common ground and the staff attempt to bring diverse scholars in with programming.

Tracing research projects.

UF supports a digital collection/services/asset and content management system with over 500 digital collections (including the Institutional Repository and the Digital Library of the Caribbean) and from many dozens of partners of all types (libraries, archives, museums, universities, NGOs, publishers, etc). These are all ongoing projects with various specific supports. With so many collections and partners, especially with the Digital Library of the Caribbean as a central project and one that is an international collaborative, cross-, trans-, and inter-disciplinary projects are an emergent occurrence.

Unfortunately, I'd say we are more reactive than proactive (participate in grant proposals, co-sponsor symposia, serve on curricula committees).

We actively seek partnerships on campus that cover the range of needs identified in a given project. We seek support and encourage collaboration with partner groups who strengthen the suite of services provided for a given project or faculty member's work. For instance, the library works with the Baker-Nord Center for the Humanities to identify projects where partnerships are appropriate, i.e., Humanities projects that require infrastructure support, research and subject support, preservation and workflow support, etc. In May we are also jointly hosting a Digital Humanities event with Cleveland State University featuring speakers from George Mason's Center for History & New Media.

We are involved in one multi-institutional, cross-disciplinary project as a result of responding to a call regarding a national data preservation project, not a local project. Much activity still relies on personal networks at this stage.

We are open to helping faculty deposit research content that might be utilized by different disciplines.

We collaborate formally and hold regular meetings with other centers outside of the library but within the university to make sure that we're aware of projects seeking support across disciplinary boundaries. Our lecture series and programs for graduate students (including fellowships) are interdisciplinary.

We do symposia or events. Our Digital Scholarship Center is called cyberinfrastructure Center that is basically infrastructure and services to ALL disciplines. We submit grants.

We host a local meeting of the New Media Consortium and other cross-disciplinary events.

We offer fora to enable researchers from all disciplines to share knowledge and collaborate.

Work in this area has been informal to date. We would like to start up more formal programs to increase awareness of digital projects that will allow interested faculty to more easily find areas of common interest.

HARDWARE AND SOFTWARE

11. What hardware does the library offer to support digital humanities projects? Check all that apply. N=47

Scanners	45	96%
Image editing stations	36	77%
Video editing stations	30	64%
Audio editing stations	30	64%
Large-scale monitors	23	49%
Visualization tools	14	30%
Gaming consoles	5	11%
Other hardware, please describe	17	36%

3D printers. A "virtual reality cave."

Digital cameras.

Digitization robots for books.

Individual workstations without peripherals where patrons can access markup, OCR, database, web publishing, and other tools.

Laptops, wall-mounted monitors, wall-size rear projection screens in lab space.

Large format printers, storage.

Library provides a hosting environment through its institutional repository, as well as a separate instance of the repository for a specific humanities project.

Microfilm scanner.

SmartBoard, two HD projection systems with Egan Walls, 65 inch multi-touch monitor.

The libraries have a great deal of equipment available for all faculty, staff, and students for self-service use, and the Digital Library Center has staffed/supported equipment that can be used by faculty/staff as appropriate with support.

The library provides scanning and image editing services so we do not directly support such hardware for direct use by faculty partners.

These types of hardware are used by staff throughout the library in their support of digital humanities projects; it has not been our policy to provide these services to our patron. It is considered a service provided by the library.

To this point, these are tools our staff works on for the collaborator; we do not have dedicated scanners, etc. for outside collaborators.

Video cameras, audio recorders, audio recording studio, video recording studio, dedicated usability lab.

We are currently researching more hardware, but have not purchased anything, yet.

We plan to offer all of these in a near future.

We provide video conferencing equipment in a large meeting room. Providing visualization tools is a future service we will offer. We also have substantive wireless networking services and a small wired training lab.

12. What software does the library offer to support digital humanities projects? Check all that apply.

N=46

Bibliographic management software	40	87%
Content Management Systems	36	78%
GIS	29	63%
Data analysis tools	23	50%
TEI	19	41%
Project management software	16	35%
Data visualization software	11	24%
3D rendering platforms	9	20%
Concept/mind mapping software	8	17%
Other software, please describe	16	35%

All of these are available in different forms in the libraries. None are promoted as "digital humanities" specific. Some of these are often best served by software that is available at no cost for academics (pivotal tracker for project management, etc.), so the libraries offer them via consultation and not as a paid service.

Collaborate with Scholars Portal to develop data tools, for geographical health informatics and statistical data (under development).

CONTENTdm for housing collections, managing metadata, handling OCR, etc.

Digital library/institutional repository software (DSpace).

Graphic design and production, XML editor.

Graphic design software.

Multimedia authoring tools/platforms (Pachyderm, Omeka, etc.)

Repository and specialized microsites/virtual research environments.

Software to support audio, video, and image editing.

Some of the areas not checked include software that we might seek out elsewhere on campus or off campus. Some of our work in virtual environments is done by a contractor off campus using equipment and software at the university where she studies (in Texas), or by collaborators at the Smithsonian in DC.

Textual analysis, qualitative analysis, and powerful indexing tools.

Usability testing software, Open Journal System, repository systems, multimedia publishing software.

We are currently testing several Mac-based applications.

We can provide data visualization or concept/mapping software but have not yet done so for a specific project.

We offer Oxygen XML editor which is used by many for TEI encoding.

Web archiving service; an electronic publishing service; a suite of digital preservation services.

SERVICE USERS

13. Who may use the services that support digital humanities projects? Check all that apply. N=47

Faculty	47	98%
Graduate students	41	85%
Post-doctoral or other researchers affiliated with your library or institution	37	77%
Undergraduates	31	65%
Researchers not affiliated with your library or institution	14	29%
Other user category, please describe	11	23%

Depending on the project, this could include many partners from libraries, archives, museums, etc.

Librarians and library staff.

Much of the software and services are available to customers on a walk-in basis; more specialized consultation/ collaboration is available to university affiliates.

Our GIS scanner/large scale printer is available to all users; but all other services are restricted to library-sponsored projects.

Researchers from other institutions working in partnership with a university researcher.

Service infrastructure is currently under development.

Students require faculty sponsor.

These are offered as services we perform, not generally as resources people are able to access directly (not a public service per se).

Walk in, non-affiliates.

We may make strategic partnerships with people from outside the institution but only where there is also a faculty member involved.

We would like to develop the resources to be able to offer post-docs.

14. How do they find out the services are available? Check all that apply. N=48

Communications from library subject liaisons	41	85%
Library website	37	77%
Print or electronic publications	24	50%
Events	23	48%
Email	20	42%
Orientations for newcomers	18	38%
Social media, such as Facebook or Twitter	14	29%
Use of your institution's communications office	10	21%
Other method, please describe	18	38%

At this point, quite informally, through conversation at meetings and Open Access Week events.

CDLA staff participate in campus events, such as those offered by the Institute for the Arts and Humanities.

Coordinator in College of Arts and Sciences.

Faculty using our collections ask for the help of curators in developing projects. Or faculty may approach library administrators asking for help in formulating grant proposals which have library components.

Library communications office.

Participation in campus steering group for digital research in humanities, arts and architecture, social and information sciences. Ongoing collaborations with other campus units.

Presentation at faculty council and Senate meetings. We run workshops for graduate students on scholarly communications.

Separate website for the Institute for Digital Research in the Humanities.

Simple word of mouth. Our services are fledgling at best.

These services are not currently promoted because of the limited staffing available to support them and because “digital humanities” is not yet well known by a critical mass of researchers in context with the work they are doing on the campus. The Center for the Humanities will be hosting a fall forum that will include the digital humanities and will increase this awareness rapidly.

University-wide interdisciplinary committees, symposia.

We do not advertize yet since we’re not ready.

Word of mouth from other customers; inquiry based on other library projects/products.

Word of mouth; interdepartmental channels; programs (Freedman Fellows program).

Word of mouth. (4 responses)

PROJECT WORKSPACE

15. Where do library staff met with researchers to plan/consult on digital humanities projects? N=48

Library staff member’s office	45	94%
Researcher’s office	35	73%
Library group study room	18	38%
Digital scholarship/humanities center conference room	13	27%
Other space, please describe	19	40%

Campus coffee shops, faculty center, neighborhood establishments. Will soon be able to meet in our new research commons, library cafe.

Campus meeting rooms, library technology office.

Coffee shop.

Conference rooms in the library.

Conference Rooms in the TFDL. We work with the scholars wherever they might be in the library, depending on the stage of research.

Digital Library Services office.

Instructional Support Services has a suite of offices and workrooms within the library.

Library conference rooms, especially those equipped with large monitors for collaborative viewing of digital objects or comparator sites.

Library meeting room.

Library meeting rooms.

Library meeting spaces. Hall Center for the Humanities (research center) meeting spaces.

Library space allocated for using hardware and software described below is general space allocated for digital media services and digital libraries. There are two studios for users (small, 8 x 8 feet), there is another room with a scanner (8 x 12 feet), and a larger room to store, organize, scan, and process materials that is approximately 12 x 24 feet.

Library staff meeting rooms (not public).

Meeting space in the main library.

MPublishing meeting room. Digital Library Production Services meeting room.

Multimedia Lab.

Over lunch.

There are a number of meeting rooms in the library staff are free to reserve for consultations.

We are hoping to improve our spaces, making them more visible, more welcoming, with users, support staff, and lab equipment in closer proximity, too.

16. Is there dedicated library space allocated for using the hardware and software that is available to support digital humanities projects? N=48

Yes	25	52%
No	23	48%

If yes, please estimate the square footage of the dedicated library space. N=20

Minimum	Maximum	Mean	Median	Std Dev
100	6000	1204	800	1392.14

Is any part of this space secured/securable (e.g., as mandated by the federal government when working with certain datasets)? N=23

Yes	16	70%
No	7	30%

FUNDING SOURCES

17. What is the source of funding for digital humanities projects? Check all that apply. N=48

Library operating budget	43	90%
Grants	38	79%
Library IT budget	30	63%
Academic departments	24	50%
Special one-time funds	24	50%
Endowments	14	29%
Central operating budget	5	10%
Central IT budget	4	8%
Other source of funding, please describe	7	15%

At some points university IT funds, special one-time funds, grants, and endowments may be pursued for such projects.

Capital campaign gift funded the construction and initial technology, along with a one-time payment for the raised floor from the Office of Information Technology.

College of Liberal Arts budget and the Hall Center for the Humanities are equal funding partners with the libraries.

Donations.

Multi-institutional partnerships.

Sponsorships, donations.

This applies to a combination of libraries around the university.

18. Do researchers typically come to a project having already secured funding necessary to accomplish the goals of their digital projects? N=46

Yes	11	24%
No	35	76%

Comments

Yes

Half of the time.

Mostly, yes, but on occasion proposals are generated after initial discussion.

Or they are doing small-scale projects that don't require significant funding.

Yes, but that is more of a projection of how we would like things to go once we open our research commons. We would like the library to become involved in digital projects as early as possible so that we can advise on funding needs. The library will not typically provide funding unless the project furthers/builds upon existing library collections. Increasingly, experienced digital researchers understand the need to come up with their own funding. The library will need to help educate scholars who are newer to digital research and scholarship.

No

A mixture. Researchers come to the library at many stages, but usually they have not already secured funding.

Often they come to us when they are in the middle of writing a grant, so before funding is secured but contingent on it coming in order for a project to start.

Sometimes researchers approach the library when preparing grant proposals.

That is not a requirement.

These researchers typically do not have a deep understanding of the level of funding that would be required to perform the work they have in mind.

This will vary.

Through IDAH, we assist with developing prototypes and writing proposals to fund further work. There have been instances where faculty come to us with funding but it is not typical.

We are working hard to change this.

We work with researchers to provide the technical specifications they will need to complete their grant proposals.

We've only had once instance of this occurring. Wish it happened more!

Other

Sometimes.

Varies.

POLICIES AND PROCEDURES

19. Does your library have a policy or written statement describing the ways in which it supports digital humanities projects? N=49

Yes	6	12%
No	43	88%

20. Is there a formal process for reviewing or developing proposals and allocating resources for digital humanities projects? N=47

Yes	16	34%
No	31	66%

If yes, please briefly describe the process. N=15

After discussions on the front-line level, librarians submit a project proposal form, signed by one of the divisional directors, and submit it to the Libraries' Digital Program Division. The division considers the feasibility and priority of the project, meets with the proposers to agree to any needed modifications, and then implements the project, usually in conjunction with the Preservation and Reformatting Department or outside vendors, in accordance with its budgetary and staff resources.

Currently, scholars work with librarians to produce a proposal which is submitted to the Digital Systems Division for approval and planning.

Digital initiatives advisory group sets priorities which we submit for approval by library administration.

For projects involving deposit of content in a local or system-wide repository, a faculty member contacts his or her subject librarian about a potential project. The subject librarian completes a proposal form for the Libraries' Digital Scholarship Program Working Group to review. The proposal is evaluated according to established criteria concerning its research significance, the target audience, the availability of resources, and the availability of other, external services to meet the faculty's needs. If librarians on the working group can not fit the project into their existing workload, the proposal is reviewed by the Libraries' Leadership Council for further allocation of resources.

Freedman Fellows Program: annual award program for which eligible faculty submit proposals. Proposals are received, reviewed, final selections are made and awards are announced.

IDAH fellowships.

Projects generally come to Head, Digital Initiatives. Each project is “costed out” as much as possible in conjunction with our Systems Department. Then it is presented to the Dean’s Advisory Group (DAG) for final approval. Occasionally, projects will come directly from DAG.

Proposals come in via a web form; evaluated by a library committee.

The library has a steering committee and proposal process for internal digitization activities and that structure informs the process of undertaking a digital humanities project but there is no direct formal process for deciding on such projects. Often they run on a timeframe that cannot accommodate going through a formal approval process (e.g., upcoming grant deadline) but the internal library process helps ensure the right questions are asked and people consulted.

The Library Technology Council, made up of key administrators and the chairs of key committees related to digital library work (in general, beyond just the humanities) accepts and vets proposals. This iteration of the model is new in the last year and is still under development.

There is a formal pipeline administered by the campus steering group for digital research in humanities, arts and architecture, social and information sciences, of which the library is a part. Within the library, there is a project pipeline administered by the Digital Library Program. There are also less formal means by which projects can come to the attention of the library and receive support.

There is a formal process for all digital projects, including digital humanities projects.

There is a formal process for reviewing and awarding seed grant funds. We also informally consult and allocate some resources directly as the Libraries.

This is developing, but we have an online form that subject and Special Collections librarians will fill out in an interview with faculty, but also that is available for internal library digital projects. This is viewed more as a “communication tool” to help inform faculty about aspects of developing digital projects, and raise concerns, i.e., with digital projects using in-copyright material.

We have a form for faculty to submit with detailed questions about project proposals; it is used to get an idea of what types of projects people would like to do with us. Most of these are in the digital humanities, but the form is not specific to this domain. After a faculty member fills out the form, we have an internal discussion to decide whether we can commit to supporting the project or not.

Additional Comments

Dependent on support being requested and potential sources of funding, there may be a variety of processes that apply.

There are various library committees that are working to identify project priorities, financial and equipment needs, and possible sources of funding to pursue for such projects. These committees have drafted their own mission statements and policies. They are not yet ready for public consumption.

This is currently under review.

21. Does your library use any document, such as a statement of work or operating agreement, to clarify the scope of services that will be provided for the project? N=46

Yes	23	50%
No	23	50%

If yes, please briefly describe the contents of that document. N=22

Agreements such as this are generally at institution level (i.e., when we work with other organizations). They outline roles, scope of work, time frame, responsibilities, costs (if any) and expenses; level of service to be provided. It's a memorandum of understanding.

Drawing up memoranda of understanding is a recent development, and is not always used depending on the project. The MOU is used when we are developing specialized microsites, but special image digitization projects typically don't utilize them, although in some cases special external contracts are in force (for example when developing a collection for contribution to ARTstor).

For any project in which we collaborate with a faculty member for deposit of content in a local or system-wide repository, we require a memorandum of understanding and a deposit agreement. The MOU outlines the responsibilities of all project participants and establishes a time line for all project steps. The deposit agreement ensures that the faculty member has the rights to make the material available on the web.

For some projects we create an MOU (memo of understanding) or we spell out a work statement in a grant application. This could include staff percentages, work to be undertaken, timelines, and budgets.

For some projects, we develop an MoU describing the scope of work and any digital preservation commitments. We also share an SLA (service level agreement) covering downtime, hours of operation, etc. for projects that we host.

If part of the proposal process.

Instructional Support Services has a work order form which specifies the work to be done, the schedule, and any costs incurred.

It is an agreement that indicates we will retain and preserve digital assets, but not necessarily a complete digital project (because technologies change, etc.)

Our department has developed project intake forms for audio production, video production, and geospatial services.

Project plan template with information on all standards, definition of the project, expected timelines, deliverables, project costs, etc.

Sometimes Memorandums of Agreement/Understanding are used.

Strategic plan under development.

The document(s) required vary by project (MOU, grant letter of support, project proposal form, etc.) All work to date has been bundled with the digital collections and so follows those processes.

The library develops a Memorandum of Understanding with the scholar.

The library has drawn up a Memorandum of Agreement with digital project partners on occasion. For example, we have an agreement with a group of faculty who are externally funded to teach courses based in a digital cultural mapping pedagogy. The MOA states the arrangements by which those faculty can request maps from library collections to be digitized for use in these courses. There is a bounded period of time during which the arrangement holds.

These documents vary depending on the type of project. Sometimes, a memorandum of understanding is all that is necessary. Often, however, a legally binding contract is used, which lays out the duties of each partner and stipulates the rights situation.

This has been done haphazardly, for some initiatives and not others, and for those that do use it in many different forms. One key item they typically cover is what base funding can support and what grant funds are needed for, most importantly for how an initiative will be sustained over time.

This would be specified in grant proposals for grant-funded projects.

Varies by document. Outlines contributions from library, i.e., which services will be provided by library, any equipment to be purchased, funding to be provided, timelines, etc.

We create a basic Project Charter specifying the scope of the work to be done, the timeline, budget, and who will be involved.

We develop a project charter for any significant partnership.

We have developed Memorandum of Understanding (MoU) documents for some projects.

Additional Comments

Agreements are under development by the co-directors who have been working together since fall 2010. The Libraries does have a partnership agreement used for its projects.

Some projects have them, but there is no set policy. We have them for our DLP projects although I don't know how they are actually used.

Sometimes, depending on the nature of the project and partners.

Sometimes.

The Libraries have focused human resources on consultation thereby limiting the scope of engagement, but this is not formalized and is subject to change over time.

This is not currently done in the Digital Humanities Center. At CDRS, there is a requirements-gathering discussion where a service agreement is created spelling out roles and responsibilities for project partners.

SUSTAINABILITY

22. Does your library preserve all digital humanities project resources that are produced in-house?

N=46

Yes	27	59%
No	19	41%

Comments

Yes

Again, this is in-process. We currently have active Fedora installations and are working on developing workflows for ingest of assets.

Assets not platforms.

Most digital humanities projects are maintained on servers and sustainable open source platforms.

Once we commit to the project (time, budget, personnel), we expect to provide for the preservation of the collection.

We also use the state's consortial digital archiving system.

Yes, BUT there are occasions when a digital humanities project may not warrant preservation. The library is working to define the circumstances in which we may opt not to preserve a digital resource once it has been completed.

No

Large-scale projects are preserved, and we have an Institutional Repository which is capable of preserving certain outputs and file types. Many smaller DH projects are undoubtedly underway that use library resources but do not involve library staff in a significant way.

Not for all projects. Some projects for the Special Collections Research Center are archived.

Only selective projects created at the DHC are saved. However, LDPD as well as CCNMTL and CDRS project are saved, as a rule.

Some (not all).

Some projects go into our repository software, and so are preserved. Others are more ephemeral, such as web exhibits.

The library intends digital preservation; however, the library is currently in discussions about its digital preservation strategy.

This is an enormous issue for us at the moment. In the past we have implicitly (though not explicitly) assumed the library would provide long term preservation support over both the data used in and applications built by digital humanities projects. However, we are now looking to more clearly outline when this will be a service we provide and when it will not. When we do preserve the output, we employ many of the strategies listed in the 2nd part of this question (that one only answers if one checked 'yes' for this first part).

To date we have been preserving the results of production, but we have explicitly (and in writing/email) indicated that we cannot commit to preserving all websites or online exhibits or collections assembled for more than a couple years.

We do NOT attempt to preserve "all DH project resources," but we do have a sustainability strategy, applicable to those we commit to preserve and those we do not.

We preserve some projects for deposit in UCIspace @ the Libraries. We do not preserve the output from GIS or faculty using available scanning or video imaging equipment. We also deposit some projects at UC system wide like Merritt.

Other

Depends on the nature of the content created.

Repository infrastructure is in developmental stage.

If yes, and your library has a strategy for ensuring the sustainability of these resources, which strategies does your library use? Check all that apply. N=35

Work within widely accepted standards for metadata, etc.	34	97%
Preserve digital projects in repositories	29	83%
Create projects using widely supported platforms	29	83%
Develop grant proposals to support project sustainability	18	51%
Work with project planners to incorporate sustainability costs		
into initial cost estimates for projects	13	37%
Audit projects for long-term sustainability	11	31%
Other strategy, please describe	5	14%

cIRcle (Institutional Repository) does preserve digital projects.

Digital initiatives support has become a core service and supported by library operating funds.

Ensure materials are created in sustainable formats or normalize to multiple formats to ensure support, retain hardware for retro conversion as needed.

Include library's Preservation Officer on the digital library council, which discusses and tracks library-supported digital projects.

This question is problematic as different levels of preservation may be assigned to different resources, so "all" may not be equally preserved. Example: not all file formats may be migrated and preserved, and a item may be deposited in multiple formats, only one or two of which we would commit to migrating and preserving. It is a negotiated process to determine scope of what will be preserved, not a uniform outcome.

PARTNERSHIPS

23. Has the library partnered with other units in your institution to provide digital humanities services?
N=48

Yes	36	75%
No	12	25%

If yes, please identify the partner and briefly describe the nature of the partnership and how it was cultivated. N=36

Academic department (funding).

Academic Technology Services: they have project management expertise and the campus GIS expert—cultivated through collaboration on particular projects. Institute for Digital Research and Education-Humanities, Arts and Architecture, Social and Information Sciences (IDRE-HASIS): campus steering group for digital research, teaching, and scholarship—cultivated by invitation when the group was created. Center for Digital Humanities: CDH hosts humanities Moodle instance and provides instructional support—cultivated through conversations with digital humanities liaison librarian and the CDH senior fellows program which had awarded fellowships to librarians in the past.

As noted above, CCNMTL and CDRS, while not directly part of the Libraries, frequently partner with librarians or groups on humanities related projects, in addition to acting on faculty requests made directly to them.

Campus Teaching and Learning Centre: collaboration over many years to produce videos that are marketed by the university press, collaboration on training sessions and defining technology requirements for teaching. Information Technologies: infrastructure support. Individual faculty members as projects require.

Center for Latin American Studies for the Digital Library of the Caribbean. This has been a long-term collaboration for preservation and access and continued to grow in need in relation to making rare materials usable by providing contextual and instructional resources to complement them and new ways to use the materials. Harn Museum and Florida Museum of Natural History, for access, dissemination, and preservation. See all partners here: <http://ufdc.ufl.edu/partners>.

Collaborated with History Department to create Medieval and Early Modern Data Bank (medieval price data).

Laboratory for Research for Computing in the Humanities.

College of Arts and Sciences eTech Office: they provide technology support to faculty in the college, including things such as accounts on a Drupal CMS.

College of Arts and Sciences; Baker Nord Center for Humanities; Research Computing and Academic Technology.

College of Humanities: written in as consultants on a gaming research grant—cultivated from liaison librarian relationships. Mexican-American Studies: collaboration with faculty to identify historic materials for digitization, faculty member provided some materials—cultivated from liaison librarian relationships. Various campus units: collaboration with faculty and Library Special Collections on digital exhibits, digitization, and programming.

Consultation with the Canadian Homeless Research Network on the “Homeless Hub” [<http://www.homelesshub.ca/default.aspx>] and the Gender and Work Database [<http://www.genderwork.ca/>]. Librarians were co-applicants on the

Sagittarius Project, an initiative to digitize literary resources for teaching and learning for use by Canadian high schools. Archives partnered with PhD students in the History Department on the Portuguese-Canadian History Project and with PhD students from the Music Department on the Mariposa Digital Archives Project.

Digital Humanities Initiative. The dean was a founding partner and encouraged broader collaboration by librarians.

English department; worked together to provide funding.

Grants writing with departments.

Here are some examples: Library & Cornell Society for the Humanities: <http://goldsen.library.cornell.edu/>. Collaboration with Arts & Sciences: <https://confluence.cornell.edu/display/grantsas/Grants+Program+for+Digital+Collections+in+Arts+and+Sciences>. Collaboration with the University Press: <http://signale.cornell.edu/>, <https://confluence.cornell.edu/display/grantsas/Grants+Program+for+Digital+Collections+in+Arts+and+Sciences>.

Humanities Computing and/or Campus IT Scholarly Computing units. We have an informal understanding about what types of projects each unit should be involved in so often projects come to us through referral from another IT department or vice versa. The library tends to focus more on the collections involved, the archiving, and the metadata components of a project, whereas other campus IT units might focus on the classroom use of what is being developed, the staffing to create the resource, and multi-media support.

Hyperstudio, consulting and project concept development.

I don't think there have been significant formal partnerships. In some cases, however, librarians have worked with faculty members in academic departments to identify materials, digitize them, and create web pages and finding aids to promote their use.

IDAH, University IT Services (UITS).

Instructional Media Services, a division of University IT, helps with checkout of hardware; other divisions of UIT have been helpful in planning and setting up some services as well as helping faculty understand the full spectrum of multimedia production services that are available on campus. We are currently collaborating with the Geography Department to develop our geospatial information services.

Modern Language and Cultures Department: partnered to house a film clips database to support language instruction. Philosophy: partnered with a professor to create online visual mapping of seminal works in philosophy. English: partnered with faculty members to teach digital humanities labs.

On an ad hoc project-by-project basis, for example history department structured a public history course syllabus around production of a digital humanities project and had the students enrolled in the course do scanning and metadata production for objects that went into both our ongoing repository and into their course-generated portal.

Our own Special Collections and Oral History Research Program. We also partner with several department on campus, not necessarily humanities.

The Libraries have partnered with the Hall Center for the Humanities (a university research center) and with the College of Liberal Arts and Sciences. The partnership was cultivated through an 18 month task force that recommended the partnership to the current partners. The task force was chaired by a faculty member from the college and a librarian. The Libraries and the Hall Center initiated the task force.

The library worked with the Graduate School of Library and Information Science (GSLIS) to develop and support the public instance of a text-mining software, MONK. Researchers at GSLIS approached the library about supporting this digital humanities tool for text mining, and an agreement was reached to transfer the tool from the researchers' servers

to the library's servers. We also worked together to establish Shibboleth authentication for 12 other institutions in the Committee of Institutional Cooperation consortium. Now MONK is available to all users as a digital humanities tool for research through the library.

There are many other faculty-driven centers offering DH services at the university. The library provides space to two of them (IATH and SHANTI) and, in both cases, was instrumental in their creation. Partnerships with these and other centers are sustained as projects move fluidly between them.

UNC Press: on print on demand and a digital publishing platform with annotation capabilities. Faculty in English, History, American Studies, African-American studies, Latin American studies, Journalism and Mass Communication, Religious Studies, Comparative Literature, and the Center for the Study of the American South: on individual projects. Faculty from these and other disciplines serve on the Editorial Board for Documenting the American South (a flagship digital humanities initiative), which helps to cultivate relationships, as does word of mouth from successful relationships. With the School of Information and Library Science, we provide field experience to students to work on digital humanities projects while simultaneously teaching them about how such projects are designed and run.

University Press: to publish a digital humanities monograph.

We are partnering with our art museum, our museum of natural and cultural history, our InfoGraphics lab in Geography, our Social Sciences Instructional Lab, the Yamada Language Center. Most partnerships have arisen around specific projects, specific resources.

We collaborate with the campus's Information Technology Division to host our local repository. We also work with the California Digital Library, as they host a variety of digital services our faculty may use, such as ArtStor, an electronic publishing service, and a web archiving service.

We have long-standing collaborative relationships with the Academic Technologies unit of central IT and the Multimedia Learning Center, a small faculty support unit within the college of arts and sciences. New relationships are being developed with other school IT units, with particular focus on the IT group in the college of arts and sciences.

We have ongoing regular meetings with the Humanities Digital Workshop, part of Arts & Sciences. We are currently collaborating with them on a library, IMLS-funded digital project, and are in discussions with them about creating a digital collaborative space in which internal library resources (DLS) would be co-located with HDW.

We have partnered with research computing.

We have worked with faculty in English, History, and Jewish Studies.

Work with academic departments and IT in School of Arts & Sciences and campus museum.

Yes, more as sub-contractor (we served as key scanning facility, for example).

24. Has the library partnered with other institutions to provide digital humanities services? N=48

Yes	27	56%
No	21	44%

If yes, please identify the partner and briefly describe the nature of the partnership and how it was cultivated. N=26

Afghanistan Centre at Kabul University: collaboration, digitization, and hosting—cultivated through personal librarian relationships. USAIN Historical Agricultural Documents: collaboration, digitization, hosting—relationships with Cornell/liaison librarians.

Asian community: gathering data/submissions.

Columbia has produced at least three major collaborative digital projects: the Advanced Papyrological Information System, the Digital Scriptorium, and the Jay Papers. Ultimately these partnerships brought in a broad number of US libraries holding papyri, medieval manuscripts, and papers of John Jay. Only one, I believe, was set up on a consortial basis, Digital Scriptorium, which began out of a partnership between manuscript librarians at Berkeley and Columbia. Those librarians subsequently worked through their library links to engage other partners. In the other cases, I believe, the faculty sponsor behind APIS reached out to papyrologists at other US institutions, while the Jay Papers project was able to take advantage of the libraries that had contributed papers to a print editorial project that had been going on at Columbia for some years.

Currently creating colloquia with Cleveland State University to provide an event where regional digital humanities activities can be discussed and considered in a larger context. Provide a Scholarly Communications Lecture series which brings in high profile contributors to the Digital Humanities and Library profession.

Digital Library of the Caribbean. This has been a long-term collaboration for preservation and access and continued to grow in need in relation to making rare materials usable by providing contextual and instructional resources to complement them and new ways to use the materials. See all partners here: <http://dloc.com/dloc1/partners>.

HathiTrust includes over 50 partner institutions (<http://www.hathitrust.org/community>) and the Text Creation Partnership includes over 150 partner institutions (<http://www.lib.umich.edu/tcp/eebo/status.html>).

In process of joining Project Bamboo.

In recognition of the sesquicentennial of the start of the American Civil War, members of the Association of Southeastern Research Libraries (ASERL) Civil War and the American South collaborated to provide a central portal to access digital collections from the Civil War Era (1850–1865) held by members.

Northwestern is a partner in the Mellon-funded Bamboo Technology Project.

Not on a programmatic basis, but we partner with other institutions on a project-by-project basis.

Oklahoma Arts and Humanities Council: historical projects. National Endowment for the Humanities: historical projects. Osage Tribal Museum (Oklahoma).

Other universities and consortia.

SAHARA, developed by the Society of Architectural Historians in collaboration with ARTstor and two other academic institutions.

Synergies, national project to bring SSH journals online. SSHRC-funded project on Knowledge Synthesis, currently at the Letter of Intent stage. Working with individual faculty members with research grants (English, Computer Science).

The library is working with the German institution Herzog August Bibliothek, Wolfenbüttel, to create the Emblem Books digital archive drawing upon our collection of rare Emblem Books from the Rare Books and Manuscript Library.

They vary on a project-by-project basis.

This also happens frequently, and is generally more oriented toward tool development than toward “service provision” in other senses of the word. A recent example would be a Library of Congress-funded collaboration between UVa Library’s Scholars’ Lab and the Center for History and New Media at George Mason to extend and develop scholarly plug-ins for Omeka.

USC: funding for the Shoah Archive.

Via the Bamboo Initiative.

We are a member of CARLI and rely on their Digital Collections services, which include a statewide license for CONTENTdm.

We are also partnering with the Catholic Research Resources Alliance.

We are collaborating with UC Berkeley and others on The Bamboo Technology Project to develop applications and a shared infrastructure for humanities research. This is a Mellon-funded project which grew out of a planning project that engaged faculty, librarians, and technologists from 115 different institutions to define scholarly technology needs in the humanities.

We have some national and international partnerships, e.g., Central Michigan University (a digital library project); a research center in Zacatecas, Mexico (a digital dictionary project); the University of Warsaw (more lexical database work). We largely have collaborations on specific projects. We have also helped organize symposia (Oaxaca, Warsaw, Vienna). We have run summer institutes (Eugene, Oregon and Oaxaca, Mexico). Our director has a Fulbright Specialist designation intended to cultivate partnerships in Europe, such as with an ethnological museum in Berlin. It may also take her back to Warsaw.

We partnered with the Missouri History Museum on a state-funded grant, and now on an IMLS funded project.

We worked with a number of other schools on a text encoding project. The goal was to share resources and I believe the partnering scholars maintained the relationship.

Worked with NJ Historical Commission and many institutions around the state to develop the New Jersey Digital Highway (archive of materials on NJ History). Worked with Women’s Project of New Jersey to develop New Jersey Women’s History site. Collaborations typically arise out of existing relationships or grant projects.

ASSESSMENT

25. Has there been any assessment of the effectiveness of the digital humanities services? N=49

Yes	12	25%
No	37	75%

If yes, what measures are used to assess the effectiveness of these services? Check all that apply.
N=12

Demand (e.g., services provided relative to demand, increase in demand)	8	67%
Web analytics (e.g., number of hits on web-facing projects)	8	67%
Publications (e.g., research publications or web projects published citing or based on these services)	5	42%
Financial (e.g., funding targets reached, good grant funding record)	3	25%
Media coverage (e.g., non-research publications about the program)	3	25%
Other measure, please describe	4	33%

A survey of users made as part of the planning process for a new Digital Humanities Center.

Faculty compliments.

Responses by users.

Survey and focus groups to understand user needs and expectations.

Additional Comment

There has not been an assessment yet, but that is planned for the end of the first year.

26. Were any changes made to the services offered as a result of the assessment? N=11

Yes	6	55%
No	5	45%

If yes, please briefly describe up to three changes that were made. N=6

Expansion of hours, deployment of scanners at many more places across the university, new focus in the DHC program on notes and resource management programs.

For our Freedman Fellows Program we have not only reshaped how it functions (project support and partnering from education) but will reshape the program again in coming years.

Made modifications to projects.

Many, based on annual usability studies, quarterly/midyear/annual reports for specific grants, etc.

Migrating content to new formats; updating or replacing software; experimenting with improved web interactivity. We have identified some additional areas that could benefit from more attention, but we are shorthanded and underfunded, making some desired changes nearly impossible.

Small changes, informally over time. This has been much more of an evolution rather than a formal study and response.

27. Overall, how would you assess the effectiveness of your library's digital humanities services? N=36

Because our program is ad hoc, and serves the entire faculty of the university, support for humanities has not been an intentional focus, and the spectrum of services is quite broad, including special project support but also substantial ongoing digitization services for courses, research, and as an extension of services in other special libraries. Use and demand is strong, but it is difficult to assess a specific impact on digital humanists/the humanities.

Given that we don't have a systematic support structure for digital humanities services, we're doing pretty well. There's a website for one of our projects (<http://digilib.bu.edu/mission/>), and we've consulted on some others. We are in the midst of significant growth right now in all aspects of library services; a lot more should happen in the next couple of years.

Good.

Improving. We are ramping up for a launch of our new research commons and will develop a new suite of services in the process. New hires related to this space and services will have assessment as one piece of their responsibilities.

It could be a lot better.

It has been mixed. While the work has been outstanding we have had trouble with scope creep and not working very efficiently because everything was ad hoc.

It is too new to easily assess. An early indicator of success is the turnout for the first "digital jump start" workshop. We had over 30 participants which is a good number for a faculty workshop.

It needs to be expanded and strengthened. It needs to combine forces with other library units and other campus-wide units to maximize resources and centralize expertise. We are in the process of trying to do this.

Needs work. Needs clearer direction and more and better communication amongst the units providing support. The collaboration with IDAH particularly needs work. It is problematic to have a division of labor where one group that does not report through the library makes project decisions that have such a strong impact on a unit in the library.

Our ad hoc, idiosyncratic services suffer from lack of a unifying theme. Poor advertising keeps, for the most part, our expertise in a closet. However, when we are engaged outcomes have been uniformly positive.

Our primary strengths are in the STEM disciplines, but we have met expressed needs in the humanities disciplines.

Our service is growing. As we begin to get more grant funding for digital humanities projects, we are little by little establishing a digital humanities program in the library. I would assess our program as being in its starting phase, but on the right track for growth.

Over the last year, we have acquired additional software that should provide more accurate statistics on the use of our collections for effective assessment going forward.

Services have been effective in responding to faculty and institutional needs that have been identified; however, more outreach and planning could reach a much larger audience for these services.

Still in developmental stage.

Still new, but promising.

The digital humanities services are bundled with the digital collection services, which makes each more successful and in all are extremely successful.

The faculty who have been involved are very satisfied at this point.

The library has highly skilled personnel to support the different aspects of digital humanities research, including digitization software and hardware tools, metadata application, resource acquisition, and copyright issues. But at the moment, it is still a somewhat fragmented set of services and we do not actively coordinate on each project. Rather, people are brought in based on researchers' knowledge of them or referrals from someone like me.

The quality is excellent though the scope is somewhat limited.

The services are less than effective because it really has not been in existence for very long, less than six months.

The services are still in a development stage but we are encouraged.

They are in transition and should be much more robust in the next year.

Too soon to tell whether we will be more than marginally effective until we seen publications and get a sense about sustained web traffic (ongoing demand) which might warrant longer term preservation of the products.

Very effective in the sense of building faculty relationships and being seen as a leader. Much less effective in terms of sustainability, systematic prioritization of work, and appropriate choice of technology used. We are at a crossroads in our plans for these services going forward, and are currently actively planning how we can maintain this type of service, while also providing some reasonable level of long-term support for selected outcomes of these activities.

We already have a popular and well-appreciated Digital Humanities Center where patrons can get assistance with digitization, bibliographic and resource management, and small-scale individual research projects. We have a Libraries' Digital Program that has produced an number of first-class resources for humanities scholars. We have a Center for New Media that does an excellent job of supporting instructional needs in the humanities and in creating curricular-related resources. We have a fairly new Center for Digital Research and Scholarship that does excellent job supporting faculty research and developing a repository for material produced at the university. We are looking forward to providing a larger and more robustly equipped center for patrons to come for front-line help, and an active planning process is in place to implement such an enhanced facility in the 2012–2013 academic year, bringing it up to par with the recently opened Digital Social Science Center and Digital Science Center. Another area where we look to improve services would be in developing a smoother path for transition from the front-line, fairly ad hoc project work that individual patrons undertake in the DHC to the kinds of full-blown, fully supported projects created by our Libraries Digital and other programs.

We are at the beginning of our engagement with digital humanities services. As a result, we don't have grounds for assessing our overall effectiveness. That being said, we have many improvements and adaptations to make which will be driven by campus demand.

We are coming to the end of a major planning and strategy effort to formulate a new Digital Library Program that will include digital humanities support. Assessment will be part of that program moving forwards.

We are just beginning but are moving in interesting directions.

We are meeting a well-defined need on the campus where other units have been less successful or disinterested. In six years of programmatic activity we have helped, directly, 29 faculty, hundreds of undergraduate students and provided \$100,000 in grants.

We are tracking projects and inquiries, but have made no formal assessment. While I believe that we are providing very high quality service to those who have found us, we have not yet reached a critical mass of those we could support. However, we are kept busy by the projects we are working on.

We have a rich history of initiatives in digital humanities, several of them involving broad collaboration. Currently, we are in the process of assessing our service infrastructure and opportunities for more closely collaborating with faculty.

We have knowledgeable staff and students who perform technical tasks in support of these projects. We maintain a variety of equipment and software options that can be used to meet the needs of the individual project.

We haven't done a formal and rigorous study since the creation of the Scholars' Lab four years ago, but anecdotally our DH services have been very successful in all of the measures you list above. We also frequently hear that the library's support for DH is a major factor in faculty recruitment and retention, and in the recruitment of top-notch graduate students. We're often cited locally for having created a vibrant graduate student community, and for changing the tenor of partnerships with faculty—emphasizing library staff as true intellectual partners on digital projects.

We want to do much more but are limited by our capacity; we can't really do outreach because we are already more or less at capacity and still get inquiries. Projects take longer than they should to go to completion due to multiple projects, other library responsibilities, and still limited technical infrastructure. But we are also taking specific steps to better follow-up on corrections, manage capacity, etc.

Weak.

INSTITUTION PROVIDES DIGITAL SCHOLARSHIP SERVICES

28. You indicated that digital scholarship services are located outside the library. Which of the following best describes how the services are provided. N=7

The institution hosts a digital scholarship center dedicated to the humanities	3	43%
The institution supports digital scholarship in a decentralized manner	3	43%
The institution hosts a multidisciplinary digital scholarship center that supports the humanities	0	—
Other service method, please describe	1	14%

Humanities and Fine Arts offers seed grants in Digital Humanities through the Digital Humanities initiative. There is also a DH lab. See: <http://www.umass.edu/hfa/grants/hfafunding/frs/digitalhumanities.html>.

29. Do library staff play any role in providing these services? N=7

Yes	4	57%
No	3	43%

If yes, please briefly describe which staff participate and the role(s) they play. N=4

Called on for cataloging services for the English Short Title Catalog.

Library staff, especially subject librarians, may advise faculty and graduate students about services offered by the (University of Washington) Simpson Center for the Humanities.

Not formal or systematic, but library staff are occasionally consulted for assistance and/or advice on format transfers, rights issues, and arrangement and access issues.

The library will digitize library materials for the Press and for Digital Humanities projects. These digitized materials are usually hosted on the library server, but can also be hosted elsewhere.

ADDITIONAL COMMENTS

30. Please enter any additional information that may assist the authors' understanding of your library's support for digital humanities projects. N=20

As stated earlier, we are in the early stages of offering these services. We consciously went with a "policy lite" approach to get things off the ground. The design and outfitting of the space and the services offered were guided by participating faculty from African American Studies, Art, English, Gender and Race Studies, History, Modern Languages and Classics, Music, and Women's Studies. The faculty who have been involved are very satisfied and pleased at this point.

At our institution, the projects are all very different and funding is limited. So our approach to digital humanities is informal and varied. There isn't a central coordinator role.

I think the primary strengths of the digital humanities initiative is our partnership representing the libraries, research, and faculty as well as incorporating the program into the Center for Digital Scholarship.

It is difficult to draw a line between humanities and other digital library services. We are developing most services as part of our RUcore repository platform, including support for video, audio, and data, and a full suite of digitization services through our Digital Curation Lab. These services support all disciplines, and are used by humanities researchers, but we do relatively little "target marketing" to the humanities only. At Douglass Library, we have the Margery Somers Foster Center which conducts multimedia training and outreach, in conjunction with digital multimedia production facilities in the Sharon Fordham Lab (video and audio creation and editing). This is probably the closest we come to a "humanities" center.

Our approach is not to differentiate digital humanities projects vs sciences. We're trying to start with sciences since we may get grants. Then, it will trickle down to humanities. Our university administration is supportive of these efforts, specially the new cyberinfrastructure Center.

Our Dean is very supportive of the direction we are taking to improve our library's digital humanities offerings. We are also trying to think even more broadly, beyond the humanities, although we do feel that the humanities are an important target. The Wired Humanities Project was founded in the late 1990s when "humanities computing" was getting off the ground. Fortunately, we had the support of a few administrators who understood this new "interdiscipline" and the potential for winning external funding for faculty projects. Our unit is now in its third home on campus, having been born as a spinoff of another research center (on gender), then being given a temporary home in a language center, and now finally having a home (less than a year) in the library, where the Dean is very aware of the growing research-library role in providing digital humanities services. Our success at winning federal grants has helped keep us alive through drastic budget cuts and other obstacles. Fortunately, the field (now called "digital humanities") has caught on with lending agencies. The availability of grants in DH has caught the attention not only of administrators but of more and more faculty and graduate students, too, making our job much easier. In fact, we need to consolidate and expand to meet the growing interest/demand.

Our Digital Humanities Center is still very new and establishing a strategic plan, mission, and vision. Our faculty members are exploring digital scholarship in a variety of ways and have involved the library staff as collaborators in every project so we envision playing an important role in Humanities Scholarship.

Our library is still very much developing its digital humanities services in terms of defining what our services will be, implementing marketing and outreach, and training staff. But with two recent hires for a visual media digitization coordinator and a digital humanities specialist for Library IT, we are quickly building a team of specialized personnel who are dedicated to assisting researchers with digital humanities projects.

Support of DH projects at IU has developed organically over several years, but until very recently there hasn't been a sustained effort to communicate and work together. In addition to the Digital Library Program (<http://www.dlib.indiana.edu/>) and IDAH (<http://www.indiana.edu/~idah/>), the university's institutional repository, IUScholarWorks (<http://scholarworks.iu.edu/>) and the University IT Services (<http://uits.iu.edu/>), particularly the Advanced Visualization Lab (<http://www.avl.iu.edu/>) also provide services of various sorts to humanities faculty.

The CBSR works with individuals and organizations in California, nationally, and internationally to identify potential partners and projects and manage projects.

The demand started out small and could be managed on an ad hoc basis. As demand has increased we have scrambled to meet demands just as the library itself has demanded more digital know-how. We are preparing to launch a new research center which should allow us to work more efficiently.

The focus of our Digital Library Program includes the humanities as major partners, but is not limited to their needs solely. Digital Humanities support also available from various IT service points, and from the campus Humanities Center.

The institution supports digital scholarship in a decentralized manner. Library staff serve as members of the initiative.

The library staff in Digital Collections work with the Digital Humanities staff on grant proposals and the Digital Collections Librarian is on the board of the Digital Humanities Center.

This is new area that is not yet a distinct service within umbrella of digital initiatives. We have a few projects that are digital humanities, more in the queue, but are still staffing up to handle the projects in hand. More structure, policy development, and procedural solutions will occur in next 12 to 18 months.

This response relates to: The Chung Collection, The Malcolm Lowry Collection digitization project, Global Encounters Project, and 2010 UBC Olympic & Paralympics Project.

We are actively planning to collaborate with some of the colleges to provide a more coordinated and substantive support for digital humanities, social sciences, and arts projects.

We have concerns about our ability to keep up with demand once our new research commons is open. We anticipate that, at least initially, demand will outstrip our capacity, both in terms of services and infrastructure.

We hope to develop a strategic direction regarding digital humanities services in the next few years.

We're very much struggling with the appropriate level of service we should be providing. To what degree should we move beyond providing the raw materials (primary and secondary sources) upon which new digital research is done, into being partners in the actual implementation of that research (for example, with technology support)? Faculty have a frequently blurry line between their research activities and their service activities: to what degree is it the library's role to support the latter? Where are the lines between 'digital humanities' and 'scholarly communication' and 'digital libraries'? We have many activities in the latter two areas that weren't reported in this survey, as they are not necessarily humanities based.

RESPONDING INSTITUTIONS

University of Alabama	University of Massachusetts, Amherst
University of Alberta	Massachusetts Institute of Technology
University of Arizona	University of Miami
Boston University	University of Michigan
Brigham Young University	Michigan State University
University of British Columbia	University of Missouri
University of Calgary	National Agricultural Library
University of California, Irvine	New York University
University of California, Los Angeles	University of North Carolina at Chapel Hill
University of California, Riverside	North Carolina State University
Case Western Reserve University	Northwestern University
University of Chicago	University of Notre Dame
University of Colorado at Boulder	Ohio University
Columbia University	Ohio State University
Cornell University	Oklahoma State University
Dartmouth College	University of Oregon
Emory University	University of Pennsylvania
University of Florida	Purdue University
Florida State University	Rice University
George Washington University	University of Rochester
Georgia Institute of Technology	Rutgers University
University of Guelph	University of South Carolina
University of Hawaii at Manoa	Southern Illinois University Carbondale
University of Illinois at Urbana-Champaign	Temple University
Indiana University Bloomington	Texas Tech University
Johns Hopkins University	University of Utah
University of Kansas	Vanderbilt University
University of Kentucky	University of Virginia
Library of Congress	University of Washington
Louisiana State University	Washington University in St. Louis
University of Louisville	University of Western Ontario
McMaster University	York University