

# **SPEC Kit 350**

Supporting Digital Scholarship  
May 2016

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May 2016

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# Survey Results

# Executive Summary

## Introduction

In November 2011, SPEC Kit 326 organized its analysis of digital humanities (DH) support in ARL member libraries by defining DH as “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.”<sup>1</sup> This definition covers the pre-DH era of humanities computing that begins with Father Roberto Busa’s *Index Thomisticus* (started in 1946), moves through the first compendia and lexicons started in 1960s, the mid-1980s proliferation of DOS-based text-analysis programs such as WordCruncher, Text Analysis Computing Tools (TACT), and MicroOCP (the Micro Oxford Concordance Program), encompasses the start of the Text Encoding Initiative in 1987,<sup>2</sup> and applies to the steady growth of e-text centers to at least 20 by 1994. These are examples of predominantly text and language-analysis research, but by 2011 work with geospatial data, multimedia narratives, and data visualizations had added to the variety of DH projects and increasingly crossed disciplinary boundaries into the social sciences and life sciences. For many ARL institutions, supporting DH has become supporting digital scholarship (DS), yet this expansion of methods, approaches, tools, and disciplines has created its own tensions and uncertainties. Some of those who develop and use digital tools and methods resist applying too strict a definition to digital scholarship because they fear it will limit experimentation or adoption by faculty who may get bogged down in what “is” or “is not” within the bounds. This battle over definition can also be a battle for recognition and is one of the initial challenges for promoting and supporting DS in many of our institutions.

Understanding how ARL libraries support digital scholarship first involves developing a shared language for discussing DS and its constituent parts. Abby Smith Rumsey, former director of the Scholarly Communication Institute at the University of Virginia, describes DS as the “use of digital evidence and method, digital authoring, digital publishing, digital curation and preservation, and digital use and reuse of scholarship.”<sup>3</sup> This is a very broad umbrella that covers familiar tasks such as digitizing analog media and reformatting a variety of media, creating metadata, creating digital collections and exhibits, and text-encoding and analysis, and encompassing not only geospatial information (GIS) and digital mapping, 3-D modeling, and digital publishing support, but also database support, software development, and interface design. This work helps produce new forms of hybrid and multimodal scholarship that can combine print and web-based text, video, audio, still images, annotation, and new modes of multithreaded, nonlinear discourse that can exist only online. The STEM fields have assimilated digital tools and methods into their research, so it is within the humanities and social sciences that big data, multimedia, interactivity, and data visualization are rapidly changing how research is envisioned and conducted, how data are

presented and shared, and how scholarship is integrated into teaching and the ongoing scholarly discourse in what historian Ed Ayers calls generative scholarship.<sup>4</sup>

This survey sought to gather data on how the librarians, faculty, and professional staff in research libraries support a great variety of multimodal research as collaborative scholarship, as collaborators, services, and in partnership with other units within and beyond the library. The earlier SPEC Kit found support for DH to be primarily ad hoc in nature, many institutions were waiting to determine researcher interest, faculty demand, and the need to integrate DH in teaching and learning before committing more resources. Today more ARL institutions have dedicated units if not also DS or DH centers or hubs in their libraries; many concentrate DS-oriented tasks in specific groups while also partnering with other campus units to increase their range and capacity. Even those libraries that do not have formal centers are creating virtual teams within the library, and often with faculty drawn from a variety of departments and disciplines, to advise and participate in this work. Some institutions also host postdocs who spearhead these efforts, including digital curation fellows supported by the Council on Library and Information Resources (CLIR) or the Andrew W. Mellon Foundation. As the research, tools, and methods to produce digital scholarship rapidly evolve and transform, research libraries strive to meet and anticipate the demand for support and collaboration.

The purpose of this survey was to explore how library roles are evolving in this research landscape and how the emergence of these newly identified roles influence the work of library staff. It asked about the types of support libraries offer researchers, how the individuals involved in digital scholarship activities are positioned within the library organization, their range of responsibilities, collaboration with partners inside and outside the library, how support for digital scholarship activities is funded, and how it is assessed, among other questions. The survey was distributed to the 124 ARL member libraries in January 2016 and 73 (59%) responded by the February 1 deadline.

### **Where can a researcher find digital scholarship support?**

The survey identified 19 categories of digital scholarship activities and asked whether faculty, students, or other researchers affiliated with a project can find support for each activity in the library, elsewhere across campus, or beyond the institution. (See question 1 in the following Survey Questions & Responses section for details.) Support for all nineteen of these activities can be found within the libraries to one degree or another, although many that involve technical administration roles—including database administration, software platform support, and technical upkeep—remain more available beyond the library. Since a great deal of digital humanities activities began in the 1990s as text-mining and analysis, and projects to digitize special collections of medieval, early modern, and other cultural heritage materials, it is not surprising to see that digitization and imaging support have grown from several grant-funded projects to become one of the more prevalent forms of support available in libraries (71 responses or 97%), followed closely by digital preservation (95%), metadata creation and digital collections (94%), and digital exhibits (92%). More interesting is the strong rise in providing GIS and digital mapping, and data curation and management support (89%), as well as accommodations for digital publishing (85%) and project planning (84%) within the libraries. Yet even software development, once the province of computer science departments or staff, has become a task based within almost half of the survey respondents' libraries (48%).

Support for the full range of DS activities is also available elsewhere in these institutions, sometimes in cooperation or collaboration with the libraries, although in particular instances it is limited to faculty and students within a specific department, program, or college. Support for database development, visualization, and technical upkeep for digital research occurs almost as often outside the library as inside, typically from a campus-wide information technology or research computing unit or support department. 3-D modeling and printing, and statistical analysis are slightly more often available

elsewhere in the institution, primarily central IT or engineering or statistics departments. Twenty-nine respondents identified a variety of support that is also requested from vendors and virtual teams beyond the institution, in particular to develop DS software, digitally publish, make digital collections, and provide project planning. When asked to specify where support is available outside the library, respondents listed a number of academic departments and campus-wide multidisciplinary institutes; some pointed to large digital humanities centers as partners on grants and projects, such as Michigan State University's MATRIX or the Roy Rosenzweig Center for History and New Media at George Mason University; still others noted multi-institutional collaborations, including the Boston Digital Humanities Consortium, the National Center for Supercomputing Applications, and Calcul Quebec, a consortium of universities in Quebec for high performance computing. Some respondents also listed cloud-based vendors, independent developers and contractors, and fee-based services tied to specific repositories and platforms.

All but one of the respondents reported that digital scholarship support is available to all affiliated researchers (faculty, students, and other project members) (Q2). Some also provide support to researchers from beyond their campus (23%) or to the general public (15%). Respondents' comments point out that in some instances schools and departments only provide aid for students and researchers within those schools, but most respondents strive to support all affiliated researchers and meet this goal. However, resources remain scarce for many libraries and even those with digital scholarship centers sometimes have staff vacancies, limiting the volume of requests that can be accepted from the general public, independent scholars, and unaffiliated faculty. Some respondents pointed out that their digital scholarship program or center is still in its early stages. Others describe support as distributed across campus, but with little coordination or central location for researchers to collaborate in a coherent and consistent fashion. In these instances support can be more ad hoc in nature, and even when well coordinated faces challenges in scaling to reach more of the campus. Whereas most of the libraries do not operate under a cost-recovery model and provide their support for free, in some instances support for a greater variety of DS components is available across campus at a charge. It is also notable that the ethos of some library operations seems to be shifting toward partnership and collaboration rather than being seen as a service bureau.

### **Library Staff Who Support Digital Scholarship**

Not every research library has a digital scholarship or digital humanities center, but more and more library staff within ARL institutions are becoming involved in providing DS services and support. Many librarians and professional staff are being recognized as not only active contributors, but also key collaborators on DS research projects. The survey asked for details on participation by a broad range of staff, from librarians and archivists, to other professional and support staff, to interns, graduate student assistants, and undergraduate workers (Q4).

All of the survey respondents reported that librarians support all DS activities, most frequently by making digital collections, creating metadata, and offering data curation and management support (90–95%), creating exhibits and project planning (85%), GIS and digital mapping (81%), digitization (79%), digital publishing (76%), and even project management (72%). In fact, the category least often reported—developing DS software—is still supported by librarians at 38% of the responding libraries.

Sixty-one respondents (85%) reported that archivists, other professionals, and support staff also provide substantial support to several DS activities. Unsurprisingly, archivists most frequently tend to contribute to digital collections and exhibits, digitization, digital preservation, and metadata creation (61–50%). Other professionals contribute along similar lines, but with a few marked differences such as technical upkeep (67%), interface design and usability (66%), database development (61%), and developing DS software (57%); this tends to strengthen the argument that information technology

professionals within libraries are a growing trend. Some respondents pointed out that IT might be better set aside as its own category given that contributions extend far beyond network, desktop, applications, and operating system support and should also consider the work of technologists who specialize in media creation, a variety of visualizations, instructional design, and programming, to name just a few examples. While the other professional category typically includes IT, HR, and financial roles, several respondents also chose this category for scholarly communications, publishing, and other activities. While the work of support staff echoes that of the other professional staff, it is at much lower rates. They most frequently contribute to digitizing and imaging analog materials (87%), making digital collections (59%), and creating metadata (57%).

At a significant number of the responding libraries graduate student assistants, interns, and undergraduate workers contribute to DS activities, particularly efforts in digitization and imaging, making digital collections, metadata creation, and digital exhibits. GSAs also provide GIS and digital mapping support. Some of the libraries have postdoctoral fellows (CLIR or Andrew W. Mellon Foundation) on their staff; some have or share with academic departments faculty who support DS and are not always listed as librarians.

The descriptions of “Other DS activity” that library staff support reveal that the work extends throughout the research life-cycle into teaching and the dissemination of research. Multimedia, video, and audio production are part of digitization efforts and also a modality to communicate research and data visualizations. Staff also help build specialized tools within and for the library that are used by some researchers and their students, while other staff contribute materially to digital pedagogy, some going far beyond just offering workshops and seminars on specific DS tools and methods.

### **Number of staff**

Sixty-six respondents answered the question on how many staff support each of the 19 DS activities (Q5). At least half reported staff support in each of the categories, with a large majority for expected categories such as digitization and digital preservation (both 97%), digital collections and metadata creation (both 94%), and GIS/data mapping (92%). The number of library staff contributing in part or whole to digital scholarship support varies widely by activity and institution, from as few as a quarter of a person (.25 FTE) to as many as 30 contributors. At least one staff member, and up to groups of 9–12, support most activities, with an average of two to five individuals.

Broadly stated, when higher technical expertise is required to perform a task, lower numbers of staff are allocated: GIS/data mapping, software development, and interface and database development, and even statistical analysis are supported by at least .25 FTE, but only an average of two to three staff. Some activities are surprising outliers: one library reported 30 staff for visualization, another reported 30 for metadata creation, two others have 25 staff who support digitization or 3-D modeling, and yet another has 20 people involved in making digital collections and technical upkeep.

Some tasks are provided by an entire staff category, such as library liaisons, subject librarians, or special collections curators who are providing or being trained to provide an increasing volume of DS support, but not as their primary specialization. Other tasks are supported by specific groups—digitization teams, digital library teams, and dedicated digital center staff or digital project members. Respondents’ comments explain that these staff numbers are sometimes estimates that include either individuals (librarians, technical staff, library IT staff, or graduate students in some cases) or aggregate the contributions of several people. In addition, some libraries are training a broad range of staff to better support digital service requests in the future. Seven respondents reported staff who support other DS activities, including multimedia creation, conference/event planning and management, digital pedagogy and training, integrating archives and special collections, supporting the data life cycle, and copyright advice.



## **Staff organization**

On a task-by-task basis, respondents report that the work of supporting digital scholarship is distributed across the library (69 of 70 respondents). At the same time, a significant number of activities are concentrated in a single department or unit (60 respondents). A smaller number of tasks fall to library DS teams (30) or DS/H centers and hubs (20). Of the tasks most heavily distributed across the library, making digital collections (58), metadata creation (54), digital exhibits (49), and surprisingly, project planning (48) rise to the top. The top contributions from single library departments/units are GIS and digital mapping (35), digitizing analog material (31), digital preservation (29), and digital publishing (24). DS team activities seem to cluster around project planning (14), making digital collections (13), data curation and management (13), computational text analysis (12), and digital publishing (12). DS centers/hubs/labs concentrate around computational text analysis (13), GIS and digital mapping (12), encoding content (12), and project management (11). Other notable support provided by specific units and hubs include copyright and intellectual property support for digital publishing, multimedia content creation, institutional repositories, and digital training and pedagogy (Q6).

This data suggests a trend toward complementing the work of dedicated DS/H centers with distributed support from special units. This work may or may not be coordinated by the center or hub, but capacity is expanded by including digital collections and special collections units that digitize analog materials; repository and scholarly publishing staff who work with metadata and related tasks; science libraries and research data services units that provide 3-D modeling; and map libraries, government document collections, and some science libraries and technology services that provide GIS and digital mapping. (See Q7 for more details.)

Faculty began approaching libraries to collaborate and bring scholarship to the Internet in the early 1990s. Efforts to create digital monographs or to digitize texts, images, audio, and video was widespread by the mid-1990s. Much of this work was started on a project-by-project basis, yet it required ever-increasing levels of technical expertise and technological support, leading to the creation of DH centers in some humanities departments and more coordinated, centralized activities in many libraries. More than half of the responding libraries have created or reorganized units and departments to provide specialized DS services and support (Q8). More of these have been established since 2010 (32) than all of those created in the preceding twenty years. Eight other respondents plan to create one within the next few years.

Several DS/H centers evolved over time and are jointly run by libraries and departments; others coalesced in the library by pulling together several smaller teams and projects by the early 2000s. The University of Nebraska–Lincoln started its E-Text Center in 1996, later to become the core of its Center for Digital Research in the Humanities in 2005; The University of Virginia’s Scholars’ Lab was formed in 2006 by combining three extant units including the E-Text Center (established in 1992) and GeoStat Center; Brown University’s Scholarly Technology Group (1994) was moved into the library and became the Center for Digital Scholarship in 2009 (Q9).

## **Staff Profiles**

One of the more complex areas this survey attempts to assess is who inside ARL member libraries are performing digital scholarship tasks and supporting DS-related projects. As the range of tasks and activities has grown, so has the number of staff involved in supporting DS across a number of levels, from interns and graduates assistants, to professional staff, faculty, and even directors, university librarians, and assistant deans. The survey asked respondents to identify up to four library staff whose work is most closely tied to digital scholarship support and provide details about their responsibilities. Sixty-nine respondents provided profile data describing 231 positions. Forty-two institutions provided complete

profiles for four positions; 14 submitted three profiles each; eight defined two positions; and five added a single profile. Only four institutions could not or chose not to provide a staff profile.

By reviewing the position titles, some trends quickly become apparent (Q11). Those who provided a single profile seem to highlight a staff member who is responsible for coordinating or supporting a number of projects, sometimes with specific experience in archives or metadata. Those describing two positions tended to provide one in an upper-level administrative position, with the other in a more specific functional role. Standing out in the groups of three profiles are GIS and maps, digital analysts, and a variety of directors, as well as some developers, visualization specialists, and scholarly communications support. The 42 respondents who submitted four profiles provide a more robust and varied spectrum of roles and tasks—these range from senior administrators, faculty, subject matter specialists, and coordinators to unique positions including those working with eScience, maker spaces, visualization, and repository managers and workers. This breadth of position and function suggests some well-established cultures of support and engagement among a large number of respondents. The number of senior positions also indicates that DS support has become a core part of the research process and is no longer a niche service, suggesting that where such support remains ad hoc it is likely to become part of a more coherent service or support program in the near future.

The way these positions have been added or expanded and redefined from existing positions makes it clear that DS has become part of the strategic vision of library services and collaboration (Q12). Almost half of the positions described (106 or 46%) are new positions, repurposed from others, or newly defined, some only relatively recently. Many had already existed and use a number of DS-related skills and tools (87 or 38%), but have evolved with an eye toward provisioning DS. Only a minority of these profiles were described as being redefined with the addition of DS support to an established posting (38 or 16%). Respondents' comments explain that this has been most often due to a shift in emphasis to better incorporate DS or as part of a program to better integrate electronic resources and DS work into the core mission of the library—examples include repurposing catalog and reference librarians, adding responsibilities to liaison librarians, and enhancing digital preservation work.

That this strategic focus on DS is recent is substantiated by the time these staff have been in the libraries (67% for 5 years or fewer) (Q13) and the length of time they have supported DS activities (74% for 5 years or fewer) (Q14). Most of these positions have therefore been defined within the past five years or those filling them have only been recognized as specifically supporting DS in the past few years. Finally, 94% of these are permanent, full-time positions (217) and only 4% are limited term (10) and typically grant supported, factors that indicate DS support is now integrated into library staff hierarchies, roles, and a growing portion of library mission planning.

The department, unit, center, hub, or lab listed as the base for the positions in these profiles (Q16) indicates that those respondents with the most staff tasked to support DS also tend to host a DS center or hub, yet this work also falls to distributed support provided by specialized work done in more narrowly focused units, including scholarly communication, digitization services, metadata services, institutional repositories, and digital preservation departments. Many of those doing this work are also housed in specialized units, including map, science, engineering, and social science libraries; archives and special collections; multimedia or media libraries; and data services and support; and even makerspaces. Many of the primary responsibilities identified in the next question link to such units.

The survey asked respondents to identify the DS tasks that the profiled individuals provide and specify up to three of those that are their primary task (Q17). The results confirm that many of them continue to work on traditionally library-based projects, including making digital collections, data curation and management, digital preservation, and metadata creation. However, a surprisingly large number provide project planning (30%) and project management (29%), with a majority doing project

planning (79%) or project management (67%) as one of their three primary roles, yet another indicator that these libraries have moved toward understanding digital research and scholarship from a holistic perspective, and are considering its growth and development in their work plans and hiring.

The number of positions that have responsibility for each task reveals that these tasks are highly distributed—even the more technical and IT or administrative tasks are also provided by a substantial number of people in the libraries. That so many also support digital publishing (47% and 20% as primary task), visualization (37% and 10%), and interface design and/or usability (38% and 9%), shows that these elements of digital research output as part of online projects is being contributed by libraries where it had once been left to outside contractors. However, very few of these staff (10% or fewer) are reported to be primarily responsible for 3-D modeling and printing, database development, statistical analysis, technical upkeep, or software development, and those who do this work are likely concentrated in digital scholarship centers and hubs. Again, a significant fraction of these individuals contribute to work outside the 19 primary DS categories, many run outreach events and workshops, teach, or contribute to scholarly communications work, including advice on intellectual property, copyright, and author rights, as well as data consultations.

In terms of supervisory level and institutional hierarchy, a great number of these staff have a significant administrative role or are placed in mid-career ranks (Q19). Ninety-five of the 224 positions (42%) report to a dean/university librarian, or assistant or associate dean/university librarian. Another 42% report to a department or unit head, manager, or director. Unsurprisingly given the number of associate librarians and directors in the list of titles, 95 of these positions supervise staff that include students (27%), support staff (26%), professional staff (21%), librarians (17%), and a few graduate assistants (7%) or other post-doctoral positions (2%). The greater experience and education required for many of these positions is apparent in the breakdown of degrees held: 47 (20%) have PhDs, with the majority in the humanities, especially English, literature, and history; social sciences; or information and library sciences. Several have earned their degrees in geography, with a few that stand out in pathobiology and molecular medicine, computer science, and mass communication for example, but also a few in the hard sciences. Those with MA or MS scatter more widely across the disciplines, with similar groupings in the humanities and library and information sciences, but also a notable group of fine arts and design degrees (MFA, visual design, studio art), interdisciplinary work (area and cultural studies, ethnomusicology), and more diverse sciences or medical degrees (biology, psychology). All staff have a BA or BS with the vast majority in humanities and social sciences (Q21).

### **Skill Gaps**

Responses to a question on significant DS skill gaps indicate that libraries offer the strongest support in the areas of digitization, digital collections and exhibits, and metadata creation with only a slight gap (5 to 15%) between demand and capacity (Q22). The greatest gaps remain in visualization (65%), computational text analysis and support (64%), statistical analysis support (60%), and in developing software (54%). There are also significant demands for other services that are only met between half and one-third of the time, from project planning, digital preservation, database development, content encoding, and 3-D modeling and printing, to digital publishing, interface design, and project management. Visualization (35%), data curation and management (35%), and computational text analysis and support (28%) were identified as the three areas most critical to improve to meet demand and emerging trends in research. Some libraries are not seeking to increase capacities—for example in 3-D printing—because it is available elsewhere on campus. A review of respondents' comments reveals that several libraries are concerned with both capacity and sustainability, growing services strategically, and refining assessment techniques to keep abreast of emerging trends, for example how demand rises and falls over the course of a semester or year. Others point out that related roles such as scholarly communications, legal and ethical

awareness of issues related to digital scholarship, and open educational resources must also be built into growing their support.

### **Partnerships**

Where support for the digital humanities was offered in a largely ad hoc fashion five years ago, these tasks are now more systematic, if not yet entirely coordinated from within the library. The survey data suggest a few overarching patterns, many of which are borne out by the comments provided by respondents (Q23). Scholars in the humanities come to the libraries for DS support at all of the responding institutions, although the frequency varies: either “often” (58%) or “sometimes” (42%), although these are arbitrary distinctions. Comments suggest that humanists also require long-term collaboration across the life-cycle of a project, sometimes come for the special collections or digital collections more than other resources, and will make use of digital humanities centers when available.

Researchers from the social sciences come for support less often: while 36% of respondents answered “often,” the majority (61%) said “sometimes.” The two who answered “never” explained that their services are quite new. The type of support and collaboration is also more specific—typically GIS and digital mapping, data visualization, sometimes statistics, and more rarely research data planning. STEM researchers come to these libraries least often—only 15% of respondents answered “often” and another 78% said “sometimes.” Two of the four who responded “never” were the same new services as above. Several sets of comments explain that much of the support needed from libraries is phase specific and of limited term, and that a number of these DS roles are available and close at hand in the laboratory. Still, STEM do come to the library for help with data management, and sometimes grants and funding requests.

When it comes to the library partnering with other campus units and some entities beyond the institution (Q24), most of the respondents draw resources from beyond the library “often.” Specific partners that lead the field involve the institutional repository (50%), IT department/unit (50%), and archives (43%). Given the interest in aligning the work of the library, IR, and press, as well as DS/H center or hub in some places, it is surprising that the press ranked the lowest (8%) as a frequent partner. All but a few respondents partner with external groups “sometimes,” although this most often tends to be other libraries more than any other group (64%), followed by archives (49%), IT (41%), and the more generic “agencies and/or companies unaffiliated with your institution” (45%). Those who responded with “never” selected the university press as the least common partner (30 or 64%), with the archives only listed as such once.

### **Source of Funds**

SPEC Kit 326 reported that the majority of active digital humanities projects through 2011 were funded from a combination of library operating budgets and grants; some received funding from academic departments, library IT, or special funds. In 2011, most DH researchers did not have funding when they sought library support, although some were writing or planned to write grant proposals. This 2016 survey revisited funding with greater granularity, yet found the majority of support libraries provide for digital scholarship continues to be drawn from their general budget (100%) or grants to the library (73%). However, researchers have their own grant-based funds almost half the time (48%), with (one-time) gifts often providing substantial support (42%). Endowments and general funds from the parent institution or dedicated digital scholarship budgets also help to support this work at almost a quarter of the libraries. Some respondents noted that specific tasks, such as scanning or digitizing materials, may be fee-based or part of a cost-recovery model (Q25).

## **Digital Scholarship Activity Assessment**

Almost half of the survey respondents (49%) have evaluated or assessed their digital scholarship support activities, with more than a third (37%) planning to do so (Q26). Current efforts include documenting the number of projects supported, which activities were involved, how many faculty members, students, and departments engaged, and specific outreach and teaching activities completed. Beyond these measures, plans to assess DS support will include qualitative researcher interviews, faculty surveys, focus groups, quantitative tracking of consultations (number and time engaged), and user satisfaction surveys (Q27). Some institutions are looking to collaborate on assessment and evaluation practices with other ARL institutions, while others look to use data gathered to project the demand for support and its peaks and troughs over the course of the academic year. More than half of respondents (65%) have used their assessments to alter the services they offer, change their organizational structure, or shift staff responsibilities (Q29). Requests from faculty and students have become part of strategic planning, including identifying skill and role gaps (GIS and data support), the need to better coordinate requests and support (digital scholarship coordinator roles), or to alter and add new training opportunities for library staff, faculty, and students.

## **The Future Role of Library Support for Digital Scholarship**

Although some respondents have reservations about the reliance on soft funding to begin projects (and in some instances DS centers and other units), and several reported specific concerns regarding scalability, the overall view of the future for library support of digital scholarship is strong and even enthusiastic in many cases. The majority of respondents (64) offered some view of this future; most only briefly sketched out an idea or two along the lines of greater collaboration with researchers and students, as part of offering a greater range of tools and services, or as the renewed center of research and scholarly dissemination. Several specifics are echoed in numerous comments, with the essential message being that the library operate as the center of research and dissemination, becoming the first point of contact in the research cycle and a source of full life-cycle and long-term collaboration. Some expect to develop this work and relationship more slowly, after greater periods of assessment and analysis, while gearing up to meet the increasing requests and demand for GIS and digital mapping, research data management, and becoming a more stable base for the stewardship and preservation of digital projects and research products. Others see a more immediate need to expand and support digital library development, make special collections more accessible beyond the campus and to the public and other interested parties. Still others see increasing the technological sophistication of the library and its staff to help define and create more suitable systems of storage and discovery, to better incorporate digital tools and methods not just earlier in the research process, but as partners with faculty to integrate them into the training process for graduate students and teaching of undergraduates. Visions include becoming the hub for future research that uses digital tools, not just “digital scholarship,” and to be an active part of regional consortia, virtual institutes, and entities such as the Committee on Institutional Cooperation (CIC) and Digital Public Library of America (DPLA). Also sharing research with the public as a foundational stakeholder by better supporting public history, public scholarship, and becoming a conduit for life-long learning and active citizen scholarship. The role of the library in many of these futures is to be the space—physical and virtual—to become the lab of not only the humanities, but all scholarship and research that stretches across the campus to involve multiple units and disciplines. This future is not one where the library supports digital scholarship, but where the digital is but one set of tools, methods, and expertise that the library affords the extended campus community to research and share scholarship.

## Endnotes

- 1 Tim Bryson, Miriam Posner, Alain St. Pierre, and Stewart Varner, "Executive Summary," in *Digital Humanities*, SPEC Kit 326 (Washington, DC: Association of Research Libraries, November 2011), 11.
- 2 Susan Hockey, "The History of Humanities Computing," in *A Companion to Digital Humanities*, ed. Susan Schriebman, Ray Siemens, and John Unsworth (Oxford, UK: Blackwell Publishing, 2004).
- 3 Abby Smith Rumsey, *Scholarly Communication Institute 9: New-Model Scholarly Communication: Road Map for Change* (Charlottesville, Virginia: Scholarly Communication Institute and University of Virginia Library, 2011), 2, <http://www.uvasci.org/institutes-2003-2011/SCI-9-Road-Map-for-Change.pdf>.
- 4 Edward L. Ayers, "Does Digital Scholarship Have a Future?" *EDUCAUSE Review* 48, no. 4 (July/August 2013): 34, <http://er.educause.edu/articles/2013/8/does-digital-scholarship-have-a-future>.

# Survey Questions and Responses

These results of the SPEC Survey on Supporting Digital Scholarship are based on responses from 73 of the 124 ARL member libraries (59%) by the deadline of February 1, 2016. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

One vision of the future research library is as a collaborative partner within a broader learning and research ecosystem, one that helps support interdisciplinary work and provide infrastructure for all disciplines to innovate their research and teaching. Over the past two decades an increasing amount of research has integrated digital tools, large data sets, simulations, visualizations, and even virtual environments. Once the bleeding edge of scholarship, these technologies have become an integral part of scholarly communications, as have the use of digital evidence and method, digital authoring, digital publishing, digital curation and preservation, and digital use and reuse of scholarship. Such activities have been collectively referred to as “digital scholarship.”

Research libraries are evolving along with these scholarly practices. They have made room for collaborative workspaces, invested in visualization technology, incorporated emerging tools such as text mining into collections decisions, and more actively collaborate across and beyond their institutions. They have also created and/or repurposed library positions to engage directly with “digital scholarship” as digital tools and techniques have become more and more attractive to a wider range of scholars, including those in the humanities and social sciences. These roles engage in a broad range of digital scholarship-related activities including, but not limited to, GIS, data curation and management, digital humanities, scholarly communications, institutional repositories, digital libraries, data analysis/visualization, online publishing, and collaborative scholarship. The library staff who take on these new roles may work within traditional departments such as research and instruction, or they may be part of new digital scholarship centers. They may also work with staff across and beyond their parent institutions.

The purpose of this survey is to explore how library roles are evolving as multimodal and collaborative scholarship become more visible in the research landscape and how the emergence of these newly identified roles influence the work of library staff. It asks about the types of support libraries offer researchers, how the individuals involved in digital scholarship activities are positioned within the library organization, their range of responsibilities, collaboration with partners inside and outside the library, how support for digital scholarship activities is funded, and how it is assessed, among other questions.

## DIGITAL SCHOLARSHIP SUPPORT FOR RESEARCHERS AT YOUR INSTITUTION

In an article in the September/October 2015 issue of *EDUCAUSE Review*, Nancy Maron describes a life cycle for digital projects that includes:

- project planning (pre-project decision making),
- project management (end-to-end oversight and development),
- content creation,
- technical development (programming support),
- technical upkeep (ongoing maintenance, updates, and migration),
- storage and preservation, and
- dissemination (sharing the final product with its audience).

This section is intended to provide a high-level view of where a researcher can find support for these activities within (or outside) your institution.

Source: Maron, Nancy L., “The Digital Humanities Are Alive and Well and Blooming: Now What?” *EDUCAUSE Review* 50, no. 5 (September/October 2015): 28–38.

1. **Please indicate where a researcher at your institution (whether faculty, student, or other researcher) can find support for the digital scholarship activities listed below. Check all that apply.**  
N=73

Digital Scholarship Activities	In the library	Elsewhere in the institution	Elsewhere outside the institution	N
GIS and digital mapping	65	45	9	72
Digitization/imaging of analog material	71	22	9	71
Making digital collections	67	20	11	71
Metadata creation	67	14	7	70
Digital preservation	69	13	8	69
Data curation and management	65	21	9	69
3-D modeling and printing	42	59	10	69
Statistical analysis/support	40	57	9	69
Digital exhibits	66	23	9	67
Project planning	61	40	11	67
Digital publishing	62	25	12	67
Project management	49	39	10	61
Computational text analysis/support	49	36	7	61
Interface design and/or usability	48	31	11	61
Visualization	49	41	7	60
Database development	40	41	9	58
Technical upkeep	45	38	8	56
Encoding content (e.g., TEI markup)	44	20	10	52
Developing digital scholarship software	35	28	16	51
Other DS activity	19	10	5	20
Total Responses	73	68	29	73



**If you selected “Other DS activity” above, please briefly describe that activity(ies). N=17**

Contribute to consortial digital scholarship projects.

Education: Instruction and workshops on digital scholarship methodology and tools

Grant development, collaborative partner matching, integrated/embedded with teaching as/for research, sustainability planning, promotion, outreach, training, etc.

High performance computing, consulting and advice for digital scholarship

Internet of Things, video, audio

Multimedia content creation

Network analysis and visualization; data harvesting and cleaning; bibliometrics and altmetrics; instructional support for teaching with digital methods and tools

Research support services in our Digital Humanities Center are staffed by humanities reference librarians. Training graduate students through formal and informal internships.

Support for copyright, licensing, open access, impact metrics, altmetrics, profile management, researcher identity management (i.e., ORCID), hosting, data storage and sharing

Teaching students, faculty, and staff broad knowledge about the different areas of digital scholarship, as well as developing skills for assessing, critiquing, and adapting existing projects for new purposes.

The Emory Center for Digital Scholarship (ECDS) and the Libraries support Digital Pedagogy, for example by assisting student researchers using digital scholarship tools and methods as part of course content. They also support text analysis, TEI, and developing digital scholarship software.

The Libraries support a significant number of digital pedagogy projects: the Alabama Digital Humanities Center has supported more than 50 such projects in over 12 fields in the past two years, ranging from helping faculty to work with undergraduate students to create websites to working with faculty and graduate students to make TEI encoded online editions of manuscript texts, as well as introducing students to a wide range of digital visualization techniques including network mapping, D3-driven visualizations, textual analysis tools, and digital mapping. The ADHC has also partnered with Rodgers Science and Engineering Library to introduce Clothing, Textiles, and Interior Design students to 3-D printing. The Sanford Media Center is a hub which supports students engaging multimedia techniques including creating videos, podcasts, and graphic design projects, and their faculty and staff regularly partner with faculty members across campus to introduce these approaches into the classroom.

The library supports and holds makerspaces, design labs, and innovation hubs for the campus.

Through our digital scholarship center, the Scholarly Commons, and other affiliated units and campus partners, we provide a wide variety of instructional activities around DS areas. For example, we teach workshops on building databases, creating digital exhibits using Omeka, GIS support, and much more.

We provide training and support with Mukurtu, a locally developed CMS.

Web Archiving of Sites that fit within our collecting scope. Processing these pages for data for analysis. Expert Finder, which is a collaboration between the library and DIT.

Web hosting (elsewhere on campus), data storage (elsewhere on campus, libraries), copyright questions (libraries), quick scripts/programming development (elsewhere on campus, elsewhere outside the institution)

**If you selected elsewhere inside or outside the institution above, please identify where support is available. N=65**

**Project planning N=29**

Academic departments, Institute for Scholarship in the Liberal Arts, Office of Research  
Applied Technologies for Learning in the Arts & Sciences (ATLAS); Institute for Computing in Humanities, Arts and Social Sciences (ICHASS); National Center for Supercomputing Applications (NSCA)  
Boston Digital Humanities Consortium  
Center for Teaching and Learning  
Center for Teaching Excellence (faculty only)  
Central IT (5 responses)  
Central Research Office and in the academic units  
CIS (Central IT)  
Dependent on deliverables  
Distributed among units  
Emory Center for Digital Scholarship  
Hub for Innovation in Learning & Technology (HUB)  
Humanities Digital Workshop  
In the colleges, Office of Research, Research Institute  
Institute for Advanced Technology in the Humanities (IATH)  
IT units and staff (central, college, and department level)  
Liberal Arts Technology and Innovation Services (LATIS)  
MadLab (housed in the library, but a distinct unit); Webservices (university service: for pay)  
Office of Information Technology, Research Support  
Office of the Vice President for Research provides planning services through its Research Enhancement Unit.  
Other academic departments  
Professional societies  
University Information Technology Services, Office of the Vice Provost of Research  
University's Project Management Office, and Analytics & Technologies  
Within departments, within discipline specific centers

**Project management N=27**

Center for Teaching and Learning  
Center for Teaching Excellence (faculty only)  
Central IT (7 responses)  
Central Research Office and in the academic units

CIS: Academic Technology (hereafter AT)  
 College of Business (project management course projects), Office of Information Technologies  
 Dependent on deliverables  
 Distributed among units  
 Emory Center for Digital Scholarship  
 HUB  
 In the colleges  
 IT units and staff (central, college, and department level)  
 LATIS  
 MadLab, Webservices  
 Office of the Vice President for Research, and Business Management and Analysis Group provide project management training.  
 Office of the Vice Provost of Research  
 Other academic departments  
 Professional societies  
 Technology Services  
 University's Project Management Office  
 Within departments, may also be available from various centers.

**Visualization N=34**

Advanced Research Computer (ARC), research institutes  
 Boston Digital Humanities Consortium  
 Center for Computational Science; Center for Communication, Culture and Change  
 Center for Creative Computing, Center for Research Computing, College of Science, Computer Science department, Design department  
 Center for Research Computing  
 Center for Teaching Excellence (faculty only)  
 Central IT (6 responses)  
 CIS: Center for Computing and Visualization (hereafter CCV), Data Science (hereafter DS)  
 College of Science and Engineering  
 Colleges  
 Dependent on deliverables  
 Hive (Creative & Technical Services), College of Arts and Sciences  
 Humanities Digital Workshop  
 Information Technology Services, College of Arts & Architecture, College of Education  
 Innovation Studio  
 National Center for Supercomputing Applications (NCSA)  
 Office of Digital Humanities (College of Humanities)

Office of Information Technology, Research Support

Outside contractors

Possibly in Information Technology (IT)

Professional societies

SHANTI

Some specialized centers available (Advanced Center for Computing and Design) for a charge.

Spatial Information Design Lab (School of Architecture)

The Computational Graphics Lab of the Interdisciplinary Mathematics Institute

The Research Computing Center (housed in, but not reporting to the library)

University's Informatics Initiative

Various academic departments

Virtual reality lab and visualization group

Visualization lab (IT)

### **3-D modeling and printing** N=46

3-D Modeling Service Bureau

3-D modeling/printing is embedded in the School of Arts, Media Performance and Design, and the Lassonde School of Engineering. We are in discussion with campus partners to set up a 3-D printing lab in the science library.

Center for Creative Computing, Computer Science department, Design department, local makerspace(s), local public library

Center for Engineering Innovation and Design (CEID); Library does not do 3-D printing, helps with modeling.

Central IT (7 responses)

Central IT, Advanced Media Studio

CIS: AT

College of Design, Art department, Engineering departments

College of Design, Architecture, Art, and Planning (DAAP) and College of Engineering & Applied Science (CEAS)

College of Engineering (2 responses)

College of Engineering, Center for the Enhancement of Learning and Teaching

College of Engineering, Architecture, and Technology

College of Engineering, STEAM Room Fab Lab

Colleges

Computer Science

Departments and student groups, professional societies

Engineering and Math department

Engineering School (3 responses)

Engineering School, Architecture School, Darden  
 Faculty of Science  
 HackArts Lab run jointly by the Computation Institute and Logan Art Center  
 Illinois MakerLab  
 In colleges  
 MadLab; makerlabs/spaces  
 Maker space  
 Makers Space (School of Engineering)  
 Many at other schools and colleges; also at Science and Engineering Library  
 Natural Sciences & Mathematics, IT  
 Office of Distance Education and e-Learning, specific departments provide access to their constituents or more widely to campus (mechanical engineering has available for a charge).  
 Office of Information Technology, Research Support  
 Oshman Engineering Design Kitchen  
 School of Architecture  
 Some academic departments maintain equipment, e.g., physics  
 Specialized college and departmental labs on campus  
 The university's Digital Media Center, which is part of Student Affairs, provides this for undergraduates. Various engineering departments have labs that include 3-D printing and modeling to support the work of their design teams.  
 Various academic departments  
 We do not yet have 3-D printers available in the library mostly because the campus copy center maintains the printers in our library and does not have a method yet for billing for 3-D printing. 3-D printing is available for faculty and students elsewhere on campus.

#### **Computational text analysis/support N=28**

Academic support units and academic departments  
 Applied Technologies for Learning in the Arts & Sciences (ATLAS); Institute for Computing in Humanities, Arts and Social Sciences (ICHASS); National Center for Supercomputing Applications (NSCA), Graduate School for Library and Information Science (GSLIS)  
 ARC  
 Calcul Québec (Université Laval has a supercomputer that is managed by Calcul Québec, a consortium of universities in Québec for high performance computing.)  
 Center for Computational Science  
 Center for Digital Humanities  
 Center for Second Language Studies  
 Central IT (4 responses)  
 CIS: DS  
 College of Business, Computer Science department

Colleges

Department of Literatures, Cultures and Languages

Departments

Emory Center for Digital Scholarship

High performance computing centre; Professional societies

Hire outside programmers

Humanities Digital Workshop

Information Technology Services, Research Services

ITS Research Services

LATIS, Statistical Consulting Center

Linguistics department

Office of Digital Humanities (College of Humanities)

Office of Information Technology, Research Support

The Research Computing Center; The Knowledge Lab run by the Computation Institute

Within specific departments

**Encoding content (e.g., TEI markup) N=16**

Bentley Historical Archives

Boston Digital Humanities Consortium

Center for Digital Humanities

Center for Second Language Studies

Central IT (2 responses)

Emory Center for Digital Scholarship

English department

Graduate School for Library and Information Science (GSLIS)

Humanities Digital Workshop

IATH

Not sure, but am pretty sure there isn't support for it on campus!

Professional societies

Via our TAPAS membership, we may also send our researchers to Northeastern University for TEI support.

Within specific centers on campus

Workshops, etc. held by text encoding community

**Statistical analysis/support N=43**

Academic support units

Applied Technologies for Learning in the Arts & Sciences (ATLAS); Survey Research Lab

As I understand, there are several resources in various departments for this, but perhaps not for unaffiliated researchers. Outside programmers

BioMed: BioStats, Population Studies Training Center, Spatial Structures in the Social Sciences (hereafter S4)

Biostatistics and Epidemiology consulting service in the Milken Institute School of Public Health; Statistics Department provides support for statistics students.

Center for Social Research, Center for Research Computing

Center for Statistical Training and Consulting (CSTAT)

Central IT (3 responses)

College of Arts and Sciences

College of Arts and Sciences Social Science Info Lab; other research centers and institutes

College of Education, the College of Commerce

Department of Statistics, College of Arts and Sciences

Departmental units (2 responses)

Departments, professional societies

Distributed among units

Emory Center for Digital Scholarship

Information Technology Services, Research Services

Institute for Policy Research; Center for Clinical and Translational Science and Training; Institutional Research; College of Business' (COB) Business Analytics

Institute for Social and Economic Research Policy

International Institute for Qualitative Methodology

LISA

Math and Stats

Math Lab

Office of Information Technology - Research Support

Office of Research, Advanced research computing, ICPSR

Population Research Institute, Social Sciences Research Institute

Research Centers

School of Business, Department of Statistics

Statistical Computing Seminar, Department of Biostatistics

Statistical consulting center (workshops and one on one consultations)

Statistical Consulting Center, LATIS

Statistical Lab

Statistics Consulting Service run through the statistics department has this available for a fee. Central university IT is also considering offering it as a new service.

Statistics department (3 responses)

Students can find support in some of their classes.

Texas Institute for Measurement, Evaluation, and Statistics (TIMES)  
The Research Computing Center  
There is a center in the sociology department.

**GIS and digital mapping** N=39

Applied Technologies for Learning in the Arts & Sciences (ATLAS)  
Boston Digital Humanities Consortium  
Center for Geospatial Analysis and College of Natural Resources  
Center for remote sensing (workshops and one-on-one consultations)  
Center for Research Computing  
Central IT  
Central NY Humanities Corridor and the Maxwell School of Public Affairs  
CGIT/OGIS  
College of Arts and Sciences InfoGraphics Lab  
Department of Geography (8 responses)  
Department of Geography, College of Agriculture, Health and Natural Resources  
Department of Geography, the Map Library  
Departmental units  
Departments, professional societies  
Department of Geography's Think Spatial lab  
Emory Center for Digital Scholarship  
Geography and urban studies  
Geography department supports geography faculty and students.  
Geography department, College of Arts and Sciences  
GIS Lab  
GIS Outreach and Engagement Lab  
GIS; IT  
Map library, cartography lab  
Outside programmers (python)  
Pennsylvania Spatial Data Access  
Remote Sensing & GIS (RS & GIS)  
S4, EarthLab  
Spatial Information Design Lab (School of Architecture)  
The Geography department offers classes, various centers around campus (center for biodiversity, center for urban and regional analysis) offer this service for either center members or for a fee.  
The GIS Center in the Social Science Division (but focused primarily on supporting faculty/grad students in the Social Science division). Support for others is spotty.  
U-Spatial



Various departments

**Making digital collections** N=19

Boston Digital Humanities Consortium  
Center for Digital Humanities & Social Sciences (MATRIX)  
Center for Teaching and Learning  
Central IT & Multimedia Learning Center  
Central OIT and units within academic departments  
Emory Center for Digital Scholarship  
Herbarium, Digital museum group  
Hive (Creative & Technical Services), College of Arts and Sciences  
Individual faculty, schools, colleges, and various institutes across campus  
Information Technology Services, College of Liberal Arts IT, College of Arts & Architecture Visual Resources Center  
Inter-institutional partners, DPLA  
LATIS  
Museum and School of Art  
Professional societies  
Student Technology Resources Center (STRC)  
The Visual Resource Center in the Art History department  
The Wexner Center for the arts creates local digital collections.  
TLOS  
Webservices; Academic and Collaborative Technologies has a for-pay CMS program (Wordpress); private web-hosting and web development services.

**Digitization/imaging of analog material** N=16

Center for Creative Computing, Biological Sciences department  
Center for Teaching and Learning, Institute for the Preservation of Cultural Heritage  
Center for Teaching Excellence  
Central IT and charge-based university service teams  
CIS: AT (audio and video only)  
Colleges  
Digital Content Library  
Distributed among units  
External vendors/service providers  
Information Technology Services, College of Arts & Architecture Visual Resources Center  
Museum and School of Art  
Professional societies

Scanners are available at several points across campus  
The Visual Resource Center in the Art History department  
TLOS  
Various labs on campus

**Metadata creation N=8**

LATIS  
MATRIX  
Multimedia Learning Center  
Museum and School of Art  
Professional societies  
Schools, colleges, and various institutes across campus  
Texas Institute for Measurement, Evaluation, and Statistics (TIMES)  
The Visual Resource Center in the Art History department for image collections

**Developing digital scholarship software N=25**

Boston Digital Humanities Consortium  
Center for Computational Science  
Center for Digital Humanities  
Center for Research Computing, Computer Science department, Office of Information Technologies, School of Architecture  
Center for Teaching Excellence (faculty only)  
Central IT (3 responses)  
Central IT & Multimedia Learning Center  
CIS: CCV  
Colleagues at peer institutions, online communities  
College-level IT  
Contractor  
Emory Center for Digital Scholarship  
Humanities Digital Workshop  
IATH, College of Arts and Sciences  
Institute for Computing in Humanities, Arts and Social Sciences (ICHASS); HathiTrust Research Center (HTRC)  
Inter-institutional partners  
IT Services & Colleges  
LATIS  
MadLab; Webservices  
Office of Information Technology, other external resources and tools

Professional societies

Roy Rosenzweig Center for History and New Media (George Mason University Center), for example

Various third party contractors

**Interface design and/or usability** N=27

Central IT (9 responses)

CIS: WebServices

Colleagues at peer institutions, online communities

College of Arts and Sciences

College of Business, Computer Science department, Design department, Marketing/Communications, Office of Information Technologies, Psychology department

Colleges

Contractor

DELTA Instruction Technology

Digital Communications (central web group)

Disability Resources & Educational Services (DRES)

Emory Center for Digital Scholarship

Hive (Creative & Technical Services), College of Arts and Sciences

Humanities Digital Workshop/university IT

Information Technology Services Web Development

ITS Web Services

Professional societies

Some departments or colleges offer this service through their IT support.

User Experience Lab

Webservices

**Database development** N=33

Across university

Analytics & Technologies

Center for Research Computing, Computer Science department, Office of Information Technologies

Central IT (14 responses)

Children's National Medical Center; Division of IT with a contract

CIS

College-level IT

Colleges

Columbia University Information Technology (fee-based service)

Contractor

Emory Center for Digital Scholarship

Information Technology Services, Research Services  
ITS App Development & Integration  
LATIS  
Office of Information Technology, academic departments (i.e., computer science)  
Professional societies  
Some departments or colleges offer this service through their IT support.  
Various third party contractors  
Webservices, independent vendors/web developers  
Willson Center for Humanities & Arts

**Technical upkeep** N=31

Analytics & Technologies  
Campus and local IT  
Central and college-level IT  
Central IT (16 responses)  
CIS  
Colleges  
Emory Center for Digital Scholarship  
Enterprise Information Technology Services (EITS)  
ETech  
Information Technology Services - Research Services, plus other areas of the university, e.g., Office of Marketing and Communication  
Information Technology Services Web Development  
ITS Web Services  
LATIS  
Professional societies  
Various third party contractors  
Webservices, independent vendors/web developers

**Digital preservation** N=14

Analytics & Technologies  
Bentley Archives  
Boston Digital Humanities Consortium  
Center for Research Computing, Computer Science Department, Office of Information Technologies  
Central and college-level IT  
Central IT (4 responses)  
Cloud-based vendors  
Institute for the Preservation of Cultural Heritage

Library and central IT  
Professional societies  
University archives

**Data curation and management** N=19

Analytics & Technologies  
Center for Clinical and Translational Science and Training (CCTST)  
Center for Research Computing, Center for Social Research  
Central and college-level IT  
Central IT (4 responses)  
High Performance Computing Center (HPCC)  
ICPSR, Advanced research computing, medical school  
Individual colleges on campus (e.g., College of Life Sciences)  
iSchool and Maxwell School of Public Affairs with separate research data related projects  
ITS; Research Administration  
LATIS  
Libraries, CIO, departments  
Partnership among the University Libraries, the Office for Information Technology, and the Office for Research and Economic Development  
Professional societies  
SHARE  
Texas Institute for Measurement, Evaluation, and Statistics (TIMES); Allied Geophysical Labs

**Digital exhibits** N=17

A&CT, Webservices, independent vendors/web developers  
Central IT (3 responses)  
College of Liberal Arts IT  
Digital Media and Design  
Emory Center for Digital Scholarship  
History Department, Public History Program, College of Arts and Sciences  
Hive (Creative & Technical Services), College of Arts and Sciences  
LATIS  
MATRIX  
Multimedia Learning Center  
Omeka  
Professional societies  
School/college IT groups  
The Visual Resource Center in the Art History department

Vendor support for creating exhibits on the Islandora digital repository platform

**Digital publishing** N=20

A&CT, Webservices, independent vendors web developers

Arte Publico Press

Central and college-level IT, communication office, university press

Central IT (2 responses)

College of Liberal Arts IT

Distributed among units

Emory Center for Digital Scholarship

Hive (Creative & Technical Services), College of Arts and Sciences

Journal itself

MATRIX

Multimedia Learning Center & central IT

Professional societies

University press (4 responses)

University press & university information technology

University press, open access publishers

Vendor support for creating exhibits on the Islandora digital repository platform

**Other DS activity** N=8

Emory Center for Digital Scholarship

English department

Expert Finder

Faculty Resource Center, ETech

Licensing office

Local public library

Professional societies

Various academic departments

**Additional Comments** N=5

Depends on project type and aspects, can be with Informatics Institute, Research Computing, Center for the Humanities & the Public Sphere, others; the Libraries would almost always be the first place or a collaborative leader or partner on this.

Digital humanities is a priority of the university. It occurs in our Center, our departments, and through multi-institutional grants. Some grants include subcontracts for services.

School/college IT groups, research centers and institutes, central IT group

Schools, colleges, and various institutes across campus

There is decentralized expertise and support in departments, labs, and centers across the institute.

**2. Please indicate whether digital scholarship support is available to all researchers affiliated with your institution, to researchers external to your institution, to the general public, or only to selected categories of researchers. Check all that apply. N=73**

All affiliated researchers	72	99%
External researchers	17	23%
General public	11	15%
Selected categories	10	14%

**If support is available only for selected categories of researchers, please briefly describe which categories. N=10**

External researchers and the general public have access to training and other events. Project support would require partnerships.

In the list of 'Elsewhere Inside' support, only the Research Computing Center and campus IT have a mission to serve the entire university. All other services listed are focused first on supporting faculty and grad students inside that unit's academic division, and provide services to researchers from other divisions only as capacity permits.

Some departmental resources are not available to general undergraduate population.

Some researchers are graduate students; our faculty work with researchers outside of our institutions; collaborations across institutions.

State agencies and cultural heritage institutions (including archives, libraries, and museums, and historical societies)

Support and services provided by the Libraries are available to all affiliated researchers and students. Some schools and departments provide support only for researchers within their schools/departments. Geography provides support for geography students and faculty and limited support for others. The School of Public Health provides support for health-related research. The Statistics department provides support for statistics students only. Some departments have 3-D printers limited only to their research groups. Our School of Media and Public Affairs provides equipment and support to their students/researchers only.

We collaborate widely with folks at the university and in collaborative networks, so support is also available to/through/and with the collaborative communities of practice, as with the Digital Library of the Caribbean.

We do not have much experience yet serving the general public.

We don't have a formal DS support mechanism, so the few projects that have come through have each been examined individually. There is no policy of which I am aware including or excluding particular categories of researchers.

We provide direct support to affiliated researchers. However, our digital scholarship workshops are open to the general public.

**Additional Comments N=11**

At this point we extend these services within the library to affiliated researchers, including students, staff, and faculty.

Digital scholarship-related workshops are open to other researchers and in some cases the public.

Due to limited resources at present (Digital Scholarship vacancies), we focus on affiliated researchers and/or affiliated projects.

External researchers collaborating with affiliated researchers.

“External Researchers” may not be exactly right here, but I wanted to capture the fact that we have digital projects that include researchers from other institutions. So it is a formal relationship. We don’t support external researchers with whom we don’t have a project-based relationship.

Faculty and graduate researchers are the primary non-library clientele of the Libraries Digital Scholarship Center. However, advanced undergraduates researchers are also welcome. The DSC manages the institutional repository, which publishes undergraduate work with departmental approval.

In practice most support is given to affiliated researchers. Many types of support are also available to external researchers and the general public but we do not target those groups when advertising or promoting the services.

Publishing available to any faculty, staff affiliated with a Canadian Institution Digital Collection; management available to general public, based on research value of materials (and grant funding).

University-affiliated faculty, staff, and students

We are a land grant institution, therefore we serve the general public. We also have many collaborative relationships across institutions and countries, therefore we also serve external researchers.

We provide support for limited activities.

**3. Please enter any additional comments you may have about available digital scholarship support for researchers at your institution. N=35**

Developing regional digitization service; planning and digital humanities research education studio

Digital Scholarship support is intended to support the academic mission of the university and to provide the mechanisms for sharing products of research.

Digital scholarship support ranges from consultation on a project to creating a data visualization or a map.

For this service, we considered providing guidance and advice as a service. Many digital scholarship software and activities were created for in-house purposes (within the Libraries) but have been adapted by other institutions.

In the library: There is a lot of digital scholarship expertise distributed throughout the library, however, not one central place for researchers (or even other librarians) to know who to contact about what. Short of a digital scholarship center, we could perhaps maintain a list of folks’ expertise or have a shared email to direct patron questions to. The other issue is scale—while we are well equipped to point people to resources and provide basic training and outreach (i.e., workshops and activities like OA week) to introduce researchers to these concepts, there is a limit to how much we can help beyond that. As individual faculty members we can only collaborate in-depth on one or two projects at a time. It is also difficult to do outreach and share this expertise, as all of us have other duties, i.e., as liaisons, and there is no one person or group tasked with coordinating these activities (a sizeable task). Elsewhere in the institution: Here I am referring primarily to the Digital Arts and Humanities initiative on campus. In addition to being a loose network of interested parties, they collaborate more intensively with a number of scholars advising on a range of questions from project planning to development. The issue is that this does not scale well if demand is higher than availability. Support for all kinds of DS activity is available outside of the institution, ranging from free tutorials (i.e., DH Answers, Programming



Historian) to hiring digital humanities consultants to advise on a project or freelance developers to build portions of it. The question for us is our capacity to connect researchers with those resources.

It is scattered, and can be more limited than appears because some areas only work with subsections of affiliated researchers, e.g., faculty.

Many campus services require payment for development, while library services and the MadLab are free to university researchers. Additionally, many external supports would require payment, though I know they're available.

Much of our digital scholarship support is in its early stages and we are working to collaborate with other groups on campus to find the best roles. The Libraries, Office of the Vice President for Research, and Division of IT support tends to be for all researchers. Schools and departments generally provide services limited to their own groups. Some of our services are in pilot states and we are looking for partners to help us develop the programs and policies. Some activities we “can” do on a small scale, but don’t have the staffing levels to provide as fully as we might like—hence the need to work in partnership across the institution. We can’t afford to unnecessarily duplicate efforts.

No developed program with articulated support, objectives, etc.

Not all of the activities listed are formalized services. We often engage students, faculty, and staff opportunistically when a need arises. We seek to build first of a kind rather than one of a kind projects and services.

Not listed at all is any support provided to researchers in an academic division by the individual IT units within that division. I only listed divisional resources above in the cases where the division houses a center that at least occasionally provides services to researchers across campus instead of just to the researchers within that division.

Open university funds

Our library’s organizational structure has been reviewed and some services still need to be defined and refined. We are at the beginning of digital scholarship support, but we wish to develop our services in that field to better support our researchers.

Priority & cost dependent for researchers

Since some of these terms (e.g., digital publishing) aren’t clearly defined, it’s difficult to say whether we provide support in that category. We do provide access to back issues of publications through our digital archive, but we don’t currently run digital publishing systems such as OJS. Likewise, our Digital Media Commons helps researchers create simple visualizations, but they would go to the Visualization Lab run by IT for more sophisticated support.

Some availability may be granted to external researchers or the general public on a case-by-case basis.

The Alabama Digital Humanities Center is not a service bureau, we support projects only as far as the researcher is fully engaged, and function as a partner.

The College of Arts and Science IT group (CAS-IT) offers some DS support for faculty in CAS departments; this includes digital exhibits and web support. Other CAS-based DS-related work includes sophisticated GIS and digital mapping by the InfoGraphics Lab.

The Libraries at Emory are part of Libraries and Information Technology Services (LITS) organization. LITS also includes the Emory Center for Digital Scholarship, University Information Technology (including project management and software development), and Enterprise Applications Services. Scholarly Communication is part of the library. The Research Data Librarian position heavily supports certain aspects of digital scholarship. The position is part of the Libraries’ Scholarly Communications division.

The library has tools and datasets that could support digital scholarship but that are not yet actively promoted. Recently a digital humanities working group was established to review and make recommendations on library services of this type.

The library supports the activities indicated above only if the digital scholarship is a direct use of library collections (GIS services and 3-D printing are an exception to this).

The Research Service Strategic Initiative is currently developing a formalized data management support service for all affiliated researchers. Since fall 2014, the Digital Humanities/Digital Scholarship Strategic Initiative Group has developed and implemented DH learning opportunities, such as the DH Speaker Series and THATCamp Cincinnati 2015. The Digital Humanities Strategist provides the library leadership to this group, comprised of 22 interdisciplinary faculty members and students. This group will shape the new campus-wide DH/DS Collaborative in 2016.

The Studio coordinates with the Office of Outreach and Engagement for many of its collaborations with community partners.

The support for various projects is unequal across the university. Basic advice is given to all. Some areas will provide services for free and others will be available for a fee. The amount of support for digital scholarship is somewhat dependent on grant funding, finding partners, or through center affiliation. The library, while trying not to duplicate services available elsewhere, is also providing all digital scholarship services to all constituents at no cost other than personnel. At this time there is not a charge-back mechanism in place in the libraries for digital scholarship services.

The units at our institution responsible for support to faculty (Library, Academic & Research Technology, Research Computing, College of Arts & Sciences computing & Multimedia Learning Center) coordinate our projects through monthly meetings. These meetings were started in order to forge a better understanding of what each unit does as well as coordinate a response to faculty requests for support.

The University Libraries partners closely with other units on campus to provide support for a broad range of digital scholarship services. For example, the Libraries partners with LATIS on support for digital humanities projects and courses.

There are many of the things listed above that we do internally as part of collections we are digitizing, but would not do as a service for our users. I have answered that we provide support in situations where we would have a more in-depth discussion or offer services, rather than have a casual conversation.

There is little coordination of marketing of these support services.

University affiliates are the primary audience of these services from the libraries.

We are actively working to develop the infrastructure and consultation capabilities at the library, and we are doing this in collaboration with a number of groups across campus.

We are in the early stages of enhancing our support. We hired a digital scholarship specialist in September. She is working on an environmental scan of campus needs; part of that scan is a survey that just closed. Data analysis will begin shortly. We were excited that she got responses from over 70 faculty and grad students in the humanities and social sciences. We will be happy to share results when available.

We do not have hard and fast policies across all services, especially as costs vary significantly from one service to another. For instance, we have offered support for unaffiliated scholars to add their preprints to the IR, because of a relationship with an affiliated faculty member. We have digital projects (Documenting Ferguson) that allow members of the general to submit content, but we do not typically offer broad support for digital projects to members of the general public.

We're in the process of doing a more comprehensive survey of digital scholarship support on campus and I imagine my answers to this section would be very different in six months.

While the Library and CIS support all affiliated researchers, some services outside the library (e.g., S4, PSTC, BioStats, etc.) provide service only for researchers affiliated with those departments.

While we serve the general public, we have not seen much, if any, uptake in needed services for those outside the university community. We are more than happy to provide broad support within the scope of our resources and would only turn down/redirect a community member if it kept us from being able to adequately support our affiliated faculty and students.

## LIBRARY SUPPORT FOR DIGITAL SCHOLARSHIP: STAFF CATEGORIES

The remainder of the survey focuses on what staff in your library are doing to support digital scholarship activities.

### 4. Please indicate which categories of library staff support the digital scholarship activities listed below. Check all that apply. N=72

Activities	Librarian	Archivist	Other professional (e.g., IT, HR, financial)	Support staff	Interns	GSA	Ugrad student workers	Other staff category	N
Making digital collections	67	44	42	36	16	26	26	5	70
Digitization/imaging of analog material	57	37	33	53	16	31	40	3	70
Digital preservation	59	36	40	18	2	4	0	1	68
Metadata creation	65	37	22	35	13	23	17	4	67
Data curation and management	65	25	37	13	1	4	0	3	67
GIS and digital mapping	58	4	28	17	3	23	11	2	67
Digital exhibits	61	42	42	19	12	21	9	3	66
Project planning	61	29	37	16	0	6	2	5	63
Digital publishing	55	10	34	21	4	9	10	1	59
Project management	52	23	33	11	0	7	1	3	55
Interface design and/or usability	42	9	40	11	1	7	3	3	54
Visualization	43	1	30	10	5	12	6	2	50
Computational text analysis/support	43	1	24	4	2	10	2	3	50
Technical upkeep	32	10	41	12	1	6	5	2	49
Encoding content (e.g., TEI markup)	41	12	17	5	1	10	3	3	49
Statistical analysis/support	39	3	18	7	3	14	1	1	45

Activities	Librarian	Archivist	Other professional (e.g., IT, HR, financial)	Support staff	Interns	GSA	Ugrad student workers	Other staff category	N
Database development	34	9	37	6	2	7	1	2	46
3-D modeling and printing	32	0	23	23	3	12	9	3	45
Developing digital scholarship software	27	6	35	6	1	6	1	2	42
Other DS activity	17	8	12	4	0	4	1	2	21
Total Responses	72	61	61	61	31	53	46	10	72

**If you selected “Other DS activity” above, please briefly describe the activity(ies) and identify the staff category that supports it. N=18**

Community development & outreach is undertaken by librarians.

Consulting and advice for digital scholarship: librarian and archivist

Copyright is offered by JD with support staff.

Data consultations with faculty, staff, and students through the Digital Initiatives Advisory Group or through areas of specialization.

Data Life Cycle Consultation: librarian and archivist

Digital pedagogy projects are supported by librarians and IT specialists working collaboratively with faculty from departments across campus.

Education: Instruction and workshops on digital scholarship methodology and tools: librarian

Graduate student assistants: promoting digital scholarship activities; providing training in digital tools or skills; creating training documents; setting up hosting environments. Other = Library Science field experience students: assessment of digital scholarship programs and projects; promoting digital scholarship activities; providing training in digital tools or skills; creating training documents; setting up hosting environments. Librarians and other professional staff: Advisement on legal issues related to digital scholarship, e.g., copyright, fair use, privacy; participating in and organizing events—training, SCI, etc.—in support of digital scholarship.

Internet of Things, video, audio: librarian

Librarians, archivist, and IT professionals work on our Web Archiving and Expert Finder tools.

Maintaining and customizing our institutional repository platform, DSpace: librarian, archivist, other professional. This might be included in “developing digital scholarship software” (although it’s more focused on extending such software), as well as in digital publishing, database maintenance, technical upkeep, and digital preservation.

Multimedia content creation: librarian, other professional, support staff, student workers (undergraduate and graduate)

Outreach, promotion, integration with teaching for/as research, grant planning, etc.: librarian, archivist, other professional

Providing assistance to campus faculty who are teaching courses using digital scholarship techniques. Our involvement includes presenting to classes, helping develop syllabi, and assisting with assignment creation and research: archivist, other profession, support staff.

Research support services are provided in the Digital Humanities Center by humanities librarians.

Support staff (largely from technical services) may work only on selected projects, i.e., they are not dedicated to this work.

Teaching students, faculty, and staff broad knowledge about the different areas of digital scholarship, as well as developing skills for assessing, critiquing, and adapting existing projects for new purposes: librarian.

The Libraries and ECDS partner to create Open Educational Resources for higher education and K-12 learners. Specifically, three librarians and one educational technologist provide program management and other support.

**If you selected “Other staff category” above, please identify the category and briefly describe the activities they support. N=9**

3-D modeling: academic hourly support

Council on Library and Information Resources Postdoctoral Fellows

Faculty: text analysis, statistics support, 3-D modeling and printing. Office of the Vice Provost for Research: research funding, project planning, project management

Faculty in academic departments are involved in research grants.

Library Science field experience students: data curation & management; digital publishing. Other DS activity: assessment of digital scholarship programs and projects; promoting digital scholarship activities; providing training in digital tools or skills; creating training documents; setting up hosting environments. CLIR Post-Doctoral Fellow: 3-D modeling & printing.

Post docs have been involved in some digital scholarship projects.

Programmer

University press, parts of ITS and Communications

We have Fellows who help contribute to our digital collections research projects.

**Additional comments N=4**

IT professional\curator

Our developers in Systems are also librarians, and have thus been represented in that category.

Post doc, IT and R&D support

There is a range of technologists in our organization that go beyond the IT classification. We have media consultants, visualization specialists, programmer, instructional designers....

5. To give us an understanding of how many library staff contribute to supporting digital scholarship, for each activity listed below that your library supports, please enter an approximate number of staff who have some responsibility for providing support in that area. If a category of staff (such as library liaisons, catalogers, IT) support an activity, you may enter that information as well. A numeric estimate or a textual description is acceptable. N=66

**Project planning** N=57

Minimum	Maximum	Mean	Median	Std Dev	N
1	15	5.37	4.00	3.17	49

**Comments** N=4

Center for Digital Scholarship, Subject Librarians

Liaisons

Library liaisons, special collection curators—number involved varies by project

Team effort of Digital Scholarship, liaisons, Digital Library, Metadata

**Project management** N=51

Minimum	Maximum	Mean	Median	Std Dev	N
0.50	12	4.67	4.00	3.02	44

**Comments** N=3

Center for Digital Scholarship, subject librarians, Project Management Office

Digital humanists, research data management group, liaisons

When library materials are digitized there are anywhere from 15–20 individuals involved at some point in the process.

**Visualization** N=49

Minimum	Maximum	Mean	Median	Std Dev	N
0.25	30	3.77	3.00	5.32	46

**Comments** N=2

Center for Digital Scholarship

Data visualization exploratory group has 14 members looking at trends in libraries and needs at the institute. GIS team (4 members) supports some aspects of visualization.

**3-D modeling and printing** N=42

Minimum	Maximum	Mean	Median	Std Dev	N
.50	25	3.31	3.00	3.77	40

**Comments** N=1

Several librarians and staff members are in the process of developing a makerspace, with involvement from liaison librarians, Libraries information technology, and support staff.

**Computational text analysis/support** N=45

Minimum	Maximum	Mean	Median	Std Dev	N
1	5	2.42	2.00	1.40	43

**Encoding content (e.g., TEI markup)** N=44

Minimum	Maximum	Mean	Median	Std Dev	N
1	12	2.67	2.00	2.11	43

**Statistical analysis/support** N=44

Minimum	Maximum	Mean	Median	Std Dev	N
0.25	14	2.91	2.00	2.64	43

**GIS and digital mapping** N=61

Minimum	Maximum	Mean	Median	Std Dev	N
0.25	9	2.59	2.00	1.55	60

**Making digital collections** N=62

Minimum	Maximum	Mean	Median	Std Dev	N
1	20	6.55	5.00	4.03	56

**Comments** N=3

Digital Library and e-Scholarship

Digitization Team, software developers, subject librarians

The appropriate subject librarian partnered with several librarians in preservation, digital services, and cataloging. Support for making digital collections is only provided to faculty on a project basis for collections owned by the library that will become part of our library digital collections.

**Digitization/imaging of analog material** N=64

Minimum	Maximum	Mean	Median	Std Dev	N
1	25	5.27	4.00	4.49	59

**Comments** N=3

Archives, Digitization Team, Rare Books & Special Collections

Digital Library

DPS unit

**Metadata creation** N=62

Minimum	Maximum	Mean	Median	Std Dev	N
1	30	5.18	3.00	4.97	54

**Comments** N=7

Catalogers, archivists

Data Management and Access department, plus assistance from some liaison librarians and archivists

Digitization Team

Many individuals in tech services, publishing, special collections, etc. contribute.

Metadata, Digital Scholarship, e-Scholarship

Mostly in technical services and around the library

Support for metadata creation is scattered across a variety of functions: Archives, GIS, Data management services, Aga Khan Documentation Center.

**Developing digital scholarship software** N=37

Minimum	Maximum	Mean	Median	Std Dev	N
0.25	10	3.24	3.00	1.80	34

**Interface design and/or usability** N=51

Minimum	Maximum	Mean	Median	Std Dev	N
0.25	12	3.01	2.50	2.40	44

**Comments** N=4

Center for Digital Scholarship (CLIR postdoctoral fellow, support staff), Emerging Technologies Librarian, User Experience Analyst

Staff in Digital Library Services and Web Development

Web Services

Web Services and User Experience Workgroup

**Database development** N=43

Minimum	Maximum	Mean	Median	Std Dev	N
0.25	15	3.27	2.50	2.56	38

**Comments** N=2

Software developers

Staff in Digital Library Services and Web Development

**Technical upkeep** N=45

Minimum	Maximum	Mean	Median	Std Dev	N
1	20	4.14	3.00	3.45	37

**Comments** N=6

Center for Digital Scholarship (support staff, student workers), Library IT support  
DPS unit

Staff in Digital Library Services and Web Development

Systems & Lib Tech staff

Systems and Digital Scholarship

Systems staff



**Digital preservation** N=63

Minimum	Maximum	Mean	Median	Std Dev	N
1	15	3.88	3.00	2.74	55

**Comments** N=6

Archives, Digitization Team, software developers

Digital Library and e-Scholarship

Digital projects librarian, special collections and archives staff

DPS unit

Most staff are responsible for pieces.

Preservation/Conservation staff

**Data curation and management** N=63

Minimum	Maximum	Mean	Median	Std Dev	N
0.50	11	3.99	3.00	2.71	58

**Comments** N=3

DPS unit

Members of the Data Management Curation Initiative and staff from across the Libraries are engaged in data curation work, including liaison librarians, DPRT staff, and archivists.

Systems staff

**Digital exhibits** N=60

Minimum	Maximum	Mean	Median	Std Dev	N
1	15	4.69	4.00	3.28	54

**Comments** N=4

Archives and Special Collections and the Aga Khan Documentation Center host and support digital exhibits.

Digital projects librarian, special collections and archives staff

Software developers, subject librarians

Varies but includes numerous staff across Special Collections, subject liaisons, etc.

**Digital publishing** N=56

Minimum	Maximum	Mean	Median	Std Dev	N
1	12	3.81	3.00	2.43	52

**Comments** N=2

Copyright Team (librarians)

Digital Library and e-Scholarship

**Other DS activity** N=17

Minimum	Maximum	Mean	Median	Std Dev	N
1	12	4.65	3.00	3.72	17

**Please briefly describe the other DS activity.** N=7

1 Digital Scholarship Librarian (running annual digital humanities conference, Digitorium; initiating collaborative digital projects for research and pedagogy across campus, and teaching for digital pedagogy projects)

2: 1 librarian, 1 support staff: multimedia content creation

2: programming + system administration

3: 1 associate dean, 1 archivist (Oral History), and 1 staff person from Special Collections and University Archives recently worked closely with several courses to develop digital humanities assignments.

3: Copyright

8: Data Life Cycle, training

12: Humanities libraries doing DS reference/consultations

**Additional Comments** N=19

All fifteen liaison librarians support digital scholarship. In addition, eight librarians and five technologists are directly involved in our DC center. IT professionals in the libraries provide support for data management, programming, 3-D printing, etc. Interns and graduate and undergraduate students work within the libraries in the Center, Archives and Special Collections, and grants as needed. Business Office staff provide financial support functions.

As reflected in the numbers above, the Libraries are part of the larger Library and Information Technology Services (LITS) organization. DS activities are jointly supported by areas within LITS. The Project Management Office works with library staff on repository development, for example, and software developers work with librarians to build applications to support library initiatives.

Insight into how this was calculated: We identified all individuals with some responsibility in the assigned areas and counted as a whole number. If there was graduate student assistant support, even if this is spread out across a unit with several trained GAs in a specific area, they were only counted as "1". Since the University Library heavily relies on the talent and skills of graduate students from the Graduate School of Library and Information Science, we are able to provide a wider scope of digital scholarship services and support than we might otherwise be able to do.

Most of the staff listed above only provide a small amount of their time on services for researchers.

No direct responsibility; Digital Humanities Library Group and Data Management/Curation Task Force all assist.

Numerous people perform this work (no one specifically dedicated), including liaison librarians, Digital Library Services, Publishing Services, etc.

Other DS activity and Data curation and management are served by the Digital Initiatives Advisory Group.

Projects and user needs vary greatly and may involve individual librarians or technical staff members, or teams that include disciplinary specialists librarians, IT or digital library staff, special collections/archives staff, GIS or copyright specialists, or student assistants.

Some aspects of DS (i.e., project management, planning, digital preservation) are only really accessible to researchers formally collaborating with librarians on projects (i.e., cases where the librarian is a co-PI) and not really to anyone on campus who is interested.

Staff could include librarians, library IT, archivists, non-MLS library management.

The number of staff who contribute to the service is not equivalent to the FTE effort invested in support. In many cases the activity supported represents a small portion of the staff's overall effort.

These activities are highly distributed across multiple departments and individuals.

These numbers do not represent FTE but people who may be partially involved.

This area touches a number of positions to varying degrees throughout the semester and throughout our organization.

This is hard to report—project to project and within departments there is variation.

This is very difficult to answer because everyone has some interaction with digital scholarship and support activities. This is an already transformed way of working, so the parsing into parts for these elements isn't a discrete or clean or concise way to report on activities.

Varies greatly, at least one subject specialist/liaison librarian is always the lead.

We function as a highly collaborative matrix organization and responsibilities for digital scholarship services are shared among a majority of staff members in some way, shape, or form. As a result it is nearly impossible to quantify the number of staff members engaged in digital scholarship.

While a number of Reference & Instructional Services staff possess or are developing expertise for contributing to digital scholarship projects and services, this is not part of their job responsibilities nor is it a regular feature of any liaison's work. We see this as an area in which we would like to evolve our services, and are actively working on how best to evolve librarians' roles into digital scholarship support, in ways that extend naturally from their current work. The high numbers of staff involved in project planning, project management, making digital collections, and metadata creation reflect, in part, the International and Area Studies department's involvement in proposing, managing, and helping develop digital collections. Metadata creation, in particular, is a defined area of responsibility for these librarians, who also regularly partner on projects with faculty and hold more advanced degrees in specific subject areas. The Digital Projects and Production Services department does not offer public-facing services in digitization and digital collection development. However, their work to digitize, describe, and publish digital collections has been done, in part, in collaboration with IAS librarians who in turn are partnering with faculty researchers. Finally, understanding the significance of these numbers is difficult without comparing to the overall size of these departments.

## **STAFF ORGANIZATION**

**6. To help us understand how staff are organized within the library to support digital scholarship, for each activity listed below, please indicate whether staff:**

- Are distributed across library units,
- Are part of a DS team within the library,
- Are all part of a single library department/unit,
- Are centralized in a library DS center/hub/lab,

Check all that apply. N=70

Activity	Distributed across library	Library DS team	Single library department/unit	Library DS center/hub/lab	N
Making digital collections	58	13	14	10	68
Digitization/imaging of analog material	41	9	31	7	68
Data curation and management	40	13	21	7	66
Metadata creation	54	10	18	5	65
GIS and digital mapping	20	8	35	12	64
Digital preservation	38	6	29	4	63
Digital exhibits	49	11	14	8	62
Project planning	48	14	11	9	61
Digital publishing	27	12	24	9	58
Project management	38	10	14	11	54
Interface design and/or usability	34	6	18	7	53
Visualization	27	9	13	10	48
Computational text analysis/support	14	12	16	13	47
3-D modeling and printing	16	3	19	10	45
Technical upkeep	23	7	21	6	45
Database development	23	4	20	6	45
Encoding content (e.g., TEI markup)	16	11	15	12	44
Statistical analysis/support	17	5	20	9	43
Developing digital scholarship software	14	9	14	10	39
Other DS activity	11	2	4	4	17
Total Responses	69	30	60	20	70

**If you selected “Other DS activity” above, please specify the activity(ies) and identify how support is organized. N=10**

As part of dedicated digital scholarship team: coordinating and promoting digital scholarship activities and events; providing training in digital tools or skills and creating training documents; setting up hosting environments; assessing digital scholarship programs and projects. As part of single department: advising on legal issues related to digital scholarship (e.g., copyright, fair use, privacy). Both of the above departments are represented in the activities and staff of the Library DS center/hub/lab.

Copyright: Offering consultations through the digital scholarship center.

Data consultations with faculty, staff, and students are through the Digital Initiatives Advisory Group or through areas of specialization.

Digital pedagogy projects are run by the Alabama Digital Humanities Center: the Digital Scholarship Librarian liaises with faculty members and graduate students to create appropriate digital approaches for courses and puts together the team needed to bring these projects to life in the classroom. Most frequently these collaborations involve the faculty member or graduate student leading the course, the Digital Scholarship Librarian working with them to create feasible but innovative assignments

suitable for the scope of the course, and the ADHC's IT specialist to identify and implement the appropriate technological approaches in each case. For some pedagogy projects the ADHC has also drawn on expertise elsewhere in the Libraries, from our Metadata Librarians in text encoding projects and historical network mapping data schemas, to our Science and Engineering Librarian for 3-D printing projects.

Multimedia content creation: Shared between Emerging Technologies Librarian, Center for Digital Scholarship, and support staff.

Outreach librarians and Digital Humanities Center staff provide support for rights management, both digital and analog, including providing information about open access and open licenses for content (creative commons, MIT, Gnu, etc.)

Outreach, promotion, integration: Done in alignment with other activities.

Systems department: Application development and enhancement effort

The Digital Scholarship Services department develops and maintains our institutional repository, which hosts most of our digital collections.

We have informationists, a digital humanities strategist, librarians, and a digital collections team who all provide consulting and advice as needed.

**7. If you indicated above that library staff who support DS activities are part of a single department/unit, please specify which activities and identify the department(s)/unit(s). N=52**

3-D modeling: Health Sciences library; Statistical analysis and support: Geographic, Statistical and Government Information Centre; Digital publishing: Access

3-D modeling and printing: GIS & Data Services; Encoding content (e.g., TEI markup): Scholarly Publishing; GIS and digital mapping: GIS & Data Services; Digitization/imaging of analog material: Scholarly Publishing; Technical upkeep: Library Technology Services; Digital publishing: Scholarly Publishing

3-D modeling and printing: Digital Media Lab (part of Undergraduate Teaching and Learning Services); Digital publishing: Scholarly Communication

3-D modeling and printing: User Experience/Makerspace

3-D printing/modeling: Multimedia Lab; Developing digital scholarship software: Scholarly Communication Center; Technical upkeep: Integrated Information Systems (library IT unit)

3-D Scanning and printing in branch library. Text encoding and digitization in Digital Production & Publishing. Digital Initiatives develops databases and is responsible for technical upkeep.

All selected except digital publishing is in Special Collections Research Center.

BHSD librarians recruited for digital humanities expertise, although DS expertise exists in other departments as well. GIS: government documents and maps department.

Computational support and encoding: Institute for Digital Research in the Humanities; GIS: Center for Graduate Initiatives and Engagement; Digitization and data curation: Metadata, Data, Discovery Services

Computational text analysis/support, statistical analysis/support, and GIS: StatLab; Metadata creation: Metadata Analysis and Design; Digital preservation: Content Stewardship and Collections Access & Discovery; Data curation: Content Stewardship and Research Data Services; Digital publishing: Content Stewardship and Academic Engagement

Data and Visualization Services department: visualization, statistical analysis & support, GIS & digital mapping; Digital Scholarship Services: developing digital scholarship software, database development; Library Information Technology Services: 3-D modeling and printing (CLIR postdoctoral fellow)

Data Services: data curation/management; Scholarly Communication: publishing; Special Collections: digital exhibits

Data Services: visualization, quantitative, GIS, computational text analysis/support; Digital Scholarship Services: exhibits; Digital Library Technology Services: publishing, preservation, interface design, digitization.

Digital and Multimedia Center: computational text, metadata, software; Map Library and GIS: GIS; Makerspace: digital publishing, 3-D modeling/printing

Digital Collections and Repositories: Digital preservation

Digital Collections does all digitizing of analog content. Institutional repository staff do digital publishing.

Digital Initiatives unit in Preservation Department creates and manages digital collections, creates basic metadata, interface design, digital preservation, stats analysis. Preservation Department performs all digitization, including out-sourcing of analog materials. Metadata & cataloging department provides higher-level metadata for digital objects.

Digital Scholarship Services is responsible for supporting digital scholarship projects, but it works in collaboration with the library's archives/special collections department and Technical Services.

Digital Strategies Unit

DS activities at the university are focused \*primarily\* in the Digital Scholarship Center, which functions as both a department and a hub/lab. Other departments with extensive participation and roles in the DS activities listed include Special Collections and University Archives, Science Library, Architecture and Allied Arts Library, Portland Library and Learning Commons, and Collection Services (cataloging/metadata).

Encoding content: Kislak Center for Special Collections; Digitization/imaging: Schoenberg Center for Electronic Text & Image; Technical upkeep: Library Technology Services; Digital preservation: Kislak Center for Special Collections

Encoding content: Academic liaison; Statistical analysis and support: GIS and Data Unit; Digitizing: digitization unit (part of Special Collections); Developing digital scholarship software, technical upkeep, and digital preservation: Digital Research and Curation Center; Data curation and management: Data Management Services; Digital publishing: Applications Support

GIS: Maps and data services; Technical upkeep: library systems

GIS and digital mapping: the Map Library; Digitization/imaging: Preservation; Interface Design and Database development: Digital Services

GIS and digital mapping takes place in the Map and Government Information Library, which is recognized in the overall Libraries organizational structure as a department.

GIS and digital mapping: Map Library; Digital preservation: Digital Preservation and Repository Technologies; Digital publishing: Open Scholarship and Publishing Services; Technical upkeep: Computer Support and Networking; All remaining: Digital Library Services

GIS services: through Research Services as part of the Research Commons (our digital scholarship center); Interface design: Teaching and learning; Data curation and management: Research Services and offering consultations through the research commons; Digital Publishing: Digital content services and offering consultations through the research commons

Library Information Technology Services: 3-D modeling and printing, interface design and/or usability, database development; Conservation: Digitization/imaging of analog material; Archives & Special Collections: Digital exhibits, digital publishing

Many activities are most directly supported by a Digital Scholarship Services Unit. Publishing activities are most directly supported by an Office of Scholarly Communication and Publishing. However, both of these units are supported by a service “track” that includes librarians and staff from across the organization.

Maps/GIS: Cataloging, Libraries’ ITS, Department of Research and Scholarship (DRS), university press Metadata Librarians in the Digital Services and Metadata Department

Metadata templates are created in the Collections unit. Archivists creating digital exhibits are in the Archives and Special Collections unit. All other activities are in the Technology, Discovery, and Digital Services unit.

Most occur within Digital Initiatives, except: Statistical analysis/support (Reference and Instruction), Interface design and/or usability (Web Services).

Most of the digital scholarship services are located within the Digital Programs & Initiatives (DPI) unit within the Digital Services & Stewardship division in the Libraries. Included in DPI are the institutional repository, research data services, and the library’s publishing program. Depending on the project, subject librarians, special collections/archives, reference services, and/or metadata services might be involved.

Our DS activity has been led by our Digital Initiatives unit, in collaboration with Library IT and Bibliographic Services. Our new 3-D printing service has been a partnership with the Faculty of Science, and is provided within our Science & Technology library, and supported by our Library IT group. Our liaison librarians work closely with DS functional experts to provide DS education/outreach re: data curation, digital publishing, and to support digitization projects.

Preservation/Conservation department: digitization/imaging of analog materials, digital preservation, data curation/management. Cataloging/Metadata department: metadata creation. Library Information Technology department: developing digital software, interface design and/or usability, technical upkeep.

Project management: Research Data Services; 3-D modeling and printing: Grainger Engineering Library Informatics, Design, and Data Visualization Center; GIS and digital mapping: Scholarly Commons; Database development: A single subject liaison librarian; Data curation and management: Research Data Services

Project management is supported by many across library and within Center, but also supported by internal Library Project Management Office. Developing digital scholarship software is supported by software developers from the Digital Library Technology unit, as well as Center for Digital Scholarship. Database development is supported by library E-Research & Digital Initiatives unit. Technical upkeep is supported by Information Technology unit, as well as Center for Digital Scholarship.

Project management and training, making digital collections, digitization, digital preservation: Digital Initiatives & Services

Research Enterprise and Scholarly Communication

Statistical analysis and support and GIS and digital mapping are provided primarily by the Humanities and Social Sciences branch. Digital publishing and digital preservation are supported by the Digital Initiatives unit.

Systems; Special Collections & Archives

Text encoding in the Center for Humanities and Information; Statistical support in Data Learning Center; Metadata in Cataloging and Metadata Services; Database development in Libraries Technology; Digital preservation in Special Collections; Data curation in Publishing and Curation Services; Digital publishing in Publishing and Curation Services

The Digital Resources and Discovery Services Department houses the metadata unit, the scholarly publishing, and digitization units; however, those activities also take place in other library departments.

The library does not have a DS team per se. There are two service points that provide the bulk of the services in this survey: The Center for Science and Social Science Information (CSSSI), and the Digital Humanities Lab. The latter could be considered a DS team, however for the purpose of this survey they are both considered single library units.

There are two specific departments that support DS activities. Computing Operations & Research Services (CORS) provides data management, programming, and technical IT support. Digital Initiatives and Special Collections (DISC) encompasses archives, special collections, and Digital Commons. Liaison librarians work their departments on data management plans.

There is a central Digital Production Services unit, and then many core players throughout the libraries.

University Libraries is rather large and complex. Most digital scholarship work is done by a subset of staff within Information Technology Services at the central library, or by the Digital Scholarship Unit. That said, people from several departments are often engaged in DS work, particularly the Map and Data Library.

Visualization, computational text analysis/support, GIS and digital mapping: Liaison Services; Digitization/imaging of analog material, metadata creation: Metadata and Digitization Services

Visualization, GIS & digital mapping: Research & Learning Services; Database development: Repository & Digital Curation; Technical upkeep: IT Infrastructure

Visualization, 3-D modeling and printing: Student Digital Life; Digitization/imaging of analog material, digital preservation: Digitization; Metadata Creation, Database development: Content; Data curation & management: Scholarly Communications

We have interpreted the "Library DS Team" as the Center for Digital Scholarship.

**8. Has any department/unit been created or reorganized specifically to support digital scholarship activities? N=70**

Yes	41	59%
No	21	30%
Not yet, but we plan to	8	11%

**If yes, please identify the department(s)/unit(s) and the year it was created/reorganized. N=40**

Unspecified	Scholarly Communications and Digital Programs
1990s	ITS in the Central Library is a long-standing department that has supported digital scholarship in many ways since the early 90s.
2005	The university formed Electronic Text Center in 1997, which became the Center for Digital Research in the Humanities in 2005.
2006	Digital Initiatives



2006	Scholarly Publishing was originally created in 2006 as "Digital Library Services," to support library and faculty digital projects/scholarship, and reorganized as "Scholarly Publishing" in 2013 (to reflect a broader role for the institutional repository and original publishing. The GIS unit was created at the university in 2006. In 2013, it was brought under library management and reorganized as the GIS & Data Services unit.
2007	Center for Digital Research & Scholarship
2008	Digital Initiatives unit was created within Preservation Department from one existing support staff position and one support staff position from another department in 2008. In 2016, a full-time Digital Archivist was moved from SPCL to DI as the Digital Initiatives Archivist to oversee and manage DI, create collections, and perform digital preservation functions.
2009	Digital Curation — 2009. Makerspace — 2015 incorporating Copy Center and Espresso Book Machine
2010	Digital Humanities Center
2010	Digital Scholarship
2010	Digital Strategies Unit was reorganized in 2014 but was created prior to 2010.
2010	Scholarly Commons
2010	The Alabama Digital Humanities Center was created in 2010.
2010	The legacy "Library Technology Services" became "Digital Initiatives" around 2011 (I think) and grew to include digital scholarship services. Since 2013, these have been more of a focus.
2011	The library has a cross-departmental team called Center for Digital Scholarship (CDS) including members from Digital Technology, Research and Outreach Services, and Access Services. While none are 100% dedicated to digital scholarship, they function as a virtual department supporting digital scholarship in all areas (Humanities, SS, and STEM).
2012	Digital Learning & Scholarship
2012	Digital Production & Scholarship Services
2012	I believe that the department itself was created around 2012, although its core group and functions date back to the early 2000s. Digital Scholarship Services includes the team responsible for DSpace (our IR), scholarly communications and digital curation, as well as the Digital Media Commons, the government information/data/geospatial services department, and the GIS/Data Center (which is part of the government information department).
2012	The Digital Scholarship Center was established in 2012.
2012	The library's digital collections and institutional repository departments were merged in 2012 to create the Digital Programs & Initiatives unit.
2012	The scholarly communications team was developed in 2012 to advance digital scholarship. The members of the team are also members of the Library Digital Services unit, which includes Search and Core Services, too.
2013	Conservation & Digital Production — 2013. Digital Scholarship and Data Curation — 2013
2013	Digital Collections and Repositories — 2013. Digital Humanities Department and DH Strategist Position — 2014. Informationist Team — 2013. Scholarly Communications — Coming 2016/2017
2013	Digital Scholarship Services
2013	Scholarly Communication created in 2006. Digital Media Lab created in 2013.
2014	Digital Scholarship
2014	Digital Scholarship Services was created in 2014.

2014	Digital Scholarship Services — 2014. Data Services — 2008. Digital Studio — 2000. Digital Library Technology Services — 1997.
2014	In 2014, we created the Center for Digital Scholarship and Curation in partnership with the college of Arts and Sciences.
2014	The Emory Center for Digital Scholarship was created in 2014. It is a unit in the larger Library and Information Technology Services umbrella, which includes the Libraries.
2015	Digital Research Services created in 2015. Digital imaging and Preservation Services created in 2015.
2015	Digital Scholarship
2015	Digital Scholarship Lab (started August 2015), part of Technology Initiatives unit of the Libraries
2015	In the last year a Digital Humanities Lab was opened, headed by a librarian who began this position in January 2016. A Geographic Information Systems Librarian position was added to the Map and Government Information Library in the summer of 2015.
2015	On June 1, 2015, the Libraries with the support of the provost, launched the Digital Scholarship & Publishing Studio. The Studio maintains a physical presence in the Main Library and was created by merging the Libraries-operated Digital Research and Publishing department with the campus-operated center called the Digital Studio for Public Arts and Humanities.
2015	Open Scholarship and Publishing Services
2015	Scholars' Collaborative
2015	The Digital Scholarship Center was created in 2015.
2015	The Technology, Discovery, and Digital Services unit was created in 2015 and includes the following departments, Digital Media, Digitization and Repository Services, Discovery (which includes the Library Services Platform), Statistical and Numeric Data (which includes GIS and mapping), Data Management and Visualization, and Digital Initiatives.
2016	Digital Scholarship group formed from Digital Humanities & Digital Publishing & Data Services

**Not yet, but we plan to N=1**

The Digital Humanities Lab was created in 2014 specifically to address a gap in support for digital scholarship by humanists. The University Library is currently investigating the creation of a Digital Scholarship hub that would coordinate digital scholarship efforts across disciplines and build project management, digitization, and metadata services into more outward-facing services. Currently, these services have tended to be for library staff working on behalf of a project.

**9. If you indicated above that library staff are centralized in a library digital scholarship center/hub/lab, please identify the center/hub/lab and the year it began operations. N=17**

2005	Centre GéoStat (for Statistical analysis/support and GIS and digital mapping)
2005	Freedman Center for Digital Scholarship
2005	The university formed the Electronic Text Center in 1997, which became the Center for Digital Research in the Humanities in 2005.
2008	Scholars' Lab was created around 2008.
2010	Digital Humanities Center
2010	Research Commons
2010	The Alabama Digital Humanities Center was created in 2010.
2010	The Digital Scholarship Unit emerged in 2010–2011 and a director was hired in 2013.

- 2010 The Scholarly Communications and Publishing unit was created in 2015 and does work in monograph publishing for the humanities and journals. There is also a librarian assigned to the Scholarly Commons that works on publishing undergraduate research through journals and honors theses/capstone projects into the institutional repository. The two work together through the hub of the digital scholarship center, the Scholarly Commons, which was created in 2010.
- 2011 Digital Centers (Humanities, Social Science, and Science)
- 2012 Center for Digital Scholarship — funded 2012, opened 2013.
- 2012 The Digital Scholarship Center was established in 2012 and functions as both a department and a hub/lab.
- 2014 Digital Studio
- 2015 The Edge: The Ruppert Commons for Research, Technology, and Collaboration
- 2015 Research Commons. Started in a physical space in January 2016. Started offering workshops and created a virtual presence in 2015
- 2015 The Digital Humanities Lab was opened in 2015.
- 2016 The Center for Digital Scholarship described above began in 2011. The Digital Scholarship Lab (a visualization space) opened in 2014. The Digital Studio, a locus for all of the above-described activities will open in February of 2016.

**10. Please enter any additional comments you may have about how library staff are organized to support digital scholarship activities. N=31**

A cross-library team was developed in 2012—Digital Archives Repository & Collections (DARC) Team—to support/coordinate the activities of SPCL, Digital Repository, and Digital Collections, and digital preservation of born digital and converted digital objects. Representation from the following departments: Special Collections & University Archives, Preservation & Digital Initiatives, Digital Repository, Metadata & Cataloging, Information Technology, and subject specialist when necessary.

Across several departments, library faculty and staff with relevant skills collaborate in many areas of digital scholarship.

As stated above, librarians and other staff in numerous departments are crucial to supporting digital scholarship, including Scholarly Communications and Copyright and the Map and Data Library.

Data Services and Digital Scholarship Services report under the umbrella of “Specialized Research Services.” Digital Library Technology Services report jointly to the Libraries and the university’s central IT.

Digital scholarship activities are embedded in outreach librarian practice through a consultation model; most of the curation, digitization, and website design/development activities involved in the creation of online projects, exhibits, and the publication of digital scholarship take place in the Digital Humanities Center (DHC) and the Departments of Rare Books, Special Collections, and Preservation (RBSCP), and the Robbins Library, a special library for medieval studies.

Digital scholarship is infused in the activities of our library staff and reflected in our job responsibilities.

Distributed model—across departments, libraries, campus locations. We do have a Scholarly Communication Center (SCC) that brings together some DS activities, but many additional DS activities happen outside the SCC so it’s not really a hub.

DS activities draw on expertise from across the Libraries with a history of collaboration. There are, however, challenges inherent to working in a fully decentralized mode: Accountability, organizational focus and priorities...

I should clarify that Digital Initiatives was mainly created to support internal digital projects (digitization and presentation of our rare and unique primary source materials), which serves scholars by making research materials more accessible. We have partnered with other academic units on some digital projects, and consulted on others, but due to limited resources have not taken on many of the activities listed on this survey.

In 2016, the library will engage in a partnership to lead the newly formed DH/DS Collaborative on campus. The Digital Humanities Strategist (faculty librarian) will assume the role of Co-Director of the Collaborative and provide leadership to this initiative in partnership with a newly hired Co-Director, a joint faculty hire between the library and the English Department. Working at a high level of interdisciplinary engagement, the DH/DS Collaborative will work together to plan the physical space in the library for DH/DS research and scholarship. A Libraries Digital Lab offering additional services has been determined to be a near-term priority. Digital collection building will continue to be supported in a matrix fashion across several units: Digital Collections and Repositories, our Archives and Special Collections units, our Metadata Librarians in tech support, and subject specialists working with their faculty and researchers. Whereas we support the digitization of library content, our focus increasingly includes direct support of the digital scholarship needs of faculty, researchers, and students, through our self-submission digital repository and support for digital humanities and digital scholarship. The Digital Lab may position us over time to offer more direct services to our faculty and researchers.

In addition to formal org chart roles, we encourage and foster the creation and development of what amounts to communities of practice. For example, a cross-division and cross-functional group, the Digital Scholarship Collaborative, formed in 2012. Makerspace activities transformed the Copy Center in 2015. We had previously added the Espresso Book Machine and now have 3-D modeling/printing. Activities co-located to achieve staff efficiencies, achieve a large number of open hours including evenings/weekends, and achieve secure, trained cash handling.

It should be noted that within the last year, the organization that supported statistical and GIS data services (significant overlaps with Digital Scholarship) was moved from central IT to the library.

Liaison librarians and our Research Commons team also participate heavily in most of these activities.

Most of our digital scholarship support activities are collaborations involving Library Information Technology, Scholarly Technology Group, Research and User Services librarians, University Archives, and Special Collections, with some contributions from our Content Management Department.

Much of our support of digital scholarship activities has evolved organically as we have responded to needs of our faculty and students. The most intentional example of digital scholarship support is the Digital Research and Curation Center, which had its origins in the Digital Knowledge Center in the late 1990s. This unit is responsible for the Roman de la Rose project and the Archaeology of Reading. In other cases, support for geospatial needs is divided between our GIS and Data Services department, and our Center for Educational Resources, who support a very specific mapping tool that they developed.

Our Centre GéoStat was created to specifically offer geographic, geospatial, and statistical support. It is not a center that offers support for all digital scholarship activities.

Six areas of the library provide digital scholarship support: (1) IT (2) Geographic, Statistical and Government Information Centre (GSG), (3) Digital Humanities Librarian and other Arts and Humanities liaison librarians, (4) Média Library, (5) Scholarly Communication Librarian, (6) Health Sciences Library.

Some digital scholarship work is library focused, such as digitizing special collections materials for preservation while simultaneously making it accessible for other researchers. Some special collections materials are digitized on demand. While both have digital scholarship implications for future work/research the process for support is different. Currently, staff are dispersed across units and divisions

within the library, though predominantly in Research Services and in the Scholarly Communications portion of Technical Services. There has been discussion on sharing knowledge across work areas with a listserv or regular meetings for those in the libraries consistently offering services that support digital scholarship.

Support is virtualized between the Libraries, campus Academic Technology, and departmental/college staff working in the DS space.

The area originally handled instruction as well; this was decoupled within the year.

The Digital Initiatives Librarian is a new position, starting February 1, 2016. This position will collaborate with faculty, provide additional project management and planning, and coordinate scholarly communication initiatives.

The Libraries are part of the larger Library and Information Technology Services (LITS) organization. Many activities noted are jointly supported by areas within LITS.

The Libraries takes a distributed approach to supporting digital scholarship with various departments engaging faculty in the course of their work. Hubs of activity are centered in our Copyright & Digital Scholarship Center and Digital Library Initiatives Department, but staff from throughout the organization collaborate with faculty and graduate students in support of digital scholarship. Examples include GIS librarians in public services areas; User Experience librarians working on 3-D modeling, scanning, printing; and liaisons from multiple departments supporting foundational needs in visualization, text mining, data curation, and use of our multiple high-technology, large-scale visualization environments.

The library is currently investigating organizational models for DS. This effort may lead to a unified team/unit/department, but this is unclear at this point.

This was an interesting exercise since much of how we staff cannot easily be confined to the categories as outlined. For example, many of our activities work together through the hub of the Scholarly Commons but are defined as separate units within the library organizational chart (e.g., Research Data Service and Scholarly Communication and Publishing).

We are pursuing the creation of a digital scholarship center and planning to hire a full-time faculty librarian to support this activity. Other positions within the library would also spend some time in support of DS activity.

We draw expertise as needed from a wide range of departments and units in the University Libraries and routinely partner with other units on campus.

We have a shared faculty appointment with the English department and three grant-funded librarians and curators.

We have been working to develop models to spread responsibility and expertise around digital scholarship across the organization, including liaison librarians, other librarian roles, and professional and paraprofessional staff.

We previously had a Center for Digital Scholarship. Those activities have since been distributed among other units as part of a staff reorganization.

While there is a department focused on digital scholarship, support for digital scholarship cuts across the library; multi-departmental collaboration is important.

## STAFF PROFILES

In the next set of questions, we are asking for some more detailed information about a few of the library staff whose work is most closely tied to digital scholarship-related activities. Please identify up to four library staff whose responsibilities include significant support for digital scholarship-related activities and enlist their aid in completing the following profiles.

Sixty-nine respondents entered profile data for 231 positions.

### 11. Please enter the position title (not the name) of the staff member for the profile. N=69

#### One Position Reported N=5

Digital Initiatives Archivist  
Digital Initiatives Coordinator  
Digital Projects Librarian  
Digital Scholarship Librarian  
Metadata Librarian

#### Two Positions Reported N=8

Associate Dean, Research and Informatics  
Director Digital Research Services  
Associate Director, Center for Humanities and Information  
Head, ScholarSphere User Services and Digital Content Strategist  
Associate University Librarian for Digital Initiatives & Open Access  
Institutional Repository Librarian  
Digital Library Programmer  
Digital Scholarship Librarian  
Digital Publishing and Preservation Librarian  
Manager, Digital Library Services  
Director of the Digital Scholarship Lab  
Programmer  
Head, Graduate Library  
Institutional Repository Administrator  
Science Librarian/Liaison  
University Archivist

#### Three Positions Reported N=14

Academic Information Support Technician  
CLIR Post Doc  
Librarian and Coordinator of Digital Scholarship Service Development  
Analyst  
GIS Analyst  
Statistical Computing Analyst

Associate University Librarian for Digital Services  
 Director of the Digital Library Development Center  
 Institutional Repository Manager  
 AUL for IT  
 Digital Programs Librarian  
 Scholarly Communication Librarian  
 Bibliothécaire - Communications savantes (Scholarly Communications Librarian)  
 Bibliothécaire-conseil - Données géospatiales et documents cartographiques (Geospatial Data and Map Librarian)  
 Bibliothécaire-conseil - Statistiques et données d'enquête (Statistics and Microdata Librarian)  
 Coordinator of Digital Scholarship  
 Metadata Librarian  
 Postdoctoral Researcher and Visiting Assistant Professor  
 Data Curation Librarian  
 Digital Humanities Librarian  
 Media Literacy Librarian  
 Data Management Specialist  
 Digital Scholarship Specialist  
 Multimedia Development Specialist  
 Digital Applications Librarian  
 Sustainable Heritage Network Curator  
 Tribal Digital Curriculum Coordinator-Librarian  
 Digital Curation Coordinator  
 Executive Director, Digital Scholarship Services  
 Systems Developer  
 Digital Humanities Librarian  
 GIS Librarian  
 Head of Digital Production and Electronic Records Archivist  
 Digital Initiatives Librarian  
 Research Data Services Librarian  
 Subject librarian for English, Communication & Rhetorical Studies & Linguistics  
 Digital Research and Scholarship Librarian  
 Director of Visualization Services  
 Director, Copyright and Digital Scholarship Center  
 Director, Arts and Humanities Department  
 Director, Digital Library Services  
 Head, Map Library

**Four Positions Reported** N=42

Archivist, Digital Projects & Outreach  
 Digital Assets Librarian  
 Digital Initiatives Librarian  
 GIS and Map Librarian

Assistant Dean for IT, Research and Digital Scholarship  
Digital Humanities Programmer  
Digitization Specialist  
GIS Research Specialist

Assistant Director  
Co-Director, Digital Initiatives & Scholarship and Head, Digital Outreach  
English and Digital Humanities Librarian  
GIS Librarian

Assistant Director for Digital Collection Strategy  
Digital Curation Coordinator  
Director - Scholarly Communication Program  
Director, Library Application Development

Assistant Director for Digital Scholarship  
Digital Humanities Specialist  
Digital Humanities Specialist Librarian  
Repository Services Manager & Analyst

Assistant Professor and Digital Services Librarian  
Coordinator, Digital Resources and Discovery Services  
Head Digital Resources and Discovery Services  
Head, Oral History Research Program

Associate Dean, Digital Initiatives  
Coordinator, Digitization & Delivery  
Coordinator, User Experience & User Support  
Repository Administrator

Associate Dean for Branch Libraries and Digital Student Services  
Digital Scholarship Librarian/Asst. Prof. of English  
IT Technical Specialist II  
2 Metadata Librarians

Associate Librarian for Faculty Initiatives, Co-Director Institute for Digital Research in the Humanities  
Data Services Librarian  
Digital Initiatives Coordinator  
GIS Specialist

Coordinator, Digital Library Program  
Director of Library Technology and Digital Strategies  
Metadata Librarian/Analyst  
Research Data Librarian

Coordinator for Scholarly Communication Technology  
Data Visualization Coordinator  
Digital Humanities Technology Consultant  
Head, Digital Scholarship Services department  
Coordinator, Research Data and Visualization  
Digital Initiatives and Scholarship Librarian  
Manager, Digital Media, and Public and Staff Computing  
Manager, Digitization and Repository Services



Data and Statistics Librarian  
 Digital Initiatives Librarian  
 Digital Projects and Technologies Librarian  
 Geographic Information Systems (GIS) and Map Librarian  
  
 Data Curation Specialist  
 Digital Scholarship Liaison and Instruction Librarian, Assistant Professor  
 English and Digital Humanities Librarian  
 Geographic Information Systems (GIS) Specialist  
  
 Data Librarian  
 Digital Archivist  
 Digital Humanities Librarian  
 Repository Collection Manager  
  
 Data Librarian  
 Digital Humanities Librarian  
 GIS and Geography Librarian  
 Head of Media and Accessibility  
  
 Data Librarian  
 Digital Preservation Manager  
 Director, Digital Humanities Lab  
 Director, StatLab and Technology Programs  
  
 Data Management Librarian  
 Digital Humanities Librarian  
 GIS and Data Analyst  
 Head, Digital Scholarship  
  
 Data Management Services Librarian  
 Head of Copyright Resources Services  
 Manager of the Research Commons and GIS specialist  
 Publishing and Institutional Repository Librarian  
  
 Data Services Librarian  
 Digital Services Manager  
 Software Development Librarian  
 Technology & GIS Specialist  
  
 Data Services Software Developer  
 GIS Assistant  
 Humanities & Media Librarian  
 Scholarly Communication Services Manager  
  
 Data Services Specialist  
 Digital Scholarship Specialist  
 Research Data Management Librarian  
 Senior Manager, Digital Library Infrastructure  
  
 Data Specialist  
 Digital Media Lab Supervisor  
 Digital Project Manager  
 University and Digital Archivist

Data Visualization Coordinator  
 Digital Humanities Librarian  
 Scientific Data Management Specialist  
 Social Sciences Data Librarian  
  
 Data Visualization Librarian  
 GIS Librarian  
 Research Data Librarian  
 Scholarly Communications Design Studio Coordinator  
  
 Digital Archivist  
 Digital Library Architect  
 Director of Digital Scholarship  
 Head, Science Library & eScience Initiatives  
  
 Digital Archivist  
 Digital Scholarship Librarian  
 Collection Development/Digital Repository  
 Research Data Librarian  
  
 Digital Archivist/Records Manager  
 Digital Humanities Strategist  
 Head of Digital Collections and Repositories  
 Research Informationist  
  
 Digital Development Manager  
 Digital Initiatives Librarian  
 Metadata Encoding Specialist  
 Professor and Director  
  
 Digital Humanities Coordinator  
 Director, Digital Library  
 GIS Librarian  
 MakerSpace Manager  
  
 Digital Humanities Librarian  
 Digital Scholarship Librarian  
 GIS Specialist  
 Senior Developer  
  
 Digital Imaging Manager  
 Digital Preservation Program Manager  
 Geospatial data librarian and statistics specialist  
 Library Fellow for Research Data Management  
  
 Digital Initiative Applications Librarian  
 Digital Preservation Officer  
 GIS Librarian  
 Metadata Coordinator  
  
 Digital Initiatives Librarian  
 Head, Web Services  
 Imaging Manager  
 Open Access Repository Coordinator

Digital Learning & Scholarship Librarian  
 Digital Research Services Librarian for the Humanities  
 Digital Research Services Librarian for the Sciences  
 Geographic Information Services Librarian  
  
 Digital Scholarship Coordinator  
 Digital Science Librarian  
 Production Manager  
 Research/Scholarship Initiatives Manager  
  
 Digital Scholarship Librarian  
 Director for Creative Applications  
 Learning Design Specialists  
 Visualization Librarian  
  
 Digital Scholarship Librarian/Bibliographer, English  
 Digital Scholarship Librarian/Bibliographer, History  
 Head of Digital Scholarship  
 Senior Digital Scholarship Librarian  
  
 Digitization Services Coordinator  
 Metadata Coordinator  
 Research Support Coordinator  
 Social Science Data Librarian  
  
 Director, Scholarly Communications  
 Institutional Repository Coordinator  
 Postdoctoral Fellow for Data Curation  
 Senior Consultant for Educational and Interpretative Programs  
  
 GIS Specialist  
 Manager, Digital Production Group  
 Manager, Research & Development  
 Software Engineer for Scholarly Works  
  
 Humanities Librarian (Librarian II)  
 Librarian  
 Specialized staff - Administrative, Professional, Technical (APT)  
 Specialized staff - APT

**12. Please indicate whether this is an existing position that already had the right skills to support DS activities, an existing position that was redefined by adding DS support responsibility, or a new position created specifically to support DS activities.**

New position	106	46%
Existing with right skills	87	38%
Redefined by adding DS support	38	16%

**If the position was redefined, please briefly describe how the job responsibilities, skills, expectations, etc. changed from the previous to the current position. N=42**

**New position N=7**

Digital preservation began as an explicit program area in 2012 as a unit with the Curation and Preservation Services department, and was separated out as its own area in January 2016. Digital preservation has always included data curation and preservation and digital scholarship in its scope.

Formerly the e-Science Librarian, this current role works across disciplines to support faculty and student researchers' writing and executing data management and sharing plans as new funder public access mandates emerge. The current incumbent has worked to provide a multitude of uses for the IR (including data peer-review, data sharing deposits) and disciplinary repositories.

More focus on support for Mukurtu and CDSC technology.

Redefined responsibilities to support open access and digital publishing efforts.

The current position, "Digital Publishing and Preservation Librarian," was redescribed from a previous position "Metadata Librarian" (when the previous incumbent left that position). However, that prior position was itself already dedicated to supporting digital scholarship (and existed since the creation of the unit in 2007).

The current position, "Manager, Digital Library Services," was redescribed from a previous position "Digital Projects Librarian" (as the result of a promotion of the incumbent) that was itself already dedicated to support of digital scholarship (and existed since the creation of the unit in 2006).

This was a new position (created in 2012) but filled by someone who had been providing similar support in different positions and reporting structures in the past.

**Existing with right skills N=2**

Position was initially scoped as a supervisor of development staff. In recent years the position has evolved to become more highly collaborative on faculty and student DS projects.

This position formerly resided with a central IT unit focused on Academic Technologies.

**Redefined by adding DS support N=33**

A prior version of this position did not explicitly include responsibility for the Digital Library Program. The position now oversees Library Core Systems (ILS, discovery services, etc.) and the Digital Library Program.

A re-organization at the assistant/associate dean of the library level established a new portfolio drawing digital scholarship and research into the existing IT portfolio to capitalize on the relationship between IT and digital scholarship and to bring all of the programmers and designers together into one administrative unit.

Added digital humanities support and liaison duties.

Added DS skills.

Added responsibilities related to digital scholarship and GIS.

Added scholarly communication activities and institutional repository management responsibilities.

Data management support had been the primary responsibility of a working group, but with the arrival on staff of a person with a research data management background, the data specialist has taken on the implementation of the Libraries' data management strategies. The working group continues to provide support to the Data Specialist.

Digital humanities program responsibility was added to this department head position at time of hire.

DS added.

Formalized the availability of collaborative work services in the area of computational text analysis/text & data mining.

Greater emphasis given to project support.

Grew from general website management to include more consulting and outreach.

In 2014, job responsibilities changed from Head, Circulation & Multimedia Services to new position title with leadership responsibility for the DH/DS strategic library initiative.

In addition to existing liaison duties (reference, instruction, and collection development), DS skills were explicitly recruited for and the position responsibilities include DS-related outreach with the liaison departments and teaching DS-related open workshops.

Job evolved from a position that was helping students with finding and analyzing data to a broader digital scholarship/data management support role.

Job evolved from an electronic resources leadership position in a different team. E-resources responsibilities were partly redistributed among staff. New responsibilities are in line with others in the technology group, doing software development on projects and providing support to students and faculty in coding and working with data.

Management and oversight of the institutional repository were added to the position.

Modified previous departmental liaison job to include DH support.

Moved from digitization to IR support, then added support for digital publishing.

Moved from more traditional IT management to also include a DS portfolio.

Position changed from primarily internal (metadata support for library-created digital collections) to hybrid of internal and external responsibilities. External responsibilities include providing metadata expertise and consultation for faculty and student digital projects and instruction. New internal responsibilities include metadata support for research data management. Additionally, this position is a member of the Digital Scholarship Services unit and as such participates in a number of other general DS support work, including, for example, consultations on digital humanities project work.

Position was originally hired as Digital Archivist in SPCL but need for DI coordinator and digital preservation librarian, along with interest and skills of the Digital Archivist led us to redefine and move position to Preservation and Digital Initiatives.

Previously was reference librarian.

Previously was a metadata and catalog librarian position, redefined to provide overall management of digital collections.

The Head of Science Library part of this position pre-existed the inclusion of DS responsibilities. When this position opened up, it was re-written to include the following DS responsibilities: Participate in leadership of university eScience and research data management initiatives for the library system; provide data management training and facilitation, in-depth research consultation, and support for the writing and management of research grants.

The librarian was previously an instruction librarian with more traditional instruction-related responsibilities (e.g., course-integrated instruction for English as a Second Language, managing online learning objects, library tours, open workshops). Over time, the librarian took on support for undergraduate research publishing efforts that came out of liaison work to undergraduate research programs. New skills were learned through professional development (e.g., formal training, professional conferences, research). New responsibilities: Develops partnerships with faculty, research groups, and units around courses or research methods, integrating Scholarly Commons resources and services into research and/or teaching. Assesses Scholarly Commons partnership programs, working

collaboratively with the Head of the Scholarly Commons and with partners. Engages technologies emerging as critical to research and teaching to meet the evolving needs of faculty, students, and staff. Leads Scholarly Commons and Office of Research educational initiatives and instructional programs that focus on digital scholarship resources, methods, and services.

The position originally managed the institutional repository and duties were expanded in 2012 to include publishing.

The position was redefined to include management of the institutional repository as well as outreach to faculty.

The repository manager position was made out of a reassigned staff member. After a couple years managing the repository, the position title changed to Digital Scholarship Librarian. The digital scholarship focus has been increasing through time.

This person is a computer programmer. Additional responsibilities have included teaching and supporting Omeka, participating on a DS Advisory committee.

This position evolved from a library assistant position with primary duties to support multimedia course reserves to a full-time professional digitization specialist to support the creation of digital assets and surrogates for online exhibits, publications, and projects. This position also assists faculty members with the production of images for traditional publications.

We added a software development team—first with 2 FTE developers and now with 3 FTE developers—deciding to do in-house, agile open-source software development for our repository. We added a Digital Content Specialist to coordinate a matrix approach (archivists, metadata librarians, etc.) to digital projects.

We created this position by redesigning a traditional academic liaison position. We kept some liaison duties, but shifted the focus to be 80% digital scholarship support. We had a CLIR post-doctoral fellow who had honed her skills during her post-doc with the DRCC; we were fortunate to be able to move her into this position.

### 13. How long has this person worked in this library?

Minimum	Maximum	Mean	Median	Std Dev	N
1 month	36 years	6.51	4.00	6.74	227

### 14. How long has this person been supporting digital scholarship activities in this library?

Minimum	Maximum	Mean	Median	Std Dev	N
1 month	21 years	4.60	3.00	4.37	227

Years	In Library	Supporting DS
<1	25	25
1+	25	35
2+	35	42
3+	22	27
4+	18	19
5+	15	18
6–9	31	25
10–15	32	28

<b>Years</b>	<b>In Library</b>	<b>Supporting DS</b>
16–20	13	7
>20	11	1

**15. Is this person's current position permanent or term?**

Permanent full-time	217	94%
Permanent part-time	4	2%
Term	10	4%

**If the position is for a specific term, please enter the length of the term.** N=9

Annually, fiscal year (July 1 to June 30)

One year renewable

Renewable yearly

2 year grant funded

2 years

2 years

3 year IMLS grant

3 years

Ongoing

**16. Please identify which department, unit, center, hub, or lab this person works in.** N=69 respondents, 212 positions

**One Position Reported** N=5

Digital Collections

Digital Initiatives unit

Metadata Services

Preservation and Digital Initiatives Department

Scholarly Resources & Services

**Two Positions Reported** N=23

Academic Liaison

Center for Educational Resources

CDSC (2 positions)

Center for Graduate Initiatives and Engagement

Metadata, Data, Discovery Services

Center for Humanities and Information

Publishing and Curation Services

Centre GéoStat

Direction du soutien à la recherche et à l'apprentissage (Direction of Learning and Research Support)

Collection Management  
 Digital and Multimedia Center  
 Data and Technology Division; Digital Library Services  
 Research and Learning Division/ Access and Information Services Department/ Map Library  
 Department of Research and Scholarship  
 LITS / Digital Initiatives  
 Digital Initiatives  
 Digital Initiatives & Open Access  
 Digital Library Initiatives (2 positions)  
 Digital Library Services  
 Digital Systems and Preservation  
 DRS  
 Research and Informatics Division  
 Digital Scholarship Center (2 positions)  
 Digital Scholarship Services (2 positions)  
 Digital Scholarship Services  
 Digital Scholarship Services (50%), School of Information Sciences (50%)  
 Digital Services Division (2 positions)  
 Digital Strategies Unit (2 positions)  
 Graduate Library (2 positions)  
 Reference and Instruction  
 Special Collections Research Center  
 Research Enterprise & Scholarly Communication (2 positions)  
 Scholars' Collaborative (2 positions)  
 Scholarly Publishing (unit) (2 positions)  
 Technology Initiatives (2 positions)

**Three Positions Reported N=3**

Digital Library Technology Services (2 positions)  
 Digital Scholarship Services (department)  
 Digital Programs  
 IT  
 Scholarly Communication  
 Science and Engineering Library (2 positions)  
 Special Collections and University Archives

**Four Positions Reported N=38**

Academic Engagement (2 positions)  
 Collections Access & Discovery (1 position)  
 Library Experience (1 position)



Administration (1 position)  
 Alabama Digital Humanities Center (1 position)  
 Metadata and Digital Services (2 positions)  
 Archives (1 position)  
 Bibliographic Services (1 position)  
 Map Library (2 positions)  
 Archives and Rare Books Library (1 position)  
 Health Sciences Library (2 positions)  
 Main Library (1 position)  
 Archives & Special Collections (3 positions)  
 Library Administration (1 position)  
 Arts and Sciences Library (2 positions)  
 Geographic, Statistical and Government Information Centre (GSG) (1 position)  
 Media Library (1 position)  
 Bibliographic and Information Technology Services (2 positions)  
 Digital Initiatives (2 positions)  
 Business, Humanities, Social Sciences (BHSD) (2 positions)  
 Desktop Network Services (2 positions)  
 Center for Digital Research & Scholarship (1 position)  
 Digital Humanities Center, Humanities & History Division (1 position)  
 Science & Engineering Library (2 positions)  
 Center for Digital Research in the Humanities and Department of Digital Initiatives and Special Collections (CDRH/DISC) (4 positions)  
 Center for Digital Scholarship (3 positions)  
 Digital Initiatives & Scholarship (1 position)  
 Center for Science and Social Science Information (CSSSI) (3 positions)  
 Digital Humanities Lab (1 position)  
 Copyright Resources Center (2 positions)  
 Research Services (1 position)  
 Research Services- Research Commons (1 position)  
 Curation and Preservation Services (1 position)  
 Data and Specialized Services (2 positions)  
 Data and Specialized Services - Data Management Services (1 position)  
 Data and Visualization Services (2 positions)  
 Digital Scholarship Services department (2 positions)  
 Department of Digital Scholarship (2 positions)  
 Special Collections Research Center (2 positions)  
 Digital Humanities Center (3 positions)  
 Library Administration (1 position)  
 Digital Initiatives (4 positions)  
 Digital Initiatives & Services (4 positions)  
 Digital Learning & Scholarship (3 positions)  
 Digital Learning & Scholarship; Research Services (1 position)

Digital Library (1 position)  
 Map and Government Information Library (1 position)  
 Science Library MakerSpace; Access Services Department (2 positions)

Digital Programs & Initiatives (2 positions)  
 Special Collections & University Archives (2 positions)

Digital Resources and Discovery Services (2 positions)  
 Oral History Research Program (2 positions)

Digital Scholarship (3 positions)  
 Research & Learning Services (1 position)

Digital Scholarship (1 position)  
 Teaching, Research & Learning (2 positions)  
 Teaching, Research & Learning Services, Researcher Services (1 position)

Digital Scholarship and Data Curation Unit (4 positions)

Digital Scholarship Unit, UTSC (1 position)  
 Map and Data Library (3 positions)

Humanities Department/Public Services Division (1 position)  
 Science Department; Public Services Division (1 position)  
 Web Services; Information Technology Division (2 positions)

Learning & Teaching (3 positions)  
 Research (1 position)

Liaison Services (1 position)  
 Metadata and Digitization Services (3 positions)

Library Technology and Digital Strategies (1 position)  
 Library, Scholarly Communications Office (2 positions)  
 This is a division-level director position reporting to the University Librarian (1 position)

Public Services (3 positions)  
 Special Collections (1 position)

Research and Outreach Services (4 positions)

Research & User Services (1 position)  
 Scholarly Technology Group (2 positions)  
 Special Collections (1 position)

Research Data Service (1 position)  
 Scholarly Commons (3 positions)

Scholarly Communications, Library Digital Services (3 positions)  
 Scholarly Communications; Library Exhibitions (1 position)

Technology, Discovery and Digital Services (4 positions)  
 The Digital Scholarship & Publishing Studio (4 positions)

- 17. In the first column, please identify the DS activities this person supports. In the second column, please identify *up to three* of those activities that represent the person's primary DS support responsibilities. Check all that apply.**

Activity	Supports	Primary Responsibility
Project planning	182	70
Project management	153	60
Making digital collections	141	41
Data curation and management	129	47
Digital preservation	120	24
Metadata creation	119	23
Digital Publishing	107	40
Digital exhibits	91	15
Interface design and/or usability	87	19
Visualization	86	21
Digitization/imaging of analog material	85	17
Technical upkeep	77	15
Database development	72	11
GIS and digital mapping	69	26
Computational text analysis/support	67	14
Developing digital scholarship software	64	17
Encoding content (e.g., TEI markup)	61	13
Statistical analysis/support	51	11
3-D modeling and printing	29	8
Other DS activity	64	32
Total Responses	229	204

**If you selected “Other DS activity” above, please briefly describe that activity. N=62**

**Primary Responsibility N=32**

Collaborating with faculty, researchers, and students to advance digital research initiatives and partnerships such as the Digital Scholars Lab, in conjunction with Digitization and Repository Services, Research Data and Visualization, Spatial and Numeric Data Services, the Copyright Office, the Prairie Regional Research Data Centre, liaison librarians, and other subject specialists.

Consulting, support, and advocacy for copyright and licensing issues, open access, repository deposit, faculty profiles, impact metrics and altmetrics, research identifiers, and other issues related to the evolution of the scholarly communication ecosystem.

Coordinating DS activities across campus. Bringing together stakeholders and making sure the Libraries are involved in discussions across campus about DS and digital humanities.

Copyright consultations, author’s rights, and image management

Creating materials (primarily video tutorials) around topics related to the curation of cultural heritage (analog and digital).

Data ethics

Data finding/reference; data acquisitions and collections building

Data Life Cycle Management, Instruction

Data Life Cycle Management, Instruction, Outreach and Marketing

Develops and implements new DH/DS learning opportunities on campus. Provides leadership for the DH/DS strategic initiative, building a new interdisciplinary community.

Digital Arts, Sciences, and Humanities (DASH) program development

Education: Instruction and workshops on digital literacy, data lifecycle management, preservation, planning and analysis

Education: Instruction and workshops on digital scholarship methodology and tools

Event planning, community building

Information architect and grants for own projects

Intellectual property/copyright

Manage digital scholarship center.

Manages all educational initiatives that come out of the digital scholarship center, including workshops, brown bags, seminars, day conferences, national speakers, etc.

Needs assessment

Outreach and instruction for DI to promote collections, support curricular needs of faculty and students, develop partnerships and collaborative programs/projects, grants and fundraising.

Planning for DS support, administration, communication & outreach to university community

Primarily responsible for managing our tribal stewardship cohort program, developing the curriculum, and supporting Mukurtu.

Promotion of DS across the university

Research Data Management instruction

Referral to other expertise inside and outside the library. Showcasing research output is a primary focus for this position so providing venues, coordinating speakers, and highlighting research output.

Research management, DS consulting, grant writing, supervision of DS faculty and staff, liaison with administration at college level, and long range planning.

Running all outreach events for the ADHC including the annual DS conference and THATCamp, and presenting the ADHC's research at external venues including DS conferences and as a visiting speaker at other institutions. Additionally, collaborating with faculty members to design curriculum-appropriate digital projects for their courses and providing instruction for these classes including whole-class sessions and small group mini consultations; also teaching introductory Digital Humanities sessions to undergraduate and graduate classes not necessarily for a specific project, but to introduce students to these approaches at different junctures in their careers and campus experiences.

Supervision and training of DS students; teaches metadata in academic classes as needed.

Supervision of technologists, works with Digital Initiatives Librarian and tech team to investigate new technologies and to determine frameworks and open source solutions.

Support for the creation of educational materials.

Teaching

Web-based database instruction

### **Supports N=30**

Author rights, Open Access advocacy & outreach, support scholarly reputation services & management

Consultations with faculty, staff, and students

Coordinating events and training to develop skills in and awareness of digital scholarship, for faculty, students, and staff, including libraries personnel. Supervision and mentorship of students working on digital scholarship projects.

Daily operation and programming for the Center.

Data consultations

Developing training and programs to increase researcher skills in digital scholarship

Develops and hosts Wikipedia edit-a-thons with campus faculty, the scholarly communications team, community partners from Wikipedia, and other area cultural organizations. Develops and presents digital scholarship workshops.

Digital media design and production

Expert Finder

Exploration of potential new services such as data visualization support

Foster digital humanities across campus. Create opportunities for faculty, staff, and students to gain skills and start projects. Create a digital humanities community.

Grant writing

Instructional support for teaching with digital methods and tools

Instructional support for teaching with digital methods and tools; network analysis and visualization

Metadata Librarians have partnered with the Digital Scholarship Librarian and faculty members on campus to provide instruction in metadata creation and encoding content using TEI for the School of Library and Information Studies, and also to teach a graduate class in Modern Languages and Classics how to markup encoded text for a digital edition of an eighteenth-century spiritual autobiography using TEI.

Multimedia content creation

Organizes DH events and workshops

Outreach: community/network building

Outreach to departments, library-wide instruction planning, collections development and purchasing data sets.

Outreach, promotion, collaboration support (for all activities listed above), and integration support

Participates in instruction activities related to Digital Humanities projects and labs, including developing and teaching several modules for introductory courses in Digital Media Studies. This position also does a lot of faculty consultation on digital methods and tools.

Research Data Management planning

Research on data curation and preservation and broader digital scholarship issues. Monitoring developments in digital scholarship that impact curation and preservation.

Supporting teaching and learning using digital tools (i.e., editing Wikipedia or creating digital games as classroom assignments)

Supports authors' rights on campus, including open access support. Develops and presents digital scholarship workshops.

Teaching workshops, delivering presentations

This person has worked closely with several campus faculty members to help develop course syllabi and assignments, and has also provided course lectures.

This position supports the technical implementation of digital pedagogy projects, including working closely with the Digital Scholarship Librarian and faculty members and graduate students leading classes to identify appropriate technological approaches and platforms to achieve teaching goals. This position involves significant innovation in identifying and adapting digital approaches and platforms to fit with innovative digital scholarship research projects.

User needs analysis, service design and rollout, multimedia creation and production

Workshops

**18. Please briefly describe the significant non-DS job responsibilities this person also has. N=154**

Administration and supervision of staff, leading the IT portfolio

Administration, budgeting, IT oversight, copyright

Administration, accessibility service, collection development

All of the work is related to digital scholarship but is not included in the list above: Develops partnerships with faculty, research groups, and units around courses or research methods, integrating Scholarly Commons resources and services into research and/or teaching. Assesses Scholarly Commons partnership programs, working collaboratively with the head of the Scholarly Commons and with partners. Engages technologies emerging as critical to research and teaching to meet the evolving needs of faculty, students, and staff. Leads Scholarly Commons and Office of Research educational initiatives and instructional programs that focus on digital scholarship resources, methods, and services.

All work touches on digital scholarship in some capacity.

Also supports use of educational technology in the classroom and provides graphic design support.

Archival processing, including born-digital content supervision of staff and students performing a variety of duties across special collections, systems maintenance and management, collection management.

As coordinator they also work with the DH steering committee to define strategic goals of the center and DH on campus and serve as the liaison between faculty, students, and researchers on digital projects.

As the department head for the library's oral history research program, this person has the attendant administrative responsibilities for faculty, staff, and project development, as well as advocating for the program and providing outreach. All of the resources developed through the oral history research program are born digital, so there is some overlap with digital scholarship in many areas.

Center administration, managing libraries' web presence (temporary)

Chair of the Scholarly Communication Committee—currently heads the outreach and marketing efforts for the Open Access initiative, promotes ScholarSpace, and collaborates with faculty and staff to deposit materials in our institutional repository. Heavily involved in meeting with faculty departments to provide presentations on open access and its importance to faculty. Also involved in the Workshop Toolkit Team at the Libraries, which provides workshops on data, GIS, data management, as well as WordPress and developing engaging presentations.

Chairperson in Libraries responsible for Archives & Special Collections, collection development, publications permissions, copyrights, long range planning, donor relations, mentoring of faculty through reappointment, promotion and tenure.

Collection development, training

Collection development, training, economics librarian, university representative towards Statistics Canada and vice versa

Collection development (data), instruction (data)

Collection development and reference (maps)

Collection development, basic library instruction, subject liaison for computer science, spatial literacy, and academic services.

Collection development, instruction, and reference

Consults on areas like document delivery or other services that involve scanning and imaging equipment.

Contributions to library committees, etc.

Coordinate workflows, best practices, and development of an operational digital library program; contribute to IT governance processes; supervise one research fellow

Coordinates the collaborative institutional repository efforts for our library. Works with the bibliographic management software by providing technical support and instruction as needed. Supports LibGuides and administration of the library website.

Coordination of the Map Library, liaison with faculty and students, information literacy, develops and renews online tools and resources for map and geospatial resources

Copyright research

Current incumbent also is liaison to Computer Science Department.

Data analysis, bioinformatics, data management instruction

Department administration (budget management; personnel management, including supervision and mentorship of graduate students; representation of department on libraries and campus groups)

Design/implementation/supervision of metadata provision for libraries' digital collections; supervision of three Metadata Services support staff who create non-MARC metadata, catalog electronic resources, and create metadata for the institutional repository; project management for digital collections; management of digital library software; participation on task forces and working groups related to digital initiatives; consultation with departments and other campus bodies on digital initiatives' issues; faculty research and service responsibilities.

Develops and curates library exhibitions (digital and gallery), manages 1–2 students in connection with our Dean's Fellows project (generally one semester projects combining the digital humanities, library collections, and exhibits), develops public programs for exhibitions.

Develops digital collections from analog materials.

Digital preservation of vendor data

Directly supports grant management and planning. Serves as institutional representative for public data repositories and archives. Coordinates data acquisition, publication, and citation policies for university.

DS activities happen on top of traditional liaison role (reference, instruction, and collection development for seven collections).

Education of subject librarians about data management, connecting with other data service providers on campus in order to more effectively refer researchers to other expertise/services.

Electronic records archiving

English department liaison

Faculty support, instruction, event/workshop planning

Federal agency OA policy support, institutional repository, electronic theses and dissertations

General software support for selected analysis packages; in some cases, this person may also hold subject liaison duties.

Grant management, reporting, supervision

Grants, reporting, events, teaching, curriculum development, program-specific (dLOC Digital Scholarship Director), etc.

In 50% with iSchool, teaching and research

Information technology for the library including staff and public computers

Instruction, liaison to campus GIS technical advisory committee, CIC geospatial data discovery project, consults with students and faculty on research related to GIS, spatial informatics.

IR management

Liaison librarian for Classics

Liaison librarian to Physics and Computer Science

Liaison to the English department

Liaison to the English department

Liaison to the History department

Liaison work with faculty and students, teaching/workshops

Liaison librarian for College of Architecture & Design and data services

Libraries' liaison to College of Information and Computer Science, Department of Astronomy, Department of Physics

Library technologies, metadata services, electronic resources, open access initiatives

Library website, user needs assessment, technical project management

Library working groups & committees

Manage institutional repository

Management

Management & leadership

Management of all technical aspects of our digital library activities

Management, professional development, community outreach (providing workshops and assistance on archives-related topics for the university and larger community), and curating collections (including materials not of digital formats).

Managerial responsibilities

Manages two professional and one assistant position, contributes to library web site management.

Manages department of 10, participates in library leadership activities, program sponsor for Libraries' Teaching and Learning and Diversity programs, involved in space planning efforts.

Manages the library's open access publishing fund, assists with copyright issues, open access education campus-wide.



Manages The Studio, a digital media lab. Liaison librarian for Art Department and for Journalism and Electronic Media.

Managing all aspects of the repository, archiving university content in repository, some work with website archiving, some social media responsibilities.

Managing facility, overseeing library operations.

Managing institutional repository staff and supporting our researcher information pilot project.

Managing the English physical and digital collections.

Managing the institutional repository and advocating for open access on campus.

Managing the staff and public computers for the library system.

Managing university archives, archival collection development, manuscript processing, donor relations, physical exhibits, and instruction.

Managing/updating all Libraries websites.

None (11 responses)

Office of Research liaison, programmatic/administrative leadership

One of three associate deans

ORCID project manager

Organizing the Scholarly Communication Institute (this is arguably still in support of digital scholarship, but involves activities and skills sets beyond those already indicated, such as budget management, publicity and promotional activities, event logistics, etc.)

Outreach and reference for GIS and data projects; hosts workshops and open labs for interested students, faculty, and staff; instruction for courses upon request.

Oversees the Ask Us desk on the entrance floor, includes hiring, training, and scheduling students.

Oversight for Center's personnel, including 9 FTE and 1 CLIR Postdoctoral Fellow.

Oversight of staff for the research commons, coordinating with partners outside the library who are offering services in the space, oversight of the physical space and technology in the space.

Oversight of systematic library collections digitization, supervision, library digital project management.

Part of the senior management team of the library. Divisional responsibilities also include development and maintenance of library websites & discovery tools and library digital & archival collections.

PI on grant, maintenance and support for library software applications

Preparing for migration to Hydra and Fedora 4 via research into RDF mappings for current XML-based metadata that the library has; standardizing/normalizing/QC'ing metadata in our current library repositories; teaching classes on data cleanup/metadata/data management.

Processing records in a wide variety of media; development, management and maintenance of the departmental web presence; show leadership in the development and implementation of a communications/outreach plan for the Clara Thomas Archives and Special Collections; assists the head with securing grants and other funding to support digital projects; appraisal, acquisition, arrangement, RAD-based description, and physical processing of private papers and university records.

Producing images for orders by patrons and for exhibits, curating exhibits.

Project management internal to the Libraries digital projects, management of institutional repository (currently only containing ETDs, reference desk shifts, maintenance of departmental website

Project planning and project management.

Promotes MakerSpace and teaches students how to use all equipment in the lab (3-D printers, laser cutter, vinyl cutter, Arduino.) Writes grants to expand the lab and get more equipment. Schedules a group of four student workers.

Provides research support for faculty and students in the Humanities Center and German and Romance Languages and Literature. Teaches a semester long class once a year that incorporates DS. Also does collection development for the Humanities Center.

Provides support for teaching and research programming in the Faculty Center.

Public services

Reference support, subject liaison

Reference, departmental liaison responsibilities

Reference, student supervision

Repository ingest

Research consultation, library instruction, collection development

Research poster consultation & printing, reference, student supervision

Responsible for the development and application of descriptive metadata standards and best practices for library's print and digital resources.

Room management for the Digital Scholarship Lab and the Hecker Center (library teaching space).

Running server infrastructure, supporting software licensing, hardware/software support

Running the institutional repository, developing partnerships with key constituents and editor groups, soliciting content for publishing and the institutional repository.

Scholarly communication

Selector & liaison to the Romance Languages and Literatures Department. Responsible for reference services, collection development/budget.

Serves as American History subject specialist.

Serves as co-director of Institute for Digital Research in the Humanities. Provides support for teaching and research programming in the Faculty Center.

Significant non-DS responsibilities include management of the Science Library, including approximately three librarians, 10 staff, 15 students, one GA. Also the subject liaison for Earth & Environmental Sciences.

Social Sciences data collection development, collection development for Urban Studies and Environmental Studies, map collection responsibilities, Population Studies and Training Center liaison, ICPSR rep for university

Some staff management, grant reporting, and library committee work unrelated to digital scholarship. Otherwise, the job responsibilities for this position do not include significant non-DS job responsibilities.

Subject liaison for Economics, academic services and collection development

Subject liaison for geography, cartography, and GIS; supervises three full-time staff; acquisitions related to geography, maps, cartography, and geospatial data; campus and community engagement and partnerships; research services

Subject liaison for Information Studies Program, academic services and collection development

Subject liaison responsibilities for Media Arts, Journalism, and Humanities

Subject liaison to academic departments, co-chair of the e-science working group

Subject liaison for art history & art department

Subject liaison, reference

Subject librarian for Anthropology

Subject specialist for Romance Languages & Literatures

Subject specialist/library liaison

Supervise student employees.

Supervises Digital Scholarship and Data Curation Unit, which includes graduate assistants, undergraduate interns, staff with focus on data visualization, digital scholarship, and digital services.

Supervising five full-time staff in DS department, coordinating with other library department units

Supervision

Supervision and mentoring of graduate students undertaking digital scholarship activities

Supervision of software developers

Supports in-house web services development (resources/tools for library use, not necessarily for campus use).

The Center is not a digital scholarship center and it supports fellowships and programming around the topic of humanities and information. The associate director is involved in the general administrative work: selecting, and liaising with, fellows; managing the budget; overseeing tasks associated with lectures and other programming.

The majority of the digital content the DPM is responsible for falls within scope for digital scholarship. DPM is responsible for ensuring that the digital collections are preserved and available as long as needed, including strategic planning for DP, ongoing DP research and planning, collaborative management and monitoring of the technical environment for DP, and outreach and instruction.

The metadata librarians create and maintain metadata records following the Metadata Object Description Schema (MODS) for all formats in special collections and research materials created by the university's students including electronic theses and dissertations. They exercise authority control over multiple vocabularies and establish names using the rules established by the Library of Congress's Name Authority Cooperative Program (NACO). They ensure that these records are sharable and reusable.

The position is .25 FTE and all of the this time is dedicated to digital scholarship.

The position is dedicated 60% to DS, and 40% to non-DS research and teaching responsibilities in the Department of English, where this person teaches two courses per year and carries out research in their field of specialization, writing books, articles, and presenting their work at conferences in English literature.

This is a division-level director position reporting to the university librarian. A prior version of this position did not explicitly include responsibility for the Digital Library Program. The position now oversees Library Core Systems (ILS, discovery services, etc.) and the Digital Library Program.

This is an administrative position overseeing the operations of the graduate library.

This is an administrative role, focused on operations management.

This person educates the university community about author rights, fair use, open licensing, researcher identifiers, alternative research metrics, open educational resources, and research funders' public

access policies. He also manages the institutional repository, creates and maintains online profiles for faculty members, oversees the Department of Digital Scholarship, and supervises a senior library technician and a student assistant.

This position also oversees electronic resources, cataloging print and electronic materials, and management of print serials.

This position leads a software development team that supports the self-deposit IR, a platform for faculty & researchers to store their digital output of all forms. The position also supports the matrix approach to digital collection building, which focuses on library holdings, but increasingly also supports faculty & researchers own digital scholarship.

This position runs the University Archives.

Visualization space support

Wider copyright consultations, particularly as they relate to course reserves, digitized content, and creation of online objects.

Working with born-digital archives from donors and university offices, record retention scheduling, educating university on public records matters.

**19. Please enter the title of the position this person reports to. N=224 positions**

Head/director/manager, department/unit	95	42%
Assistant/associate dean/director/university librarian	74	33%
Dean/director/university librarian	21	9%
Librarian	11	5%
Head, branch library	10	5%
Coordinator	7	3%
Team leader	4	2%
Deputy university librarian	2	1%

**20. If this person supervises other staff who support digital scholarship activities, please enter the number of individuals supervised and their staff category. If they do not supervise other staff, please enter NA. N=162 positions**

Of the 162 positions reported, 67 do not supervise other staff and 95 do supervise staff. Respondents specified the staff category for 253 individuals supervised by 71 of those 95 supervisors.

Students	67	27%
Support staff	65	26%
Other professional	53	21%
Librarian	43	17%
Graduate assistant	19	7%
Post doc	6	2%

**Number of Staff Supervised**

Minimum	Maximum	Mean	Median	Std Dev	N
1	25	4.11	3.00	4.21	95

**21. What academic degree(s) does this person hold or is working towards? Check all that apply. N=228 positions**

BA/BS	228	100%
MLIS/MSLIS	152	67%
MA/MS	121	53%
PhD	50	22%
Certificate, other credential	42	18%

**Please indicate the subject area of their degrees (other than MLIS), certificate, or other credential.**

**BA/BS N=157**

Ancient History and Greek Language  
 Anthropology (2 responses)  
 Anthropology; Classics minor  
 Anthropology/Marine Science  
 Anthropology & Near Eastern Languages and Civilizations  
 Applied Economics and Management  
 Archival studies  
 Art History (3)  
 Art History & Religious Studies  
 Asian Studies  
 Bachelor of Fine Arts (5)  
 BFA in Design  
 Biology (6)  
 Biology, computer science  
 Biology/Chemistry  
 British & Canadian Literature, History  
 Business Administration  
 Business/Accounting  
 Civil Engineering  
 Classics (2)  
 Classics, English, Theatre  
 Communication Arts (4)  
 Communication Studies, media studies and production  
 Comparative Literature  
 Computer Science (5)  
 Computer Science specializing in software engineering  
 Economics (2)

Engineering (2)  
 English (24)  
 English and Communication Studies  
 English and history  
 English; History  
 English/Music History  
 Environmental Policy  
 Environmental Science  
 Environmental Studies and Geography  
 Film Studies  
 French  
 French and Mathematics  
 French Literature and Cultural Studies  
 Geography (3)  
 Geography and Environmental Studies  
 Geography and Urban Studies  
 Geography, Earth Science  
 Geography/Art History  
 Geography/GIS  
 Geological Engineering; Mathematics; Multidisciplinary/three minors: History, Theology, Philosophy  
 Geological Sciences (3)  
 Graphic Design  
 History (12)  
 History (second BA in Theology)  
 History/Business  
 History and Anthropology  
 History and English  
 History and Journalism  
 History and Literature  
 History and Political Science  
 History and Sociology  
 History, Education  
 History, English  
 History, German  
 History/political science  
 Humanities (2)  
 Humanities, English and Music emphasis

Humanities (Language and Communication)  
 Humanities w/minor in Anthropology  
 Information Computer Science  
 Information Science  
 Italian  
 Italian Studies, Art History  
 Journalism, Graphic Design  
 Liberal Arts  
 Medical Sciences  
 Molecular Biology  
 Music  
 Music Education  
 Near Eastern Studies  
 Philosophy (2)  
 Philosophy and Politics  
 Physical Geography, GIS, Biology  
 Physics  
 Political Science (3)  
 Political science, environmental policy  
 Psychology  
 Psychology, Computer Applications  
 Russian Language and Literature  
 Sociology (2)  
 Sociology and Human Development  
 Spanish, Portuguese  
 Statistics related field, and/or Social Sciences field, and/or geographic field  
 Theater

**MA/MS N=113**

American and New England Studies  
 American Studies (2)  
 Archaeological Sciences (2)  
 Arts  
 Biology (4)  
 Business Administration (MBA)  
 Chemistry  
 Classics

Communication and Culture  
Communications Studies (3)  
Computer & Information Technology  
Computer Science  
Continental Philosophy  
Creative Writing  
Curatorial Studies  
Curriculum and Instruction  
Digital Design  
Digital Humanities  
Digital Studio Art  
Divinity  
Early American Culture  
Earth Sciences  
East Asian Studies  
Economics  
Economics, Statistics  
Education  
Educational Technology  
English (16)  
Environmental Science  
Ethnomusicology  
Forestry  
Geographic Information Science  
Geography (5)  
German Literature, MA and Humanities Computing, MA  
GIS & Remote Sensing  
History (9)  
History, Library Science  
Humanities/Creative Writing  
Information Design and Technology  
Information Systems  
Interactive Technologies (in progress)  
Journalism  
Library and Information Science, Geography  
Library Science  
Library Science/Educational Technology



Literature  
 Management Information Systems  
 Master of Fine Arts  
 MFA, Creative Writing  
 MFA in Film and Media Arts  
 MFA Photography  
 Mathematics  
 Medieval and Byzantine Studies  
 Medieval Studies  
 Music (2)  
 Philosophy of Science  
 Philosophy, Masters of Library and Information Science  
 Political Science (2)  
 Political Science and Psychology  
 Psychology  
 Psychology, Biology  
 Psychology, minor Biology  
 Public Administration  
 Public Communication  
 Public Health  
 Public History (Archives Concentration)  
 Religion  
 Russian Linguistics  
 Science Education and Library Science  
 Science Journalism  
 Slavic Languages and Literatures  
 Sociology  
 Statistics related field, and/or Social Sciences field, and/or geographic field  
 Theater & English  
 Theology (2)  
 Working toward an MA in Geography

**PhD** N=47

ABD in Anthropology  
 Archaeology  
 Communications  
 Comparative Literature (2)

Comparative Studies  
Computer Science  
Digital Humanities  
Digital Preservation  
Ed. D. Higher Education Administration  
English (9)  
English Literature  
English/Media Studies/Digital Humanities  
European History  
Geography  
Geography, with concentration in GIS  
History  
In progress  
Information Science (4)  
Information Studies  
Information Systems  
Learning Design - Technology  
Library and Information Science (3)  
Literature  
Mass Communication  
Medieval French  
Pathobiology and Molecular Medicine  
Philosophy (2)  
Public Administration  
Slavic Languages and Literature  
Sociology  
Theology (2)

**Certificate, other credential** N=39

Archives Administration  
Certified Archivist  
Certified Scrum Product Owner  
College Education  
Copyright  
Digital Archives  
Digital Archives Specialist certificate  
Digital Public Humanities (in progress), Reader, Folger Shakespeare Library

Film Preservation  
 Geography  
 Geography, Environmental GIS  
 GIS (4)  
 GIS Professional Certification (GISP)  
 GIS, Certificate in Real Estate & Economic Development  
 Graduate Certificate in Applied Statistics  
 Graduate Certificate in Nonprofit Management, Graduate Certificate in Digital Humanities  
 Intellectual Property Law  
 JD (3)  
 MBA  
 Media copywriting  
 Mini-MBA  
 Museum Studies, Science and Technology Studies  
 Neuroscience  
 New Media and Culture  
 Nonprofit Management  
 Photographic Preservation and Collections Management  
 Post- Baccalaureate Classics; Bepress IR Manager Course  
 Post-Baccalaureate Certificate, Museum Studies  
 Publishing and Communications  
 Spatial Analysis (GIS)  
 State Technology Institute, Degree in Secondary Education, Major: Art  
 Textual Studies Certificate  
 Unix administration  
 Web Development

**Please enter any additional comments about this person's responsibilities for supporting digital scholarship that will help us understand how library staff roles are changing to meet these new demands. N=60**

A percentage of two metadata librarians' time is allocated to supporting digital scholarship, and this plays a vital role in enabling large-scale digital projects to come to fruition, as the metadata structures underpinning these, from large databases of digitized material being made searchable to the creation of dynamic historical network maps, and TEI-encoded digital editions of transcribed manuscripts, are paramount in making these projects functional and usable. The metadata librarians have to bring real innovation and creativity to their work in these projects, as frequently materials being documented are highly idiosyncratic, or the purpose for which they are being documented introduces complications, questions, and challenges which are best answered through expert metadata support.

About 25 percent of her job is spent educating colleagues about evolving data needs.

Administration, strategy, planning, direction setting, hiring, personnel planning

Collaborates with academic departments, other library units, and postdocs in various campus institutes for project development and consultation, as well as for student/faculty training and outreach programming.

Coordinating outreach and instruction within the library as well as partnering with central IT, research computing, multimedia lab, and university schools and programs.

DS support fits with aspects of this individual's regular responsibilities. This person assists with DS efforts as possible alongside regular responsibilities.

Focused on long-term preservation of digital environments for recreation of digital scholarship in its native environment via emulation for years to come (i.e., digital artwork/code rendered in a windows95 application in the year 2020).

Four years ago this area had two staff. With the push for online class development and rights management questions the department has grown to three staff and some student assistants and interns.

He's flexible and willing to learn new systems for digital scholarship support.

Her graphic design skills have been key to furthering our work with digital exhibits in Omeka.

I am not trained as a librarian, I am an anthropologist and programmer who has worked closely with the library in the past.

In 2014, a tenured library faculty member at a senior level had an 80% job responsibility change from a traditional access services leadership role to new leadership for DH/DS initiative in support of key area in new library strategic plan.

In 2015, several library staff roles were created to meet increasing demands for digital scholarship. This position brings together digitization, repositories, and digital publishing to better handle projects with scholars, as well as open access publishing requirements.

In addition to supporting the digital resource Credo and other archives-related digital initiatives, this position has supported several faculty digital humanities projects.

It is helpful in this new position to have the combined background in both humanities research and teaching, and the MLIS, to make collaborations work harmoniously. This enables the Digital Scholarship Librarian to understand the different facets necessary in digital projects and to liaise effectively between experts in the Libraries and experts from a wide range of departments across campus, from English to History, Modern Languages and Classics, Music, Geography, and Clothing, Textiles, and Interior Design. Having experience of designing and teaching courses in English at both the undergraduate and graduate level is useful in enabling the development of nuanced pedagogical collaborations between the ADHC and faculty members and graduate students in digital pedagogy projects.

Manages various staff with differing expertise in supporting digital programs life cycle.

Need for GIS support has expanded to new areas/disciplines.

One side effect of working with students/faculty on digital scholarship is the necessity for increased collaboration with other departments in the library, whether that is digitization or most commonly with Scholarly Communications Office for copyright as well as with other libraries on campus (Pitts, Health Science, etc.) This has lead to the revision or creation of new workflows, some of which are quite complicated and require some time to evaluate how useful they are to the data providers (students, faculty, library staff, etc.) and to the library staff who assist with their DS needs.

Part of a new team assigned to Research Data Service that includes another specialist, the director, and a research programmer. As services grow, will need to reevaluate how positions support ongoing work for data curation and management but still in the infant stages.

Provide/supervise copyright/permissions process for determining what, how, and where previously published material can be posted online.

Serves on cross-departmental team that helps coordinate and strategize digitization workflows.

Supports and builds software for researcher workflows, data collection and web scraping, API consultation

Text mining, data management, data visualization

The digital humanities librarian's responsibilities were part of the responsibilities in a term position. The library was able to make the case for new funding for a permanent full-time digital humanities position due to the amount of requests from faculty for support of their digital projects.

The digitization specialist manages a very busy hub for digital photography and scanning. The equipment is used by students and other visiting scholars. This person is responsible for digital asset creation across library departments. A high degree of technical knowledge is required, both in digital photography and collections management. This person is also responsible for the technical upkeep of equipment, including calibration, etc.

The GIS research specialist also teaches a full semester course for students that is open to students in all disciplines. This person also does a lot of individual consultation with graduate students (economics, history, classics, earth and environmental science, etc.) and faculty and participates in a virtual service point, Numeric, Spatial and Data Services, with the data librarian.

The librarian doesn't see any category that fits his tasks for now. He's devoted to scholarly communications issues, such as open access and our institutional repository (IR is not yet operating, a pilot project is about to start). He's planning to soon take part in digital preservation, data curation and management, and digital publishing.

The majority of programming activities that support digital scholarship interfaces and projects are the responsibility of this person, for example, writing the scripts that display TEI markup embedded in texts for users to click on and get more information about a text online, or creating an application for film analysis for film studies students to create visualizations related to the narrative structure.

The research informationist has developed web-based workshops that instruct researchers on methods to abstract molecular information from various databases. She has also assisted in the development and opening of the Informatics Lab at the Health Sciences Library.

There are others who support digital scholarship—mainly librarians and other professionals in the Technology Initiatives unit, but this is the only staff member dedicated to digital scholarship.

This individual will foster the development of the Scholarly Communications Design Studio.

This is a new position created to help the library offer services in data management to the university.

This is a new position, created and funded specifically to support digital scholarship at our institution. This reflects a change in staffing and signals that roles are changing from traditional liaison. The position will work collaboratively with liaison librarians to introduce digital scholarship activities and initiatives to faculty, and provide support services for faculty wanting to use digital scholarship methods.

This is a representative composite position based on any of 4–6 specialists of this type, all of whom support either quantitative, geospatial, qualitative, survey research, or data finding and acquisition. These positions are a mix of librarians and other staff.

This is an administrative role, focused on management of personnel, acquisition of funding, and creation of programming to support digital scholarship services.

This is another new strategic initiative position created specifically to support research data management and visualization in March 2015. The position provides functional support to liaison librarians to introduce research data management concepts and manages research data management services, in addition to supporting scholars with visualization of their research.

This job is about learning new technologies (digital and physical) that revolve around the “maker movement” and to teach these findings to the university community.

This person also develops and teaches a range of workshops on digital methods/tools and scholarly communication.

This person has been one of the primary library faculty members that is interacting with campus faculty who are trying to include digital scholarship in their pedagogical practice. She has provided important support to two faculty members who were just venturing into digital scholarship and helped them design their digital scholarship-specific courses.

This person is sometimes called up to scan materials for use in digital scholarship projects, and/or to consult on scanning.

This position has represented a shift from previous “data librarian” positions that were more focused on statistical analysis support and developing secondary data collections. The new position is focused primarily on working with data producers on campus. The change in emphasis has at times been difficult to convey internally within the libraries.

This position in part is to provide support for members of the university community to effectively engage with digital scholarship technologies, but in part is also to promote broader change in the scholarly communication ecosystem by advocating for and implementing policies and processes that effect changes that are in the interest of scholars, universities, and the general public. Thinking globally, acting locally.

This position is centered around the production of knowledge/research, and primarily supports undergraduate student projects.

This position is still primarily internally focused on services and needs of existing library collections but with a digital focus. Increasingly, we are working with donors and units on campuses on digitization projects/electronic records issues prior to donation or as part of the access platform for collections.

This position plays a key role in bringing IT innovation to collaborative digital scholarship projects, coming up with ways of using existing software to achieve research and teaching goals, blending multiple existing softwares to achieve those goals, and introducing cutting-edge techniques to address digital scholarship questions in the humanities and farther afield.

This position provides stand-alone and in-class workshops on software used in social science and GIS research.

This position supports visualization for a variety of purposes, including public display of research and scholarship on the library’s large display walls.

This position was a repurposed reference librarian position to support DS. The primary responsibility of this staff member is to liaise with faculty, graduate students, and staff interested in DH and DS projects.

This position was created specifically to support digital media and work with scholars to implement digital media into research.

This position was created to help move our institutional repository forward into the realms of faculty scholarship, open access publishing, and, one day, data management.

This position was one of the first digital scholarship positions in the Libraries. Initially created to oversee the digital library and digitization efforts, it has changed according to Libraries' needs and the person's interest and specialties.

This position was originally created as "Digital Projects Library Manager" as part of the Libraries Technologies division. The major responsibilities were to oversee and facilitate digitization efforts and online access to digital primary source resources. Two years ago the Libraries Technologies division was split and merged with other existing divisions, so the DPLM and related staff (including three imaging technicians and three programmers) were moved to the Special Collections Research Center. At this time the DPLM changed her title to Digital Archivist and began working more closely with digital preservation efforts and management of born-digital primary resources.

This position's consultations with researchers and requests for instruction has grown significantly in a very short amount of time. The individual collaborates closely with the geography department and was requested to teach a semester course already but declined (not enough time). The Scholarly Commons supports this position with the assignments of a .25 FTE graduate student assistant and expects to increase this support over time, however finding graduate assistants from the library and information science program (from which the library usually hires) with GIS experience has not been an easy task. This individual has been working the past year to build community on the campus related to GIS.

This role involves a high degree of engagement with faculty and grants administration staff at the university in support of digital scholarship activities, including foundations.

While I provide direct DS support for faculty, staff, and students in the sciences and engineering, I am working with a team in the library and with external constituents to determine how the Libraries can better support digital scholarship on campus.

While initially she focused on production work, recently the scope has changed to include more public-facing services, as well as education of other librarians about the publishing process and its implications on the scholarly research lifecycle.

While the position does not supervise staff, it is considered the coordinator for certain digital scholarship services and so collaborates and coordinates support being provided by subject librarians.

Will soon be hiring a Data Visualization Librarian.

With hire of new Head for Scholarly Communication and Publishing, established a new relationship in the library structure to provide increasing support for undergraduate publishing. Also experimenting with alternate forms of publishing (e.g., GitHub, WordPress, Omeka).

Works with faculty who want to create digital exhibits using Omeka. Sets up shell, trains students, and provides additional graphic design as needed. Also developed an interactive mapping tool that supports digital field assignments.

## **SKILL GAPS**

Library support for digital scholarship activities is a relatively new and still evolving enterprise. To provide the desired level of support, libraries need to identify which skills staff need, which are weak or missing, and where additional training and practice are needed.

22. Please indicate where the most significant digital scholarship skill gaps are in your library. Check all that apply. Then select up to three skill areas that you think are most critical to improve at this time. N=70

Activities	Skill Gap	Most critical to improve
Visualization	46	24
Computational text analysis/support	45	19
Statistical analysis/support	42	12
Developing digital scholarship software	38	11
Project management	33	18
Data curation and management	31	24
Interface design and/or usability	29	10
Digital publishing	29	12
3-D modeling and printing	28	3
Encoding content (e.g., TEI markup)	28	3
Database development	26	3
Digital preservation	25	13
Project planning	24	9
GIS and digital mapping	22	9
Technical upkeep	19	3
Digital exhibits	10	1
Metadata creation	9	3
Making digital collections	8	2
Digitization/imaging of analog material	5	0
Other DS-related skill	7	4
Total Responses	70	67

If you selected “Other DS-related skill” above, please briefly describe the skill. N=7

#### Most Critical N=4

Advisement on legal and ethical issues related to digital scholarship, not just related to publishing.

Collaborative building, marketing, outreach, promotion

Programming

We really need to better address scholarly communications at an institutional level. Several staff members have strong personal interests in this increasingly important area, however there is no position or charge at this time.

#### Skill Gap N=3

Examining impact of digital scholarship work. This is a big area of interest on campus that the library could step into and contribute, but it's not an area that is being developed in the library (or on campus) at this time. This would involve looking at creation and impact and promotion of materials created on campus.

Multimedia content creation

We are working towards a reorganization to better leverage support for digital scholarship.



### **Additional Comments N=20**

3-D modeling isn't covered by the library currently, yet we are not looking to develop it because it's available elsewhere on campus.

By and large our circumstances are less well described as "skills gaps" than limitations in capacity.

Even though there is a great deal of expertise in data curation and management here, it's a growth area that we're definitely committed to expanding.

For the above, the "most significant digital scholarship skill gaps" indicate the lower numbers of public-facing Libraries personnel who provide or have expertise in these areas. While we would like to have more librarians involved in digital scholarship project management and planning, this is an area where we have relatively more librarians already undertaking than others. The "most critical to improve" areas were selected from among those where there were also significant gaps. They are identified as critical to improve because they are areas where we perceive both a growing and broad need for advisement and assistance in these areas, and where we also see the Libraries as uniquely positioned to provide this support and capable of developing or extending these skills from existing expertise.

In addition to actual gaps, we see related challenges in capacity and sustainability, e.g., if even one person has the skills to offer a particular DS service, you don't have a skill gap per se, but the service can't grow (capacity gap). Furthermore, if that individual leaves the organization, you have an immediate skill gap (sustainability).

In some cases, we have one or two individuals who are very skilled in areas such as digitized exhibits but we anticipate that these skills will be cultivated more broadly across other librarians/archivists and staff. Ensuring all staff are up to speed on project management is a priority. To that end we are coordinating with the Talent Management Office on campus to roll out a library-wide training program.

Nearly all of these skills exist, but the more important staffing issue is having more staff who hold these skills, rather than improving the skills our organization does have.

Often we have internal skills for these areas but we are not organized in such a way that these people can work collaboratively together on a project. People tend to wear multiple hats and these areas are not always relevant to digital scholarship.

Some of the areas outlined above are services where we are very strong (e.g., digital exhibit support, data curation—albeit growing) but other areas like technical upkeep and database development are boutique-like services that we are consciously choosing not to actively support. It takes too much energy so we are trying to provide education support for researchers so that they can learn how to do much of this work themselves. It would be interesting to think about cross-institutional collaboration to develop educational initiatives for activities like metadata creation or making digital collections. It was also difficult to separate out what we do for the library for how we directly support researchers as some of this is deeply intertwined (e.g., digital preservation).

The library is beginning to take steps to bolster the technical ability of staff and faculty, including planning to hire programmers/developers who could spend part of their time supporting DS-related efforts.

The question is tricky in that we feel we have the skills, but not the time, so we need more staff with more skills. We've selected the three areas above because we feel these are areas where we are at a tipping point where more skills could push us to make the most difference in digital scholarship support right now.

This is another area where I would likely answer differently after our needs assessment has been completed. Except for project management, which is a clear area for improvement.

This was a difficult question to answer in some ways because it's not clear to us that all of these areas should be the sole or primary responsibility of the library, as opposed to other areas or departments on campus.

We are hiring a digital archivist and a second data curator to handle the growing number of digital objects being created or collected. As research grants increase, the second data curator will help fill a gap.

We are hoping to develop digital publishing expertise moving forward, as there are many opportunities for digital scholarly collaborations in this arena on campus. The University Libraries have a remarkable skill base that we have blended and adapted to support an extensive range of digital scholarship, from large-scale research endeavors, to semester-length undergraduate research initiatives in the classroom, none of which would be possible without our library faculty and staff's expertise in the areas outlined in this survey, in particular in relation to IT and metadata support. In many ways the challenge is less that of a skills gap (this is a burgeoning environment, and as such all of us strive to keep ahead of the curve in our fields, learning new softwares, techniques, and so on frequently to meet our community's needs), than it is a challenge of personnel in terms of availability. Many of our faculty and staff collaborating in these projects are doing so as a subset of their larger work for the University Libraries, and as such there are necessarily limits as to the amount of time they can devote to a project (though all go above and beyond in terms of their contributions).

We do have an opportunity for a project involving metadata creation and data curation and management. We hope that this project will be realized and that we'll learn from it in order to develop our skills.

We do not currently have a programmer on our staff in the library.

We have prioritized hires in the three critical areas indicated. These positions have been either posted or approved for posting.

We need more people with appropriate skills more than we need to provide current staff with more skills in order to properly offer services to our entire campus in many of the areas specified above.

While we seem to have the skills we need at the moment, as future demand increases, the need to broaden our in-house skills among a wider range of library staff will be necessary. In particular, the project planning and management skills necessary to prevent gridlock will need to be widely understood.

## PARTNERSHIPS

### 23. How often do researchers from the disciplines below come to your library for support with digital scholarship activities? Please make one selection per row. N=69

Disciplines	Often	Sometimes	Never	N
Humanities disciplines/departments	40	29	0	69
Social sciences disciplines/departments	25	42	2	69
STEM-based disciplines/departments	11	53	4	68
Total Responses	44	69	4	69

**Comments** N=19

Emory Center for Digital Scholarship often receives faculty from the humanities.

Frequency is relative, and disciplines vary based on which library unit or person researchers are approaching. For example, STEM researchers approach most often for data support; humanities are seeking support from our SCC or special collections. In general, we are not overwhelmed with requests for DS support or partnerships.

It would be more often if we marketed our services, but that is not a priority now because we don't have enough resources to do so.

Many of the STEM and social science departments have in-house technical staff to support database development, data analysis and visualization, and other foundational technologies.

Often, but the needs expressed are different. STEM: data management and finding funding; humanities: primary sources and items that can be digitized from the collection in order to analyze trends; social sciences: data sets to use as primary sources, how to visualize data.

Science-related support most often happens outside the library in labs. We have a very active digital humanities center and digital social science center in our libraries.

Since founding the Alabama Digital Humanities Center in 2010, partnerships have been forged with faculty and graduate students in over 15 different disciplines and departments across the university, ranging from English, History, Modern Languages and Classics, to Art and Art History, Religious Studies, Music, and Clothing, Textiles, and Interior Design. Our philosophy is very much one of partnership and collaboration: this is not a drop-off service center, but rather seeks to establish consultative teams to work on projects, bringing together subject-specific expertise of faculty members alongside specialized IT, metadata, and project management expertise from within the University Libraries to bring a wide range of projects to life in a collaborative environment. We have supported more than 70 projects of varying scale, from long-term research endeavors to more immediate pedagogically rooted work. The long-term research initiatives have involved establishing partnerships not only across campus but also with other institutions including Somerville College, Oxford, to make a searchable online archive of nineteenth-century materials, and St. Louis Public Library to digitize rare twentieth-century newspaper holdings. On campus, we have worked with over 30 different undergraduate courses in 12 fields; most recently the DH Center worked with faculty in our Engineering Library to provide 3-D printing instruction for students in a quality control course in Clothing, Textiles, and Interior Design, whilst at a graduate level the ADHC has supported classes involving textual encoding (TEI) and digital visualizations in Modern Languages and Classics, and in the Department of English.

Social sciences served most often due to GIS, research data, and statistics needs.

The digital scholarship support in the libraries is brand new this academic year, and has focused at first on the humanities and will build out from there.

The DSC's non-library clientele represents all disciplines, but to date projects are sourced primarily in humanities, social sciences, and professional schools (journalism, media studies, etc.). Other DS activities occur in branch locations for Science, Architecture and Allied Arts, etc.

The frequency may be more of a reflection of perceived resources than actual demand.

The kind of support required varies—for example, scientists and social scientists are more likely to seek GIS support, whereas humanists tend to be more interested in working on digital collections.

The Libraries tracks only general use statistics; we don't have concrete knowledge about where researchers are coming from.

The library has only had a few DS-related requests, but is moving towards being more supportive and able to support such efforts.

The needs of researchers vary greatly by discipline. STEM-based researchers tend to want short-term guidance whereas in the humanities and arts, they want longer-term collaborations.

The selection is based on the three categories for which we support DS: GIS and digital mapping, statistical analysis/support, making digital collections.

Wanted to answer “rarely” on all (less than sometimes, but more often than never).

We are in the process of identifying prospective research partners and planning for associated infrastructure requirements.

We work closely with the Center for Digital Humanities.

**24. How often does your library partner with or draw resources from the following units/entities to fulfill requests for digital scholarship support? Please make one selection per row. N=70**

Units/Entities	Often	Sometimes	Never	N
Information technology unit/department	35	29	3	67
Other libraries	13	45	9	67
Archives	30	34	1	65
University press	5	28	30	63
Institutional Repository	35	18	8	61
Agencies and/or companies unaffiliated with your institution	10	32	18	60
Historical societies	6	29	24	59
Other digital scholarship centers in your institution	10	24	22	56
Other unit/entity	13	8	8	29
Total Responses	58	67	47	70

**If you selected “Other unit/entity” above, please specify which unit/entity. N=21**

**Often N=13**

Academic support units (e.g., interdisciplinary institutes) and individual faculty

Businesses, vendors, individuals, scholarly agencies, publishers, etc.

Consortia, PKP, listservs, Ontario Council of University Libraries, Canadian Association of Research Libraries, Association of Research Libraries, Canadiana.org, Islandora Foundation, DSpace

Cultural heritage institutions: Bishop Museum, Museum of Art

DPLA

DPLA, Minnesota Digital Library

Graduate School; University Teaching and Learning Center; College of Arts and Sciences; School of Public Health; University Communications

Office of Research

State-wide consortium of Archives and Libraries

The College of Arts and Sciences ETech

The Department of Art and Art History and the Graduate Program in Visual and Cultural Studies

The Research Computing Center

We have partnered with other academic support units, such as the Office of Undergraduate Research, Computing Services and System Development, the Clinical & Translational Science Institute, the Pittsburgh Supercomputing Center, the University Center for Social and Urban Research, and others. The relationships and level of support among these partners varies but continues to develop.

**Sometimes N=8**

Center for Creative Computing, Center for Research Computing, Center for Social Research, Center for Study of Languages and Cultures, Design department, Kaneb Center for Teaching and Learning, Office of Digital Learning, Office of Information Technologies, School of Architecture

Center for Teaching and Learning

Digital Scholarship Centers at other institutions.

Granting agencies (e.g., Mellon)

Institute for Advanced Technology in the Humanities (IATH), Shanti, Department of Computer Science

Libraries partner with Harvard University's Institute for Quantitative Social Science for delivery of expertise with statistical software and analysis.

Other institutions/individuals

Philly, DH, PACL

**Additional comments N=19**

Archives and Institutional Repository fall within the Libraries organization

Archives and MIT Institutional Repository (DSpace@MIT) are part of the Libraries organizational structure. MIT Press and Libraries have joint leadership.

Archives, and the university press are part of our library. The Institutional Repository is part of the Technology, Discovery, and Digital Services Unit.

In addition to public-facing project support for researchers, the DSC serves as the Libraries digital library development and support department.

It's unclear to me how often the libraries end up partnering with other entities that support digital scholarship. We work with HathiTrust and DPLA, but I don't know with what amount of frequency or whether it supports specific projects.

Our institution currently does not have any digital scholarship centers or a university press.

Our institutional repository is being implemented, this is why no selection is made for this line. A pilot project will start this winter as mentioned in an earlier comment.

Our library and archives is one and the same.

Partnerships with other entities and units are primarily around training, programming (events and other public activities), and occasional consulting.

The archives is part of the library. We have no other digital scholarship centers at the university.

The institutional repository is a part of the library and actively involved with digital scholarship through our Center for Digital Scholarship.

The library has its own IT department, which includes the IR.

This is not a statistic we track, but we do partner with others.

University press and the IR are part of the library.

We are currently co-hosting a CLIR Postdoctoral Fellow in Metadata Creation for Visual and Material Culture with the Graduate Program in Visual and Cultural Studies who provides support for digital scholarship.

We are expecting to begin a university press within the next year.

We maintain the institutional repository—it's an important part of our digital scholarship operations.

We partner as needed.

We typically draw from the “other unit/entity” for core IT supplies, network, and non-preservation storage. Archives and institutional repository are library units.

## SOURCE OF FUNDS

**25. Please indicate the source(s) of funds that support library digital scholarship activities. Check all that apply. N=71**

Library general budget	71	100%
Grants to the library	52	73%
Grant funds from the researcher	34	48%
Gifts	30	42%
Funds from the parent institution—general funds	19	27%
Endowment	18	25%
Dedicated DS budget	16	23%
Funds from the parent institution—academic department funds	13	18%
Fees paid by institutional researchers	7	10%
Fees paid by external researchers	6	9%
Other source of funds	8	11%

**Please briefly describe the other source of funds. N=8**

Facilities and Administrative (Indirect)

Funds from the central campus IT and the Research Computing Center

Included in some of the support is the Student Technology Resources Center (STRC), funded by student fees.

Individual library faculty members' endowed professorship funds

Patron request for digitization of materials is a fee-based, primarily cost-recovery model.

Scanning services are in part a cost-recovery unit.

The library and the college of arts and sciences each pay for a graduate student. Arts and sciences also provides funding for programming (workshops, lectures, summer faculty stipends, etc.)

University President's Circle funds

## DIGITAL SCHOLARSHIP ACTIVITY ASSESSMENT

26. Has your library assessed or evaluated its ability to support digital scholarship activities, for example by collecting project data, interviewing individuals, conducting focus groups, surveying users, etc.? N=70

Yes	34	49%
Not yet, but we plan to	26	37%
We are not yet at the assessment stage	10	14%
No, and we have no plan to do so	0	0%

Comments N=20

**Yes** N=12

A team formed to investigate potential models for offering more robust digital scholarship services.

But not a comprehensive assessment

Every year since its inception the ADHC has produced an annual report documenting both project activities and also outreach initiatives. We document the number of projects conducted in a year; the number of faculty members and graduate students engaged; the number of departments engaged; the number of classes engaged in digital scholarship with the Center; the number of class sessions taught. In terms of outreach, we measure how many and what types of event we have held in a year; number of attendees; and for our digital humanities conference, the range of places and institutions from which people come to participate (in 2014, this included 80 participants from more than 12 different states and provinces in the USA and Canada). These measures help us to gauge our ability to support and engage scholars in digital work in a quantitative way. We also conduct surveys following our workshop sessions to understand their utility, and to establish what future offerings might be useful to our community. Going forward, we plan to extend these efforts to include larger-scale surveys of faculty members and students with whom we are working to understand how we are meeting their needs, and where we could helpfully expand our offerings. We did a survey of participants in the community in Spring 2012. Results have driven our focus in events, content, and scheduling.

Faculty surveys include questions about support for digital scholarship.

The university conducted extensive user research prior to establishing the DSC in 2012.

We are currently collecting survey data from all workshops that are offered.

We are currently engaged in an informal needs assessment, as well as ongoing formal interviews conducted by liaison librarians with the faculty in the departments that they support. More formal assessments will be forthcoming.

We are just now starting a full-scale assessment project, but there was a smaller, humanities-oriented assessment project in the past year or so.

We collect data on user interactions and held a focus group at the Graduate College a few years ago. We have user satisfaction surveys live now. We also rely on bigger data such as LibQUAL+.

We have done some preliminary assessment and plan to do more rigorous studies in the future.

We held two focus group sessions this semester. We are just getting started, but are developing policies for how long we will support faculty and class digital sites. We are looking into reclaim hosting.

Yes, in the context of data management and digital publishing, but not “digital scholarship” broadly. We also plan to conduct additional assessment.

**Not yet, but we plan too** N=5

Have online and data needs and planning digital scholarship assessment.

The library has an assessment librarian since November 2015. We are starting the assessment stage, but we first need to determine our needs, select assessment activities, write an assessment plan, etc. Therefore, we plan to assess our digital scholarship activities, but it is a little too early to know more.

The library is working to bolster its ability to support DS efforts, and once more mechanisms and resources are in place it will solicit DS projects from campus researchers more vigorously.

This is an area we have talked about and have often thought a collaborative approach with other ARL institutions would be helpful for assessing DS.

We just finished an initial survey of our current services in this space (November 2015). We are now starting the assessment phase to determine gaps and resources needed to close those gaps.

**Not yet at the assessment stage** N=2

Informal assessments are made by way of monthly statistical reports, and feedback from librarians, archivists, and staff involved in digital scholarship activities.

We have done some assessment of and collect data on individual projects, but have no comprehensive assessment program across our organization.

**Additional Comment**

For specific projects, we’ve run usability tests and done a survey. We also monitor Google Analytics data.

**27. If yes or you plan to, what assessment method(s) does/will your library use? Check all that apply.**  
N=60

Collect and analyze data on number of projects	43	72%
Collect and analyze data on number of consultations	43	72%
Interviews with individual researchers	42	70%
User satisfaction survey	32	53%
Conducting focus group	30	50%
Other assessment method	17	28%

**Please briefly describe the other assessment method.** N=17

Assessment on all trainings and activities, facilitated discussions

Benchmarked staffing, services, and equipment at peer and aspirational institutions.

Benchmarking against other (peer) institutions

Collect and analyze data on type of project, intended audience, and type/content of consultations.

Collect information on digital scholarship services offered by other campus units (environmental scan).

Develop strategy to measure scholarly impact of research and teaching enhanced by digital scholarship tools and methods; for research projects: exploring measuring number of times a work is referenced by



other scholars; for pedagogy projects: blending qualitative data from faculty and students with level of success in reaching course outcomes.

Digitization policy group is evaluating library's capacity to support digitization projects, but not digital scholarship as a whole.

Look at our peer institutions who have recently or are currently undergoing similar transitions.

Looking ahead, we will be conducting a number of additional planning and assessment efforts that will involve DS services and other educational technology and digital library development efforts.

Needs assessments

Participate in a cross-campus group that shares knowledge about research data management issues.

Solicit input and web statistics

Space utilization tracking application (SUMA)

To date most significant assessment efforts have been related to research data management services to identify needs of faculty.

Tracking attendance and enrollment for skills-based workshops and courses offered within the library.

Various library administrators and library faculty participate in regularly scheduled meetings on digital scholarship with key stakeholders from the College of Arts and Sciences. Conversations from those meetings have helped guide some of our digital scholarship work.

We don't yet have a concrete plan.

**28. Of the assessment methods already used, which has been most useful for evaluating the library's digital scholarship support efforts? N=30**

All methods provide data important to measuring the impact of our digital scholarship efforts.

Analyze data on number of consultations

Assessment to date has been planned in relation to specific projects and activities, but not as programmatic as would be ideal. The Libraries have a new Assessment Librarian starting January 2016 and we hope to have a program for evaluation in place soon, with the new evaluation plan for the next three years currently in draft, which we will review in consultation/collaboration with the Assessment Librarian.

Coffee & Viz Evaluations (event at which faculty member and researchers describe their work with visualization), high-tech space usage records

Collect and analyze data on number and type/content of consultations.

Collect data regarding numbers of collections and usage in repository.

Consultation data

Faculty surveys

Focus groups

Focus groups and individual interviews

For forecasting: individual interviews; for in-progress development: focus groups including project partners and stakeholders

Interviews and discussions with researchers

Interviews and ongoing conversations, developing new relationships with campus stakeholders, and tending to existing relationships.

Interviews with faculty and students provide ongoing opportunities to evaluate the breadth and depth of our support.

Interviews with individual researchers (2 responses)

It would be very helpful to hear what our peer institutions have done in this area.

It's quite difficult to choose one of these as most useful, as different departments tend to use different methods, based on the nature of their digital scholarship work. Our department of Assessment and User Experience Services conducts annual user surveys, which include questions related to digital scholarship services and spaces, and has followed up with focus groups to better understand responses. This is very useful for helping to secure support for new or enhanced spaces, services, collections, and initiatives. Individual departments, especially Data and Visualization Services and Research and Instructional Services, have tracked the frequency and length of consultation sessions over several years; this data has helped them to discern trends (such as increases not just in the number of consultations over time, but also the length of those consultations, which in turn has informed decisions about staffing service desks and providing alternative consultation services. Digital Scholarship Services, which primarily partners with students and faculty on digital projects, has tracked information on the nature of these projects, to better assess the landscape of interest and need in digital scholarship. While all the assessment methods above help us gauge researcher needs and interests in digital scholarship and the value of existing services, focused discussions with different user groups (administrators, faculty, students)—whether as part of focus groups or interviews—arguably are most indispensable in helping us to better understand the context of digital scholarship work and thus take a longer view of the ways the Libraries can effectively transform scholarship. For instance, an increase in the frequency and length of repeat digital research consultations at a service desk might suggest a need to provide more staff and longer hours. But an interview or focus group with these same students might reveal that class assignments require the use of digital tools and approaches but don't include that training as part of the course. A more successful intervention, then, would be to involve ourselves in curricular discussions at the university level or, minimally, to offer a series of workshops that can help scaffold learning in these areas and share those workshop schedules with faculty. In essence, we cannot rely on one form of assessment; rather, we benefit from regular and thoughtful assessment in a variety of ways, to get a fuller picture and make more informed choices about how we direct our work.

Library User Survey: includes questions on relative importance, satisfaction, usage, etc.

Number of consultations

Project data and discussions with patrons

Survey

The assessment activities focus on individual services and not the program as a whole, so the assessment activities are all useful.

The LibQUAL+ survey and faculty interviews conducted for a "Future of the Libraries" study.

Too early to say. At this stage, we see all these methods as useful in different ways.

Usage data, interviews, and focus groups

User research

User satisfaction survey

We have just completed a survey, and will be analyzing it soon. That will likely lead us to do some focus groups and individual interviews.

We have used interviews with key constituents, which have informed positions, services, and future workshop offerings.

We rely much more on ongoing relationships with key actors (faculty members and centers) and responding to changing priorities, than formal instruments.

**29. Has any assessment of your library digital scholarship support efforts led to changing services, organization, staff responsibilities, etc.? N=52**

Yes 34 65%

No 18 35%

**If yes, please briefly describe what changed. N=31**

A major assessment and information gathering project in 2014 led to many changes and development of new spaces, staffing, and services.

A new position and department was created to launch an institutional repository.

Added a GIS specialist to staff by analyzing (in part) requests from users. Also changed hours based on activity within space as recorded by user interactions.

Added training for activities, especially data management and visualization.

Additional training and evaluation of existing future positions.

As stated above, assessment at our institution is frequent and varied, and is used on a regular basis to help inform decisions, whether large (like creating a new research commons space) or small (like changing office hours). The decision to create a research commons came after a few years of interviews and focus groups with campus stakeholders and of explorations of these kinds of services and spaces at other institutions. Smaller decisions, like the frequency and topical coverage of digital scholarship programs in this space, have been driven by post-event surveys of participants and comparison of attendance at these events over time.

Assessment has at least indirectly influenced changes to support for digital scholarship. Digital support is of long standing and continuously improving.

Changes in programming. The addition of a permanent, dedicated technical position in the Alabama Digital Humanities Center. The conversion of a post-doctoral position to a tenure-track faculty position in the Alabama Digital Humanities Center.

Created digital scholarship librarian position.

Discussions with patrons indicate interest in particular fields and therefore service gaps.

High-tech spaces operations. Strategic planning and alignment of library and university goals pointed toward greater investment in all forms of research and advanced scholarship support. A new library facility in 2013 offered new opportunities in physical spaces that are configured for collaboration around data analysis and visualization, as well as interactive computing.

Hiring of first post-doc, then permanent librarian to coordinate digital humanities work

In the spring of 2015, the provost's office assessed the landscape of support for digital scholarship and subsequently invited the Libraries to submit a proposal for the merger of a provost-funded digital scholarship unit with the Libraries Digital Research and Publishing department. As a result, the two units were merged as of June 1, 2015. The new unit (as detailed in this document) consolidates

considerable staff resources within the Libraries and allows digital scholarly projects to be entered into Libraries workflows from inception to archive.

Interest in data visualization has spurred the formation of both an exploratory group and a service experiment. A similar experiment in supporting media creation activities is also being planned. Digital scholarship responsibilities are being incorporated into open positions.

Library reorganization included developing digital learning & scholarship team.

New and reorganized positions have been created.

New hiring for a Digital Scholarship Coordinator, position re-titled from Agriculture Librarian to Agriculture & Digital Initiatives Librarian, updates to positions to specifically include mention of digital scholarship and data activities, changes to master training calendar for trainings within the libraries, creation of the new Committee on Strategic Digital Directions, and more.

Our strategic planning discussions have led us to begin developing a new faculty position for digital scholarship support.

Plan to form a unit to support digital scholarship services, as well as physical space for support and collaboration.

Really in very preliminary stages but offering data management workshops and support, trying to identify more people to have a hand in these activities. Still investigating what other activities we want to offer.

Services realignment, new software support, research storage infrastructure.

Some positions redescribed.

Staff were re-positioned via re-organization.

Strategy for promotion/outreach

This data will be used as part of our strategic planning process, with some of the recommendations in the strategic plan focused on expanding digital scholarship services.

We are developing more capacity for digital preservation.

We are embarking on a reorganization that is anticipated to result in organizational changes.

We are shifting more efforts toward digital scholarship support in connection with our strategic plan, which calls for more activities related to educational technologies.

We did do some hiring and some staff reallocations to support this work based on early efforts to support digital scholarship.

What we initially planned to offer in the physical space has changed some as we've been slower to ramp up services. We have also toyed with offering digital storytelling in the space, which would be a new service.

Yes. Support for digital scholarship is provided by many entities across the Libraries and Information Technology Services (LITS) enterprise. New partnership pathways are being defined and refined to better accommodate this blended support model.

## **FUTURE ROLE OF LIBRARY SUPPORT FOR DIGITAL SCHOLARSHIP**

### **30. What do you expect research libraries' role in supporting digital scholarship activities will be in the future? N=64**

A mixture: access to content and tools, training, and longstanding research collaborations. Research libraries have a strong role in helping to prepare graduate students to engage in digital scholarship.

A wide range of roles from introduction to digital methodologies to project collaboration to preservation activities.

Academic research libraries who play a major role in digital scholarship (not just support but actually have their own digital projects) will be the most visible and most successful.

As seen in the most recent strategic plan, digital scholarship activities are growing and strongly supported, in addition to growing partnerships that are central to our strategic planning. Deeper collaboration, partnership, and engagement across campus are central to our current efforts.

DS activities and services such as those listed in this survey are core to the future of research libraries. Examples: expanding and supporting digital library development and use of unique collections in research and instruction; encouraging and facilitating open access in the digital scholarship workflow—this include research data management; active collaborations with research centers, institutes, VP of research offices; collaborations with archives and museums on our campuses and beyond (GLAM initiatives) to develop shared platforms, tools, and encourage use of unique cultural assets across the disciplines and across the curriculum.

Educational: offering more training and instruction on new tools, technologies in digital research. More project management support. Digital research design support. More support for building digital collections for teaching and research needs. More facilitating of conversations around digital scholarship issues. More computation/analytics support.

Exploring innovative ways to enhance public scholarship, including partnering to lead efforts in determining sustainable pathways for storage, sharing, and visualizing data. Also, our organizations are uniquely positioned to empower faculty, graduate students, and undergraduates with knowledge of tools and methods used in digital scholarship.

Going forward, research libraries have a tremendous contribution to make in terms of being hubs where innovative librarians can engage in effective outreach to forge cross-campus partnerships with subject specialists in departments across the university, and expertise in IT and in metadata which may well be housed within the library itself. The Libraries at the University of Alabama are a prime example of the ways in which these places can become a locus for this kind of scholarship, in particular in working with scholars to create collaborative teams in which faculty and staff are all working together to contribute to digital scholarship on the front lines. The Alabama Digital Humanities Centers is testimony to the capacity of libraries to play a leading role both in creating collaborative teams for digital scholarship, but also crucially in bringing key expertise to the innovations and original contributions which those teams are making to the scholarship itself. In the past two years the ADHC has grown from having six projects to over 70 through concerted, focused outreach engaging scholars in over 15 departments in digital scholarship for both research and pedagogy purposes, and this has been possible in large part because of the central role which the Libraries occupy in the university. These are spaces explicitly available to everyone, which have enabled extensive interdisciplinary collaboration and interdisciplinary conversation to spring up between faculty members from different departments on campus who now have shared academic ground due to their shared approaches of their digital scholarship. In the future, we expect libraries to capitalize on the fact that they are open to everyone on campus, and to leverage that openness to introduce more scholars from different departments to the kind of collaborative work key to large-scale digital projects. Librarians are well positioned to play a leading role in this, as much of our work is collaborative in nature, involving the pooling of expertise and the sharing of knowledge freely, as well as the negotiations inherent in the collaborative process, and this is a great asset we can share with faculty members across campus. Moreover, libraries can be excellent sources of the kinds of expertise needed for digital scholarship,

including metadata creation and IT specialization. And empowering faculty and staff to devote portions of their time to digital scholarship is a way in which libraries can provide excellent support for this kind of academic endeavor without doing so in a purely service capacity. Rather, taking on an active collaborative role as equal contributors within digital scholarship initiatives is a great way for librarians to employ their expertise in different areas to work with faculty from across campus to work at the forefront of digital scholarly developments. One important factor in making this kind of collaboration possible may be hiring new librarians or empowering current librarians to make use of their own experience as researchers to assist with digital scholarship in a tangible way. It is really helpful to have someone in the libraries coordinating projects who has experience of conducting their own research and teaching, and who can adapt that knowledge to give the best possible support to other faculty members engaged in digital scholarship, so there may be some adjustments to make in terms of distribution of personnel, or in the kinds of roles which librarians take on, as they have a leading contribution to make in this area.

#### Greater emphasis on data management

I expect that digital scholarship activities in research libraries will continue to evolve within a disciplinary framework and that the majority of DS publishing activities in the humanities will be centered in the library—especially in the creation of born-digital scholarship. In STEM and the social sciences, who have already created disciplinary repositories and built support into their professional networks for publishing, the type of support research libraries can offer in these areas are support based: consultation on licensing, copyright and rights management, open access, data management, and grant writing.

I expect that research libraries will be important partners in digital scholarship activities, offering expertise in areas such as programming, project management, data curation, and metadata, as well as access to collections. They will also play an important role in preserving digital scholarship projects.

I expect that we will continue to see research libraries' support for digital scholarship activities grow in both the near and long terms as more traditional activities become automated and/or de-emphasized.

I see it as a growing area but am unclear as to how significant a role the libraries will play in terms of scaling support for this type of scholarship.

I think it can be very, very rich and a great opportunity for the library—but the researchers need to know the library can offer the services and not already have a place to get the support.

I think libraries will play an increasingly larger role in publishing, as open access journals grow in number.

I think that it will continue to grow as scholarship and teaching evolve.

I think that research libraries' role will grow with regards to supporting digital scholarship activities. We know how to organize, manage, and share information; the methods for doing so are changing and so will our roles.

Integrated, core, and first-partner/connector for connecting with and across other groups and communities

It will continue to be strong with great support from campus and administration.

It will continue to grow and evolve. We have done well with less planned organic development; the challenge is rationalize that a bit over the next few years.

It will increase, unless these sorts of activities migrate away from or outside of the libraries. Already many institutions have set up separate centers or institutes to support what we refer to as DS activities.

Libraries have the unique and historic privilege of being the holders of university scholarly collections. Indeed, for years libraries have been acquiring books, journals, maps, and other objects to support scholarship. The ability to interrogate these holdings using digital methods has the potential to lead to new interdisciplinary understanding and potentially deeper discoveries within current bodies of knowledge. Libraries and librarians will need new tools and skills to realize this potential, including data management, multi-media digitization, curation, and deeper understanding of non-traditional literacies. Along with the tools and skills, libraries will need to increase inter-library collaborations that allow for scholars from various disciplines and schools to work on projects together. Libraries' holdings special collections will be veritable treasure troves of information waiting to be accessed from beyond their own institutions walls.

Libraries will continue to be a site of centralized and interdisciplinary expertise and resources to support digital scholarship. Physical space will continue to be an important component of the library's value in supporting digital scholarship, and special-use spaces will continue to be developed. Libraries will play a growing role in teaching and instructional support around digital scholarship and digital methods (i.e., less of an exclusive focus on digital scholarship support for research and publishing activity). As both the practice and capabilities for digital scholarship grow within libraries' parent institutions, the library will have to continually re-evaluate how it partners with other DS entities (e.g., departmental DS units, regional centers, emerging curricular and degree programs), as well as consider how to design services that scale in a sustainable way. Hiring, training, and developing staff to support digital scholarship will continue to be a challenge.

Libraries will continue to engage with digital scholarship in all disciplines. Libraries provide neutral ground for researchers. They have a long tradition of housing and preserving information (data). Libraries understand the significance of metadata. They will continue to hire the staff needed to support these efforts and remain a vital resource for the entire university. This is the primary area for growth, without it the academic research library is likely to wither down to a collection of print repositories and e-resource managers.

Libraries will focus on scholarly communication and/or publishing.

Lots of outreach and instruction, since bespoke projects are unsustainable in the long run; service-development rather than project completion; infrastructure building.

More and more.

More strongly thinking about data/digital collections as part of library collections, more importance put on data literacy across the disciplines, digital preservation will be a central library activity.

Much larger, though we have to figure out issues of scale.

Once we have a more robust infrastructure and staffing model in place to support DS activities, we hope to play a very active role in DS efforts on campus. We would ultimately want to be viewed as the "go-to" source of DS support on campus.

One of the major issues we've encountered is that digital scholarship has not been widely accepted as part of the faculty tenure process, especially in the humanities and social sciences. The library will play an important role in educating faculty on the importance of digital scholarship, specifically how it can have an increasing presence in junior faculty dossiers.

Our copyright consultation services have grown dramatically, which is a service still only found at a handful of organizations. We expect to see this adopted at more libraries going forward. We also expect publishing efforts to continue to grow significantly, and expand, i.e., from faculty to graduate students, undergraduates, and local communities.

Our library will continue expanding our offerings and capabilities. We plan to become a clearinghouse of information, connector across campus for services, and collaborator with researchers and other support units. To paraphrase a speaker at the North Carolina State University's Designing Libraries for the 21st Century Conference, we do not need to be a one-stop shop for everything related to digital scholarship, but we want to be the first stop.

Our role will be in building tools to enable access and preservation of the products of digital scholarship, as well as consulting with faculty on the sustainability of the products of their digital scholarship.

Provider of space for consultation with experts and connection with peers/colleagues. Expert collaborator in the many areas described within this survey. Neutral facilitator of DS service development and provision for the whole system; key stakeholder in success of projects. Collaborative partner in grants to support digital scholarship. Continued developer of new technological infrastructure and tools that support DS ecosystem.

Providing access to data (corpora, etc.), tools (e.g., GIS tech, text mining software), and expertise to assist students and faculty.

Research libraries must become integral players in the total extent of the college/university scholarship activities. Digital scholarship is simply one avenue for research libraries to integrate themselves into these activities and processes. Too few research libraries have taken advantage of the digital scholarship openings at their institutions.

Research libraries will provide leadership in new forms of publishing and dissemination of scholarship. We have the expertise to help our institutions respond to funder's requirements for data management plans and open access. Libraries are neutral spaces so have the opportunity to make new technologies, from 3-D printing to large-scale visualization, available to any scholar in any discipline. Digital scholarship support is the research library's future role.

Research libraries will develop their expertise and services in DS support according to the work of their researchers in order to offer them the tools they need to achieve their goals. They will be integrated partners in research projects and other initiatives and be leaders on their campuses in research data curation and management.

Research libraries' role in supporting digital scholarship activities in the future will be: becoming more of a publisher of scholarship, identifying resources and supporting end architecture, and providing digital preservation.

Research libraries' future support of digital scholarship will likely focus on utilizing the technological, organizational, and instructional expertise of existing staff. Whether it is assisting with GIS, text mining, metadata, preservation, or web development, research libraries provide a focal point for researchers in need of these skills. University presses and institutional repositories will enable further dissemination of digital scholarship and facilitate the continued development of digital publishing.

Service models will continue to transform in order to facilitate deeper collaboration between library faculty/staff and researchers, enabling deeper involvement in such research activities as grant seeking and data curation and management.

Should take data curation and preservation seriously and provide resources to support this endeavor. DS is increasingly going to be part of the work of academic research librarians, in institutions of all types and sizes. However, not all libraries will be able to dedicate resources to formal DS centers. Unfortunately, this often means making DS the job of just one or two individuals or adding DS responsibilities to already overburdened positions. This leads to difficulty in prioritizing DS and making the library's DS expertise broadly accessible to campus. It would be good to see some models for 'making DS work' at institutions with resource constraints.



Supporting digital scholarship inserts libraries at different stages of the research lifecycle than what was traditionally supported. There is still an adjustment period for libraries where support of digital scholarship is becoming more institutionalized. Digital scholarship will become (or already is) just scholarship, and will be less of a novelty to libraries.

The Libraries hopes to expand its support of digital scholarship activities and increase collaborative projects with faculty across campus. We also hope to form a solid partnership with university Analytics and Technologies in order to provide supports that meet current digital preservation standards and best practices.

The Libraries will continue to offer key services in support of digital scholarship. We anticipate becoming a hub for connections and referrals, offering expertise and technology that enables digital scholarship. The Libraries already works with graduate students and faculty and will continue to facilitate greater interdisciplinary work and access to resources that support digital scholarship endeavors.

The Libraries will have an expansive role supporting all aspects of the research life cycle. Libraries will continue to serve as a place for longitudinal support and archiving over time. In addition, the Libraries will draw on expertise throughout the organization and partner with other units in the university and external to the university to provide a distributed model of support.

The libraries' role in supporting digital scholarship activities will only increase, as "digital" becomes an assumed aspect of scholarship rather than a qualified one. At our institution, there are some areas of concentrated expertise (like metadata creation, digitization of analog materials, creation of digital collections, and digital preservation) that are already well developed but not yet fully available (if at all) to researchers. It seems quite likely that over the course of the next few years we will begin to see more staff devoting their expertise to support user services in these areas. Among those staff who are already public-facing but lacking sufficient expertise in digital scholarship work, project planning and management, digital publishing, and data curation and management are obvious areas for role development, given the growing and broad needs in these areas and librarians' already well-established value as guides in the research process and the libraries' position in all areas of the research life cycle, from inspiration through creation of scholarly works, to the management of these works and their long-term preservation.

The University Library is and will continue to be a leader in support for digital scholarship.

This area will only grow. We are realigning our resources and staffing to ensure adequate support in this area. We will need to continue to balance this support with our other services, but this is a significant area of investment for our libraries.

Through expanding DS services, the library will become a partner in the creation of knowledge. It will also continue its role as an agent of knowledge dissemination through analog and digital means.

To foster, preserve, and support digital scholarship by faculty, student, and staff across the university. To help members of the university achieve—and model—the technologically enabled potentials of a university degree in the 21st-century. To build bridges among the various units that offer digital resources/tools or support digital scholarship across campus.

To some extent, I wish to mitigate against the sense of these activities being new or different. Libraries have been the enablers of teaching, learning, and research and continue to do so in the digital age. However, a recalibration of library staff's meaningful collaboration in the provision of services, such as crafting software to parse large data or producing visualizations, will demand dedicated and sustained communication and demonstrated successes.

We anticipate the continued rise of digital scholarly projects among undergraduate and graduate students, as well as among the ranks of all the faculty. As those projects increase in number and

complexity, we see research libraries becoming a both a point of first contact for research needs and a long-term collaborator in the development and storage of that work.

We believe that the role of digital scholarship support from libraries will grow exponentially as scholarship moves increasingly into the digital realm. It will depend much on whether or not the academy in general starts to accept digital scholarship for tenure and promotion. Our library is anticipating growth by making a number of recent hires and creation of two new units: Research Data Service (in partnership with the Office of the Vice Chancellor for Research) and Scholarly Communication & Publishing (started with a Mellon grant). Much, but certainly not all, of our digital scholarship support comes from a new addition to our library's structure with the creation of the Office of Research. A question may be to ask, should digital scholarship support be siloed within a specific space or should it be spread throughout the library? A way to envision this change would be to think about this as a new narrative for libraries and the type of support they can provide for researchers, teaching faculty, and students.

We believe that there is great potential for research libraries' role to grow, as librarians add new skill sets and partner and collaborate actively and deeply with scholars at all stages of the research and scholarship life cycle. Library spaces and services are being reconfigured to engage and support scholars and researchers with technology, visualization, and advanced tools that are often not available elsewhere on campus. Library collections, including rare and unique materials, will continue to be essential in the digital age.

We envision expanding and deepening collaboration with faculty on specific research projects and with the integration of digital scholarship materials into the undergraduate learning environment. We are about to select our first two faculty research fellows, from a pool of 20 applicants across four colleges and we expect to use the set of applications as a database to identify the current range of faculty interests in need of support and specialized skills within our evolving center. In addition, we will work toward the integration of liaison librarian role into center projects and activities, especially as our librarians retool their skill set in relevant technical areas to become more complete partners with faculty and grad students in the digital scholarship enterprise. We are also exploring now with our university press any available path toward publication in some vetted manner of the non-traditional scholarly products emanating from center projects and activities. We are looking forward to greatly expanded capacity to support new modes of digitally mediated scholarship as we move into a new building with many new resources—including an immersive visualization studio—in the summer of 2018. Many of our efforts at this time represent a buildout of our capacity to work in that new environment.

We expect the Libraries' role to continue to grow as the Libraries serve as a natural hub for scholarship on campus. We expect the form of support to shift in ways we are not always going to be in a position to anticipate.

We hope to become the campus center and hub for DS activities including: project consultations, hands-on assistance, metrics. More importantly, we wish to facilitate conversations and activities around these, as well as creating a sense of community.

We plan to be a key service hub for researchers and the center for preservation and access.

We see support for digital scholarship activities as essential as we redefine libraries role to support scholarship now and in the future. As scholarship moves increasingly into digital realms, libraries' roles in creating, collecting and organizing digital scholarship tools; helping researchers to most effectively use those tools; and aiding researchers in the new digital publishing environments, will make libraries more an embedded, integrated, collaborative part of the research team.

We see this as a critical new arena that libraries could have primacy over.

While we fully expect our library to play a substantial role in supporting digital scholarship on a variety of fronts (including but not limited to working with individual researchers, as well as collaborating with academic departments), we do not think that a specifically bounded role can be fully defined. This question is so dependent on local factors that we are strongly reluctant to try and provide a specific and concrete answer.

With the changing nature of scholarship we only see an increase in the library's role in advancing scholarship in the digital era. To that end we will need to shift resources, understand knowledge gaps, and address them accordingly.

## ADDITIONAL COMMENTS

### 31. Please enter any additional information regarding support for digital scholarship activities at your library that may assist us in accurately analyzing the results of this survey. N=17

As mentioned, support for digital scholarship at Emory is provided by many entities across the Libraries and Information Technology Services (LITS) enterprise. The Emory Libraries and the Emory Center for Digital Scholarship partner closely on many projects and provide joint support for a range of services. In addition to the library-specific positions noted in the document that support digital scholarship, positions from ECDS that heavily support digital scholarship include a Digital Text Specialist and a GIS Librarian position.

At a meta-level: As a fairly new AUL, I found that there was no single internal source of information for me for this survey—mirroring the scattered nature of our activities. I asked three different departments for input to this survey, and found the differences in their perspectives quite interesting as I compiled them. (You may have noted different voices in our comments.) Thank you for the opportunity to contribute!

Clear visions and goals are needed to let go of legacy library services to embrace digital scholarship projects and partnerships. People are wearing too many hats to focus on DS. To build capacity, provide a structure to allow staff to rotate in and out of digital scholarship projects.

DS skills are in high demand, and are transferable to other organizations and sectors. As a result, staff turnover and recruitment are an ongoing challenge for sustainability and continuity of DS services.

I think it's important to note that support does occur across the library, and that has served us well. We could use some better coordination, which will be provided by the digital scholarship specialist.

Lessons learned: Libraries can be a neutral ground for discussing, learning, and producing digital scholarship. 'Tis better to frame digital scholarship engagement as research/pedagogy partnerships, rather than service or support. Digital scholarship is scholarship, not service—faculty have fought long and hard to gain this ground. We need to change our mindset and language to reflect such. If the library is viewed as a service bureau (particularly if there are fees for services), there can be no true collaboration or scholarly partnership. Libraries will miss opportunities for growth and development and academic engagement in the community. Engage the anticipated community early in the thinking process. This generates ownership, buy-in, and advocacy. Do not wait until you have the perfect design or plan. Look for opportunities to involve people from around the library—spread knowledge and expertise. Do not immediately seek ways to spend a lot of money. Technology, methods, and space are all great as far as they go, but nothing trumps building community. Seek and use grants and external funding for specific projects (or portions thereof) or seed money to achieve a new level or expansion. Fund everything else with regular budget. Be creative. Doing the previous entry moves any effort in digital scholarship into a sustainable future. Consider using parts of people's time rather than creating

yet another silo in the organization. Ensure that you are doing what your website and promotional materials state. That leads to legitimacy. Growing pains are normal.

Our support for digital scholarship relies heavily on a number of librarians and staff wearing multiple hats, and although their chief duties may lie in DS support, they are not devoted to it. At the moment our Center for Digital Scholarship is a little unusual in that it does not have faculty leadership.

Some of the key roles the library plays on this campus that aren't addressed by the survey include building strong partnerships with other units around campus. We have relied on partnerships with subject librarians as well to serve as marketing channels and expertise in supporting digital scholarship discipline by discipline. Finally, we have made a concerted effort to not duplicate services available elsewhere on campus. This has been a conscious choice and will continue to inform services and referrals to other expertise available to researchers.

The directorate for digital scholarship is very new, so our documents and plans are being created. Please excuse the sparseness of our responses!

The Libraries have significant resources to provide as "raw material" for DS through its strong collections, in particular historic audio, photographs, video, and film.

The responses in this survey do not incorporate the activities of the Libraries' Program on Information Science. This program is deeply involved in a number of ways in various aspects of digital scholarship. It wasn't included, because it doesn't directly develop or support services to the community. That doesn't detract from the value of the research, but noting those activities in the body of the survey might have painted an inaccurate picture about organizational support for DS.

There is a trend across academic institutions that sees some of the organizations that formerly lived in central IT moving into provostial or library organizations. These include centers for teaching and learning, instructional technologies, research technologies, academic media resources, and educational technologies. As IT units focus on infrastructure, cloud sourcing, and business systems, those services that face faculty and students will be less central to the core IT functions. Libraries of the future should be prepared to incorporate these services, many of which are essential tools for digital scholarship.

We are a very fragmented, decentralized institution. As such, a large and wide variety of activities may be taking place with little or no knowledge outside the small circles of directly impacted individuals and entities.

We are growing in this area, and it's clear that librarians and other professionals from across the library have been supporting facets of DS over the years. Coordinating those efforts is something we're keen to do.

We have a joint faculty position in digital humanities that will be recruited and hired in the near future. The Research Services Strategic Initiative is moving from an initiative into the implementation of a formal research data services group. We have a team of developers who work on our institutional repository and other digital projects within the library.

We have many pieces of the digital scholarship puzzle in place. The recent recruitment of a Digital Initiatives and Scholarship Librarian will help us bring these pieces together into a cohesive program to support our students and scholars, initially creating a virtual space while planning and developing a physical space.


We use the librarians in systems for development work, and there is a need for dedicated development to support DS activities. Our "Digital Library" area covers much of what is referred to as DS activity (scanning, metadata, digital collections, digital preservation), and as these positions were not highlighted via the four position descriptions, that work is not reflected in that section.

# Responding Institutions

University of Alabama	University of Miami
University of Alberta	University of Michigan
Boston University	Michigan State University
Boston College	University of Minnesota
Brigham Young University	University of Nebraska—Lincoln
University of British Columbia	New York University
Brown University	North Carolina State University
University of Calgary	Northwestern University
Case Western Reserve University	University of Notre Dame
University of Chicago	Ohio University
University of Cincinnati	Ohio State University
University of Colorado at Boulder	Oklahoma State University
Columbia University	University of Oregon
University of Connecticut	University of Ottawa
Duke University	University of Pennsylvania
Emory University	Pennsylvania State University
University of Florida	University of Pittsburgh
George Washington University	Rice University
University of Georgia	University of Rochester
University of Guelph	Rutgers University
University of Hawaii at Manoa	University of South Carolina
University of Houston	University of Southern California
University of Illinois at Chicago	Southern Illinois University Carbondale
University of Illinois at Urbana-Champaign	University at Albany, SUNY
University of Iowa	Syracuse University
Iowa State University	Temple University
Johns Hopkins University	University of Tennessee
University of Kansas	University of Toronto
Kent State University	Vanderbilt University
University of Kentucky	University of Virginia
Université Laval	Virginia Tech
Louisiana State University	Washington State University
University of Louisville	Washington University in St. Louis
McGill University	University of Wisconsin—Madison
University of Maryland	Yale University
University of Massachusetts, Amherst	York University
Massachusetts Institute of Technology	

# Representative Documents

# Service Descriptions


University Libraries

Research Tools
Using the Library
About
Library Help

The University of Alabama Libraries > Alabama Digital Humanities Center > About the ADHC

## About the ADHC

Through the ADHC, faculty, staff, and advanced students can explore digital resources, reflect on the possibilities and challenges of new technologies, consult with experts about project development and digital research, and collaborate on innovative research and teaching projects. We also host events, such as workshops, talks, and lunch discussions, for those interested in learning more about the field of digital humanities and those already involved in digital work. UA faculty, staff, and graduate students may register to access the space for project work after reviewing our policies.

Our mission is to:

- Encourage and engage faculty and graduate students in art, humanities, and performing arts digital research.
- Support exploration and application of technology to arts and humanities research and teaching.
- Provide a venue for collaborative development and hosting of research projects.
- Foster interdisciplinary approaches to digital research questions.
- Feature prominent digital scholars in colloquia.
- Facilitate new research agendas.
- Participate in international standards and best practices.
- Conduct research on digital humanities research.
- Enhance collaboration among library faculty and scholars.
- Provide opportunities to collaborate on grant funding or seeking other sources of financial support.


**Environment and Equipment:** [Gorgas Library Room 109A](#) includes the following equipment:

- Four collaboration iMac (27") workstations,
- Four instruction iMac (21.5") workstations (area includes a SmartBoard),
- One 65" multi-touch interactive monitor driven by a Dell workstation,
- Two HD, high lumen video projectors driven by a Mac Pro workstation,
- Two Egan Wall project and write surfaces,
- One conference table (seating up to eight people), and
- Specialized software:
  - Adobe Creative Suite 5, Web Premium
  - Auto Desk AutoCAD 2011
  - ESRI ArcGIS
  - Google SketchUP Pro 7
  - <Oxygen/ > xml editor
  - SPSS
- Scanners:
  - Large-format flatbed
  - 8.5 X 11 with sheet feeder
- VHS digitization equipment,
- Audio cassette digitization equipment,
- Bose sound reinforcement with wireless standard and lapel mics,
- LifeSize video conferencing,
- Skype video conferencing

\*All furniture is re-configurable, and all Macs run OSX and Windows 7. **Annual Report** Learn about our accomplishments, current projects, and future goals in the [2014 Annual Report Infographic \(PDF 500 KB\)](#).

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BROWN LIBRARY





Center for Digital Scholarship

NEWS ACTIVITIES RESEARCH PROJECTS ABOUT CONTACT

Welcome

The Center for Digital Scholarship, a cross-departmental group in the Brown University Library, supports digital scholarship for the Brown community and beyond by supporting scholarly and academic activities that are conducted or enhanced through the use of digital technology, or that engage with its effects.

Featured Projects

Risorgimento

U.S. Epigraphy Project

Mapping Colonial Americas Publishing

Brown Digital Repository

How Can I Work With CDS?

Get help with a data management plan	Interact with a large-scale, high resolution display	Visualize data
Data Curation	Visualization	Visualization
Perform Spatial Analysis, make maps	Describe your data	Start a Digital Humanities Project
Spatial Analysis	Metadata Creation	Digital Humanities
Use the Brown Digital Repository	Write a grant proposal for a digital project	Digitize objects for research and publication
Data Curation	Consultation	Digitization
Learn new skills or teach them to your class	Conferences and Lectures	Learn about Digital Scholarship
Workshops	Conferences	Research

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## DIGITAL SERVICES @KSL

Kelvin Smith Library has built a strong foundation to develop and provide digital services and unique expertise to accommodate the always-changing research needs of the university community and beyond.

► [VIEW DIGITAL SERVICES EMPLOYMENT OPPORTUNITIES](#)



KSL provides a wide variety of digital services including education about digital scholarship, consultation services, project and data management support, equipment loan, special programs and more. Click on our facilities, programs and services below to learn more about each area.

### The Freedman Center for Digital Scholarship

at KSL serves as an all-campus, multimedia-rich space that offers guidance and technology to support innovative research projects and presentations, often involving interdisciplinary and global collaborations. The Freedman Center also acts as the hub for a suite of services and technologies for supporting digital scholarship that are further detailed below.

#### Digital Scholarship Services:

- Education & Customized Consultation
- Scholarly Production & Specialized Support

- Geospatial & statistical data analysis
- Data visualization & manipulation
- Discipline-specific expertise
- Design & production employing new media
- Digitization of information
- Digital text encoding
- Metadata generation
- 3D printing... and more!

#### Future of Digital Scholarship at KSL:

- [Digital Scholarship Call for Participation](#)
- [Freedman Center for Digital Scholarship: White Paper](#)
- [Growing Digital: Creating an Environment at KSL Where Digital Scholarship Can Thrive](#)

#### Special Programs:

- Freedman Fellows Program
- New Media Classes & Workshops
- Future Connections Program

#### Multimedia Services:

- Digitization of Audio & Video
  - From sources such as VHS, Beta, U-Matic, Laser Disc, Cassette and more
- Sound & Video Editing
- Input of Digital Images & Multimedia Files into Electronic Dissertations
- Equipment Loan
  - Digital cameras, voice recorders, tripods, laptops, tablets, etc.
- Large Format Printing

#### Digital Case:

- Institutional Repository & Digital Archives
  - Permanent URLs to hosted content and long-term digital preservation
  - Curated collections focused on CWRU and the intellectual content of its faculty, students and neighboring institutions
  - Open, accessible content using OAI-PMH to facilitate efficient dissemination

#### ▼ EMPLOYMENT OPPORTUNITIES

Want to work at KSL? Click below to read full descriptions of current opportunities related to digital services.

The screenshot displays the website for the University of Cincinnati Health Sciences Library, specifically the Digital Scholarship section. The header includes navigation links such as 'UC Home', 'Visit UC', 'Support UC', 'Directories', and 'UC Tools', along with a search bar. The main navigation bar lists 'HSL HOME', 'LIBRARIES', 'ABOUT', 'RESEARCH', 'SERVICES', 'DIGITAL SCHOLARSHIP', and 'HELP'. The page is divided into two main columns. The left column, titled 'Find Library Resources...', features a search bar with the text 'Search Summon to find articles, books, and more' and a search button. Below the search bar are links for 'Popular Resources', 'HSL Databases', and 'Ask A Librarian'. The right column, titled 'Digital Scholarship', contains a paragraph about the library's support for digital scholarship and research, followed by several sections with blue underlined links: 'Digital Labs', 'Informatics Support', 'Research Data Management Services', 'Repositories', and 'Digital Collections'. Each link is followed by a brief description of the service. At the bottom of the page, there is a red banner with white text providing contact information and a copyright notice for 2016.

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Donald C. Harrison Health Sciences Library

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Search Summon to find articles, books, and more

Keyword, Author, Title

Popular Resources | HSL Databases | Ask A Librarian

Research Guides Browse All

Off Campus Access-Login

Digital Scholarship

The Health Sciences Library supports digital scholarship and research at the University of Cincinnati and beyond through teaching, research, provision and support of new technologies, data management assistance and consultation, the development of a next generation repository, and preservation and curation of digital collections.

Digital Labs

UCL provides many innovative spaces for collaborative research. View a list of our digital commons and computer labs, including available hardware and software.

Informatics Support

Consult with a member of our informationist team about data management, grant assistance, health informatics, data sets, bioinformatics, and new classes and workshops.

Research Data Management Services

Learn about all aspects of research data management and schedule a consultation for help with a data management plan or other related data management needs.

Repositories

Check out UCL's current repositories and learn about our next-generation repository coming soon. Use one of these repositories for your data curation needs.

Digital Collections

Access UCL's extensive digital collections for research or contact the digital collection team about digitization efforts.

Health Sciences Library Home | UCL Home | Off-Campus Access | Contact

Health Sciences Library | 231 Albert Sabin Way | University of Cincinnati • Cincinnati, Ohio 45267-0574  
Phone: 513-558-0127 • Fax: 513-558-2682

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# LIBRARIES

## DIGITAL HUMANITIES CENTER

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Tuesday April 8th, 2016



The Digital Humanities Center is a research and instructional facility of the Columbia University Libraries designed to help Columbia faculty and students incorporate computer-based textual, bibliographic, image, and video information

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**DIGITAL HUMANITIES CENTER**  
Today's Hours: 11:00AM—9:00PM  
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New York, NY 10027  
Phone: (212) 854-7547  
E-mail: [dhc@library.columbia.edu](mailto:dhc@library.columbia.edu)  
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- [Music & Arts Library \(Wiener\)](#)
- [Subject Guides](#)
- [Butler Research Staff](#)

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- [Scanning & Editing Texts & Images](#)
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- [Citation & Notes Management](#)
- [Textual & Qualitative Analysis](#)
- [Personal Digital Archiving](#)



The Digital Humanities Center (DHC, formerly the Electronic Text Service) in 305 Butler Library provides extensive services to support researchers in the humanities working with digital texts, still and moving images, and other materials. We are expanding to better meet the technology needs of our users, and welcome your thoughts and suggestions.

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## Digital Humanities Working Group

University of Florida  
(<http://digitalhumanities.group.ufl.edu>)

### DH @ UF

DH@UF is a member of the Florida Digital Humanities Consortium. (<http://fdh.org/>)

DH @ UF encompasses a wide range of activities, areas, disciplines, and communities, including the UF Digital Humanities Working Group (DHWG).

The UF Digital Humanities Working Group (DHWG) is a group of academic and library faculty, staff, and graduate students who meet monthly to discuss current projects and topics at the intersection of digital technologies and core research needs and questions in the humanities disciplines.

The UF Digital Humanities Working Group (DHWG) began in December 2011 (<http://www.humanities.ufl.edu/calendar/20111208-digital.html>) as an informal group to ask for input from participants on a range of digital humanities activities being planned for the Spring 2012 semester, with support from the CLAS Dean's Office and UF Office of Research. These activities are designed to introduce faculty and students in the humanities disciplines to the range of work and resources available at UF for exploring the humanities in and for a digital age.

All UF faculty, staff, and graduate students are invited to join the DHWG, a group of scholars who meet to monthly to discuss current topics and projects in the digital humanities. The DHWG is co-convened by two faculty members and a graduate student (<http://digitalhumanities.group.ufl.edu/dh-uf/dhwg-co-convenors/>). The DHWG also works to plan the annual Digital Humanities Day (<http://interface.at.ufl.edu/>), which is held in April on the first reading day of the spring semester. To view membership, meeting agendas, Digital Humanities Day proceedings, and other materials, please see the **Digital Humanities collection and archive** (<http://ufdc.ufl.edu/digitalhumanities>).

To stay informed about DHWG meetings and digital humanities work at UF, subscribe to the Digital-Humanities-L listserv (<http://lists.ufl.edu/cgi-bin/wa?A0=DIGITAL-HUMANITIES-L>).

### Funding Opportunities in the Digital Humanities

The Center for the Humanities & the Public Sphere maintains a list of faculty and graduate student funding opportunities for supporting digital humanities projects on a separate page (<http://www.humanities.ufl.edu/digitalhum-funding.html>).

### UF Resources and Collaborators for Digital Projects

Digital humanities projects are frequently collaborative in nature, often involving a team of subject specialists (from humanities disciplines) together with faculty and staff from the information, computer, and library sciences. Graduate and undergraduate students in the humanities discipline (who may have specific training in digital tools and applications) can play important mediating roles in these projects while also cultivating research and career skills. As described below, there are a variety of UF faculty and facilities interested in such collaborative endeavors. Details on student training opportunities and certificate programs are included where available.

A first stop for all faculty considering digital projects should be a consultation with Dr. Laurie Taylor, the UF Digital Humanities Librarian.  
(<http://guides.uflib.ufl.edu/content.php?pid=349951&sid=2863072>)

Center for Instructional Technology & Training (<http://citt.ufl.edu/>) – Provides collaborative assistance with digital teaching and learning projects, including online courses, Web development, and pedagogical techniques.

Department of Computer & Information Science & Engineering (<http://www.cise.ufl.edu/>) – Interest in faculty/student collaborations in many project areas across the humanities.

Digital Library Center (DLC) (<http://www.digital.uflib.ufl.edu/>) – Collaboration in digitization, edition- and exhibition-making, user-interface design, dissemination, preservation (both physical and digital), learning object design, or web production (e.g., web-based tutorials). More information and past projects can be found here (<http://ufdcimages.uflib.ufl.edu/AA/00/00/15/89/00001/AA00001589.pdf>). Humanities students can also do internships in the DLC to support faculty projects.


Digital Worlds Institute (<http://www.digitalworlds.ufl.edu/>) – Interest in faculty collaborations in many areas including 3D modeling (e.g., of spaces, artifacts), game design, and interactive storytelling. Also offer a 12-credit certificate in Digital Arts and Sciences for undergraduate and graduate students.

Center for Advanced Construction Information Modeling (DCP) ([http://www.bcn.ufl.edu/cacim/cacim\\_index.shtml](http://www.bcn.ufl.edu/cacim/cacim_index.shtml)) – Interest in faculty collaborations to build virtual 3D models and visualizations of physical sites, virtual collaboration and team-building, and the sustainability of virtual models.

GIS Spatial Information Service Unit (<http://www.uflib.ufl.edu/docs/gis/gis.html>) – The GIS Librarian is available to consult with faculty, staff and students on all aspects of spatially referenced data and GIS software, including Google Earth. Large format plotting services are available for U.S. Government electronic maps and images, and archival maps in the Map and Imagery Library (<http://www.uflib.ufl.edu/maps/>) can be georeferenced for historical analysis. Students can also obtain a 15-credit interdisciplinary certificate in Geographic Information Systems (<http://www.uflib.ufl.edu/icgis/>).

High Performance Computing (HPC) Center (<http://www.hpc.ufl.edu/>) – A UF-supported resource that enables faculty to carry out data-intensive research involving, for example, large corpora of data, texts, or images.

Center for Media Innovation and Research, College of Journalism & Communications (<http://cmir.jou.ufl.edu/>) – Digital lab facilities for building and examining social interaction in online media environments.

 UNIVERSITY OF GEORGIA

Willson Center DIGILAB

Willson Center DIGI DigiLab Giving

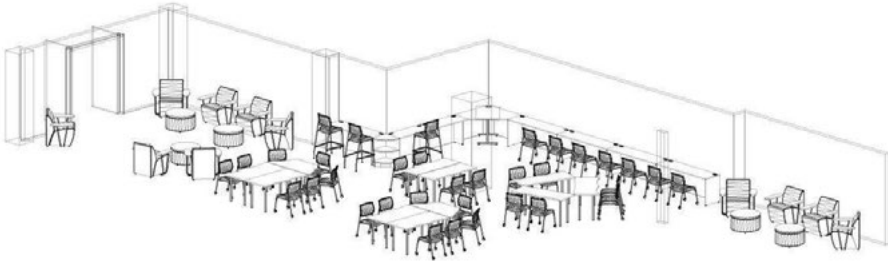
HOME ABOUT PROJECTS


Q

## About


*The Willson Center Digital Humanities Lab, known informally as the DigiLab, is a state-of-the-art instruction space as well as an incubator and publicity hub for nationally recognized digital humanities projects. Opened in 2015, it is outfitted with flexible workspaces for individual or collaborative projects and with advanced technological resources. The DigiLab is located on the third floor of the Main Library, across from the newly renovated Reading Room and adjacent to the University of Georgia Press.*

LEARN ABOUT DIGI AND DIGITAL HUMANITIES










Willson Center of Humanities & Arts  
The University of Georgia  
1260 S. Lumpkin St.  
Athens, GA 30602  
706-542-3966  
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Vice President for Research  
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## ABOUT

### MISSION & VISION

The Digital Scholarship & Publishing Studio collaborates with faculty and students on the digital design, implementation, and circulation of their research. Subscribing to a show more, tell less approach where digital scholarship—particularly the digital humanities—is concerned, the Studio embraces scholarly creativity and encourages interdisciplinary research and multiplatform circulation. In this manner, the Studio helps scholars tailor the presentation and application of their research to a variety of audiences.

Housed in the UI Libraries, the Studio oversees the [Iowa Digital Library](#), [Iowa Research Online](#), [DIY History](#), and faculty and graduate student [Digital Editions](#). Given its position in the Libraries, the Studio can shepherd digital projects from their inception to their eventual archival treatments, creating responsible lifespans for these projects and their attendant data.

In close connection with other campus resources, including Student Instructional Technology Assistants ([SITAs](#)), Iowa Digital Engagement and Learning ([IDEAL](#)) and the UI Libraries' [Research & Library Instruction](#) department, the Studio can help instructors thread their research projects into university and community curricula.

### LOCATION

The Studio is located on the first floor of the Main Library in the 1015 suite of spaces. In addition to staff workspaces, the Studio houses one Mac and two Dell consultation spaces for faculty and graduate student use. Current software includes: Oxygen, Blender, Autodesk, Adobe Suite, Quantum GIS, ArcGIS 10.3, Gephi, and many, many other programs. The Studio also maintains a non-circulating collection of digital scholarship reference materials for patron use.

Use of the consultation stations is first-come, first-served. Faculty and students are welcome to use the machines for existing digital scholarly projects or [set up a consultation](#) with Studio staff.

### FREQUENTLY ASKED QUESTIONS

- + [Do I need funding to use the Studio?](#)
- + [Do I need to know exactly what I want to do?](#)
- + [So I can schedule a consultation without dollars or details?](#)
- + [What information should I gather / think about in preparation for my initial consultation with the Studio?](#)
- + [What happens at the initial consultation?](#)
- + [What can I expect following my initial consultation?](#)
- + [What is the typical turn-around time on a project?](#)
- + [What is the typical turn-around time to post in Iowa Research Online?](#)
- + [What kinds of publishing services do you offer?](#)
- + [What if I would like to digitize Libraries materials or create a digital collection?](#)
- + [What is the difference between a mock-up, a prototype, and a digital project?](#)
- + [What happens to my project after it is complete?](#)
- + [What is an Affiliated Scholar? And how do I become one?](#)

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**Institute for Digital Research in the Humanities**  
*Providing resources and training in the practices and tools of the digital humanities*

About Events Grants People Programs Resources Blog

**Institute for Digital Research in the Humanities**  
 The Institute for Digital Research in the Humanities provides resources and training in the practices and tools of the digital humanities, facilitating interdisciplinary academic collaborations, innovative research, and external funding opportunities.

### A Digital Humanities Blizzard

Help shape the future of Digital Humanities at KU  
Friday, January 15th, noon - 3pm, The Commons

Women holding blocks of snow, 1936-37  
University Archives, Kenneth Spencer Research Library, University of Kansas.

A Digital Humanities Blizzard: Networking and Collaborative Planning Session, January 15, 2016

1 of 6

#### Quick Links

- 2016 Digital Jumpstart Workshops
- Digital Humanities Forum 2015
- YouTube Video Archive »
- Digital Humanities Now »
- Hall Center Digital Humanities Seminar
- IDRH Statement on Diversity and Inclusion

#### Directory of DH Scholars

Looking for collaborators, expertise, or other scholars with related interests?

Please see our [list of affiliated scholars at KU](#).

If you would like to be included in this list please complete our [affiliated scholars form](#).

#### Events Calendar

**There are no events to show in this view.**

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Select: All | None    Event Actions...

Events calendar powered by 25Live

#### Department News

[Programming && The Humanities - Register now for Fall 2016](#)  
March 7, 2016

[Digital Jumpstart Workshops - March 3 & 4](#)  
February 11, 2016

[A Digital Humanities Blizzard](#)  
December 14, 2015

[IDRH Statement on Diversity and Inclusion](#)  
November 20, 2015

[Digital Humanities: A Status Report with Questions - Johanna Drucker](#)  
October 15, 2015

[Call for Nominations: 2015-16 HASTAC Scholars](#)  
August 7, 2015

[Upcoming workshop: XML Documents for Humanists: An Introduction](#)  
May 15, 2015

#### IDRH Sponsors

- [KU Libraries / Center for Digital Scholarship](#)
- [Hall Center for the Humanities](#)
- [College of Liberal Arts and Sciences](#)

#### Digital Humanities Forum

- DH Forum 2015: [Peripheries, barriers, hierarchies](#)
- DH Forum 2014: [Nodes and Networks](#)
- DH Forum 2013: [Return to the Material](#)
- DH Forum 2012: [Big Data and Uncertain](#)
- DH Forum 2011: [Representing Knowledge](#)

#### Follow us

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#### Digital Humanities Now

CFParticipation: THATCamp CNY April 9th-10th 2016

Opportunity: Postdoctoral Associate in Crowdsourcing

Job: Manager of Library Applications at Johns Hopkins University



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Toutes les zones

Ariane

Chercher

Explorer par discipline

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Services

Information géographique et statistique (Centre GéoStat)

Services SIG

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Contexte

Une part importante des données utilisées en recherche possède une composante géographique, dite géospatiale, associée à un lieu, une zone ou une portion du globe terrestre<sup>1</sup>. Il s'agit par exemple de données GPS, de codes postaux, d'information provenant d'un recensement, de photographies aériennes, de données matricielles ou vectorielles, etc.

Le traitement de ces données à l'aide d'un « Système d'information géographique » (SIG) permet aux chercheurs de toutes disciplines d'établir des relations, des tendances ou des statistiques sur des phénomènes en évolution dans le temps et dans l'espace, comme la criminalité, la pauvreté, l'aire de répartition d'espèces animales, la distribution de patients diagnostiqués d'une maladie, d'une clientèle et autres.

Les résultats fournis par les systèmes d'information géographique sont faciles à interpréter pour

Données géospatiales et documents cartographiques

Stéfano Biondo, M.S.I.

[stefano.biondo@bibl.ulaval.ca](mailto:stefano.biondo@bibl.ulaval.ca)

Bureau 4261

418 656-2131,

poste 11591

Statistiques et données d'enquêtes

Gaston Quirion, M.S.I.

[gaston.quirion@bibl.ulaval.ca](mailto:gaston.quirion@bibl.ulaval.ca)

Bureau 4265

418 656-2131,

poste 11538

Documentation en géographie

Joë Bouchard, M.S.I.

118 Representative Documents: Service Descriptions

l'utilisateur, car ils peuvent s'exprimer de façon visuelle. Les SIG constituent donc d'excellents outils d'analyse pour les recherches qui nécessitent une compréhension géographique de diverses problématiques.

#### Mandat

Offrir un service tarifié d'analyse spatiale et de cartographie par le biais d'un **projet pilote** qui s'adresse aux membres de la communauté universitaire souhaitant intégrer une composante géospatiale dans leurs recherches. Ainsi, un chercheur non expérimenté avec les SIG et souhaitant cartographier ses données peut consulter nos services afin d'obtenir une cartographie et/ou une analyse spatiale de sa problématique.

#### Équipe et ressources

Le centre GéoStat dispose d'une équipe de professionnels dynamiques oeuvrant dans les domaines documentaires de la géographie, de la cartographie et des statistiques. Il compte également sur l'expertise d'un géographe spécialisé en SIG et d'un géomaticien. Il dispose des plus récents logiciels et ressources informatiques.

#### Services



#### Cartographie <sup>2</sup>

Conception et réalisation de carte à partir de la définition d'un projet cartographique. Elle comprend la représentation de la thématique, la sélection des informations, de symbolisation (icônes, styles), et d'habillage de la carte (légende, échelle, rose des vents). Par exemple, réaliser une carte du campus mettant en évidence les zones vertes.



#### Géolocalisation, géocodage et géoréférencement

Attribution de coordonnées géographiques (latitudes, longitudes) aux objets, personnes et événements. Ce procédé permet le positionnement des entités d'une base de données sur une carte ou une partie du globe. Par exemple, cartographier l'emplacement des pharmacies de la région de Québec à partir d'une simple liste d'adresses.



#### Analyse spatiale

Analyse réalisée à partir de la représentation spatiale et permettant la compréhension des causes et des conséquences de la localisation d'événements géolocalisés : calcul de distance, de temps de parcours, de densité, de zone tampon, etc. Par exemple, réaliser une cartographie illustrant le profil socio-économique des personnes habitant dans un rayon de 2, 3 et 5 km autour d'un centre de soins de santé.

#### Modélisation 3D <sup>3</sup>

Création d'un modèle 3D représentant une zone ou un territoire. La modélisation 3D rend possible des analyses de visibilité, la détermination de l'angle et de l'orientation des pentes du terrain,

[joe.bouchard@bibl.ulaval.ca](mailto:joe.bouchard@bibl.ulaval.ca)



Bureau 4263  
418 656-2131,  
poste 5267

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- Digital Project Proposals

Preserving Your Digital Materials

## Digital Scholarship & Consultation Services

The UMass Amherst Libraries supports members of the UMass Amherst community in planning, creating, organizing, and/or preserving digital information. From a single class to global sharing, from workshops to one-on-one consultations, DSCS consults on digital collections in support of instructional and research activities. The Libraries are available to answer questions, help strategize on projects, and outline options to meet goals.

Examples of services we offer:

- Digitizing instructional and research materials<sup>1</sup>
- Capturing and processing images and learning objects to support classroom and research needs
- Assessing copyright concerns and obtaining clearances as appropriate, and helping you to protect your own rights
- Developing digital publications, including conference proceedings and journals
- Providing access to electronic theses and dissertations and select graduate student works

We advise and instruct on:

- Research data management and data management plan preparation
- Metadata solutions that are appropriate to your purpose and project
- Copyright and other intellectual property concerns
- Long-term preservation and access
- Digitization best practices
- Digital projects

If you are a University of Massachusetts Amherst community member interested in partnering with the Libraries on a digital project, please let us know using this form!

Request a consultation!

Name

Department or campus affiliation

Contact Email


What is the purpose of this request?  
☐ Class  
☐ Digital Project  
☐ Grant  
☐ Other


How can we help you?

Submit your request


<sup>1</sup>Criteria for Evaluating Proposals to Produce, Curate, or Preserve Digital Content.

Digital Scholarship & Consulting Services is an initiative of the Digital Strategies Group.





Quick Links ▾



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Research Commons

About

Room A - Presentation/  
meeting space

Room B - Collaboration/  
innovation space

Data Lab

3D printing

Market Research for  
Entrepreneurs Fund

Staff

## About

The Research Commons is a new technology-enhanced, collaborative space that brings together services and resources to support researchers. The Commons includes spaces, support, and equipment for integrating technology and research.

Services include:

- Consultations with librarians, copyright specialists, data reference and management specialists, and others with expertise relevant to the research life cycle
- Data visualization wall that can display large amounts of data on a large screen at a high resolution to allow for complex data manipulations and fine-level examination of images
- Access to 3D printers, scanner, and software with the goal of making training and hands-on experience with 3D printing technology available to everyone in the McGill community
- Flexible small group meeting spaces, reservable for consultations and for collaborative work among researchers, design teams, research and industry partnerships, etc.
- Presentation and large group meeting space, reservable for workshops and training programs, large research group meetings, and a place for researchers to practice presenting
- Workshops and training programs: some examples include workshops on data visualization, 3D design and printing, researching and writing a business plan, copyright, author's rights, presentation skills, grant writing, research ethics, data management, thesis and dissertation writing retreats, and start-up boot camps.

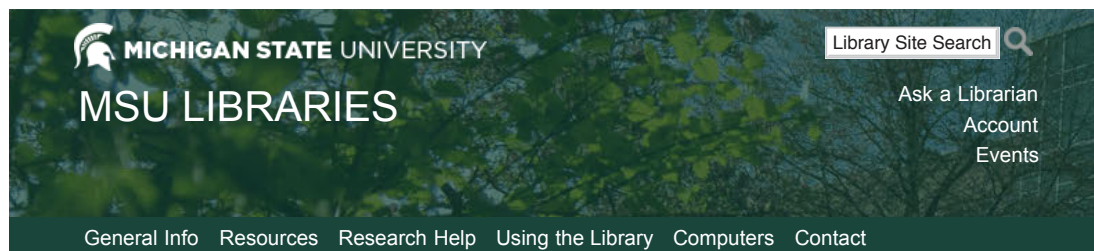
### Questions?

Please direct any questions you may have to [research.common@mcgill.ca](mailto:research.common@mcgill.ca)

Questions? Ask Us! [Email](#) • [Chat](#) • [Phone](#)    [Send feedback](#)   [Report a problem](#)

### Campus partners

- [McGill Writing Centre](#)
- [Dobson Centre for Entrepreneurship](#)
- [Office of Sponsored Research](#)
- [McGill High Performance Computing](#)



## Digital Scholarship Collaborative

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### Services

Research Data Management Guidance

Open Access & Scholarly Communication

Digital Text Services

### Collections

Research Data

Scholarly Repository

Digitized Collections

## Digital Scholarship Collaborative

The Digital Scholarship Collaborative (DSC) is committed to working closely with faculty in the creation, curation, and navigation of data and digital text to enhance research, teaching, and and learning within new avenues for publishing and scholarship.

### Partners



Data Services



Digital Curation



Digital Humanities

### Services



Research Data Management Guidance




Open Access & Scholarly Communication



Digital Text Services



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# Trans-Mississippi & International Exposition

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## The Omaha World's Fair

The far-reaching success of the Chicago World's Fair in 1893 inspired community leaders in Omaha, Nebraska, to hold their own version of that historic event—the Trans-Mississippi and International Exposition. The Expo spread across 184 acres at the northern edge of Omaha, near the Missouri River, from June 1 to October 31, 1898. The Grand Court at the heart of the Expo consisted of majestic but temporary structures and statuary, lush gardens, and a canal with fountains and gondolas—all in stark contrast to the city of Omaha itself, which was still regarded by much of the nation as a frontier town, even as it grew and developed as a major Midwestern business center.

Photographs

Memorabilia

Texts

Though much smaller in scale and attendance than other world's fairs of the period, such as the St. Louis World's Fair which followed in 1904, the event captured the imagination of the region, received national attention in magazines such as Harper's Weekly, Harper's Bazaar, and Century Illustrated, and attracted two million visitors. Today, remnants of the Expo exist in public and private collections, but no structures remain at the site.

The Center for Digital Research in the Humanities (CDRH) advances interdisciplinary, collaborative research. Humanities faculty and students affiliated with the Center are expanding our understanding of history, literature, languages, and culture. The Center also develops unique digital content and tools for scholarly discovery, and offers workshops and forums on humanities topics.

The Center for Digital Research in the Humanities (CDRH) is a joint program of the [UNL Libraries](#) and the [College of Arts & Sciences](#). It was officially established by the University of Nebraska Board of Regents in 2005 and has been designated a Program of Excellence at UNL since 2004.

CDRH is a founding member of [centerNet](#), an international network of digital humanities centers, and is an institutional member of the [TEI Consortium](#), the [National Humanities Alliance](#), and the [Consortium of Humanities Centers & Institutes](#).

View some of our projects below.

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RAILROADS ARCHIVE

WALT WHITMAN ARCHIVE

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# Research Support

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**CITATION MANAGEMENT**  
 RefWorks, Zotero, Mendeley, EndNote

**DATA AND GIS**  
 Finding geospatial and numeric data, GIS software assistance

**GRANTS AND FUNDING**  
 Opportunities, proposal writing, sponsored research compliance

**Ask Us**  
[Need Help?](#)

**CHANCELLOR'S FACULTY EXCELLENCE PROGRAM**  
 Libraries' support for cluster programs

**DATA MANAGEMENT**  
 DMP review, sharing & discovery, best practices

**PUBLISHING AND COPYRIGHT**  
 Copyright agreements, Open Access, fair use

**VISUALIZATION**  
 High-tech spaces, video walls, data visualization

**MEASURING RESEARCH IMPACT**  
 Citation analysis, author networks and metrics, benchmarking

**SUBJECT SPECIALISTS**

Barbara Brenny

Jennifer Garrett

Cindy Levine

Josephine McRobbie

**RESEARCH SPACES**

124 Representative Documents: Service Descriptions

DH@NU

INTRODUCTION

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FUNDING & EVALUATION

PROJECTS & PUBLICATIONS

# A GUIDE TO DIGITAL HUMANITIES



## DH@NU

[Northwestern University](#) has a long and rich history in digital humanities, including groundbreaking research, tool development, learning technologies, and digital collections. Currently, a revived interest in digital humanities is taking place on campus across groups of students, scholars, technologists and librarians, with collaborations manifesting in research and publishing projects, seminars and labs, and broader community building. Current DH activities on campus include:

- [Northwestern University Digital Humanities Lab](#)  
NUDDL is a lively seminar series co-convened by NU faculty members Michael Kramer (History and American Studies) and Jillana Enteen (Gender Studies). For more on sessions, events, and readings, please visit the NUDDL website via the link above.
- [Digital Humanities Faculty Summer Workshop](#)  
Generously funded by the Arthur Vining Davis Foundations, this workshop will debut in August 2013, supporting five NU faculty members interested in launching digital humanities research and pedagogy projects, especially those with meaningful roles for undergraduates.

## COLLABORATORS

*This website is no longer being updated. A new resource, "Digital Scholarship in the Humanities @ Northwestern University," is currently under development.*

*To find out more about digital humanities at NU, or to set up a consultation, please email [Josh Honn](#), Digital Scholarship Librarian.*

## CREDITS

Guide by [Josh Honn](#),  
Digital Scholarship Librarian  
[CSCDC](#), [Northwestern University Library](#)

Header graphic adapted from a  
Gephi visualization by [Creative Applications](#)



Along with scholars and students, many groups on campus are working in the digital humanities. The following lists provides links to and brief information about these organizations and the kinds of collaborative projects they work on.



2012-2014

- [Academic & Research Technologies](#)

Academic & Research Technologies (A&RT), a department of Northwestern University Information Technology, supports faculty in their primary roles as instructors and researchers. A&RT also provides access to educational technologies and various multimedia resources for the larger Northwestern community.

- [Alice Kaplan Institute for the Humanities](#)

The Alice Kaplan Institute for the Humanities was established to organize and promote the kind of expansive, interdisciplinary discussion and debate that characterizes leading-edge humanities scholarship today. The Institute cultivates this work through an annual fellowship program for NU faculty, humanities courses for undergraduates, invited lectures, Institute-sponsored research workshops, and a quarterly Artist-in-Residence program.

- [Center for Scholarly Communication & Digital Curation](#)

The Center supports Northwestern faculty and graduate students through active exploration of new models for disseminating research results, and by developing programs to support long-term retention and reuse of the scholarly output of the University. The Center is also active in digital humanities projects such as research technology training, manuscript transcription, text analysis, web archiving, digital pedagogy, and others.

- [Multimedia Learning Center](#)

The mission of the MMLC is to support and facilitate the teaching by WCAS faculty in all academic areas by raising awareness of and assisting in the effective implementation of emerging technologies and innovative pedagogical methods. Beyond its role within WCAS and Northwestern, the MMLC maintains a leadership role among humanities computing and language teaching centers nationwide.

- [Northwestern University Library](#)

Northwestern University Library supports the teaching, learning and research of NU's faculty and students, which includes an active role in digital humanities projects, often in direct collaboration with scholars,

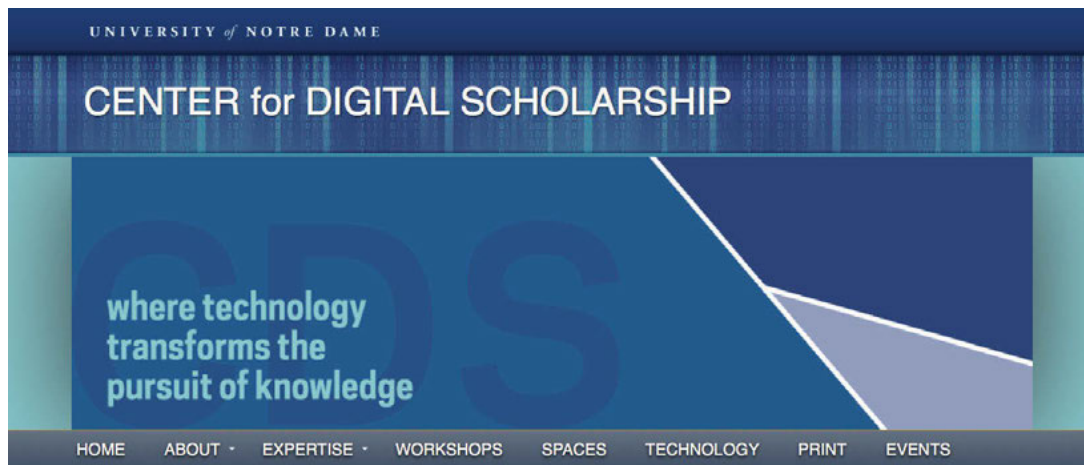
including numerous digitized collections, training and technology support for various digital research tools, and resource and research consultations with humanities subject specialists.

- [Weinberg IT](#)  
Weinberg College directly provides many IT services to its faculty and staff, and can help connect you with other technology services at Northwestern. Weinberg IT can help you with identifying new technology needs for teaching, research, and administration; ensuring Weinberg-owned computers are working properly; and more.

#### **EVENTS**

Digital humanities events often take place on campus and are hosted by a variety of groups. What follows is an archived list of past events, including, when possible, links to digital slides, video, and other information from each event. To stay posted on the latest DH events at NU and in the Chicago area, we recommend joining [Chicago DH](#).

- [A Gentle Introduction to Digital Text Analysis](#)  
Josh Honn & Jade Werner  
November 15, 2012
- [Introducing the Digital Humanities: New Research Methods for Graduate Students](#)  
Andrew Stauffer, Jo Guldi, Martin Mueller, & Charlotte Cubbage  
May 24, 2012
- [WordPress for the Humanities: Developing a Digital History Course](#)  
Michael Kramer, Josh Honn, & Andrea Gaither  
May 9, 2012
- [The Humanities in a Digital Age](#)  
Kathleen Fitzpatrick, Tara McPherson, & Katherine Rowe  
April 23, 2012



### Welcome to the CDS!

The Center for Digital Scholarship (CDS) is located in Hesburgh Library's northeast corner on the first floor. The CDS leverages state-of-the-art technologies, enabling students and faculty to explore new methodologies, analyze complex data and share research results in ways never before possible. The Center is nimble, capable of rapidly adopting new technologies as they emerge -- transforming how teaching, research and scholarship are performed here at Notre Dame.

With established partnerships campus-wide, the Center for Digital Scholarship serves as a "hub" that enhances the teaching, learning, and research process in every academic discipline. CDS empowers and equips our next generation of scientists and scholars to create new knowledge in a digital environment and make a more profound impact in the world.

### Spring Semester Hours


Monday - Thursday	9 AM to Midnight
Friday	9 AM to 6 PM
Saturday	9 AM to 5 PM
Sunday	Noon to Midnight

### Get Started

- Room Reservations & Information
  - [CDS Rooms](#)
  - [One Button Studio](#)
  - [Sound Studio](#)
- [Register for a Workshop](#)
- [Submit a Print Job: 3D or Large-Format](#)
- [Submit a Digitization Request](#)
- [Schedule a Free Consultation](#)
- [Look for an Open Computer](#)
- [Reserve the Transcription Station](#)

### Not Sure Where to Start?

- [Contact Us](#)



# Library

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## Digital Humanities


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Digital Humanities  
Research Guide

Home page


Digital humanities are all the ways that the humanities and digital technologies intersect.  
— Rebecca Davis (Day of Digital Humanities 2012 participants response)




Getting Started




Publications




Digital Curation




Web Extraction/Scraping




Databases 101



Textual Analysis



Timeline Displays



Visualizations

Version en français de ce guide

- Humanités numériques  
by Nancy Lemay Last Updated Apr 6, 2016 106 views this year

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SPEC Kit 350: Supporting Digital Scholarship


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# PENNSYLVANIA STATE UNIVERSITY LIBRARIES

## Data Learning Center

<https://www.libraries.psu.edu/psul/researchhub/datalearningcenter/services.html>



UNIVERSITY LIBRARIES

ABOUT ▾ RESEARCH ▾ COMMUNITY ▾ ASK

DATA LEARNING CENTER

Schedule Consultation


Fall 2015

Appointments available  
Monday-Friday, 9am-5pm

Drop-in hours  
(no appointment needed):

Tuesdays 10:00am - 12:00pm

Wednesdays 3:00pm - 5:00pm



CONTACT

Data Learning Center  
208 Paterno Library  
e-mail: [datalearning@psu.edu](mailto:datalearning@psu.edu)

ACKNOWLEDGEMENTS

**Recommended Acknowledgement:**

I would like to thank the Pennsylvania State University Libraries Data Learning Center for their assistance.

DLC Home | Services | Training | Resources | News & Events | About Us

In addition to accepting consultation appointments scheduled through this site, during the Fall 2015 semester, we are hosting drop-in hours for statistical, geospatial, and data-related questions. Individuals are encouraged to stop in during these times for information on our services, guidance on problems, and advisement on scheduling more in-depth consultations. We do recommend scheduling an appointment outside these hours for more advanced assistance.

**Spring 2016 drop-in hours**  
(no appointment needed)

**Wednesdays 3:00pm - 5:00pm**

We currently offer services covering the topics data discovery, geospatial analysis, and statistical analysis. Services include one-on-one consultations, training workshops, software access, guest instruction, and data resources. The center is staffed by librarians, subject specialists, and students year-round to assist you with your research. We are located in the Research Hub, second floor of Paterno Library.

Please review the descriptions below to determine which service will best meet your needs. If you are unsure what service you need, please contact us at [datalearning@psu.edu](mailto:datalearning@psu.edu) or visit us at 208 Paterno Library.

**Data Discovery Services**

Data discovery consultants at the Data Learning Center are available to those who need assist in finding, citing, and managing data. Services include locating data sets and statistics, citing data sources, and curating data. We also have expertise in handling restricted data.

**Statistical Services**

Statistical consultants at the Data Learning Center are available to provide support for your data analysis. We can assist with things such as data collection, statistical modeling and testing, data visualization, survey design and analysis, experimental design and analysis, interpretation of results, and use of statistical software. We also provide specialized services for instructors and referrals for other campus resources.

**Geospatial Services**

Geospatial consultants at the Data Learning Center are available to help you get the most out of your geospatial data. Services provided include assistance in using spatial software, finding spatial data, working with data, and evaluation of mapping solutions. We also can provide support for advanced geospatial needs.

**Training**

At the Data Learning Center we host regular training seminars and workshops. These opportunities cover several aspects of data research, and there are offerings for a variety of audiences and skill levels. We also keep abreast of training sessions offered by other University units so as to provide a comprehensive list of data research learning opportunities for users.





**Resources**

As a part of the University Libraries, the Data Learning Center aims to make resources easily accessible by those who need them. We maintain a list of resources outside of the Data Learning Center, which include a list of other on-campus data consultants, useful databases, relevant groups and organizations, and other resources that data researchers may find useful.

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SPEC Kit 350: Supporting Digital Scholarship

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## Digital Scholarship Commons

### A New Space to Support Digital Scholarship

The Digital Scholarship Commons is a newly-renovated space on the ground floor of Hillman Library (room G-74) designed to support members of the Pitt community who are learning and experimenting with digital and data-intensive research and teaching.



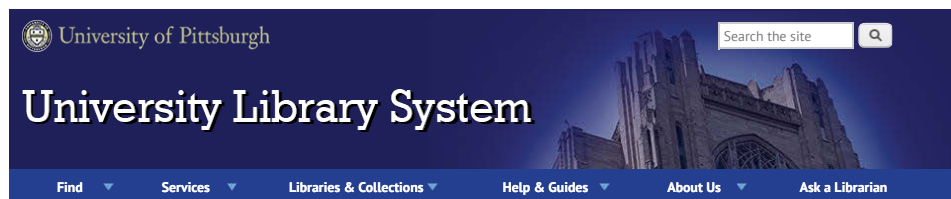
In the Digital Scholarship Commons, you might participate in a workshop, meet with a colleague to discuss a project, digitize a resource for your research, consult with ULS staff about using a digital or data-intensive tool, or view digital scholarly creations of Pitt faculty and students.

In addition to providing general study and informal meeting spaces, the Digital Scholarship Commons includes several sub-areas with specific functions:

- [Digital Scholarship Services](#) (staff offices and consultation spaces)
- Flexible workshop and event space
- Instruction area
- [Digital Stewardship Lab](#) ([digitization services](#))
- Event and exhibition space



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## Digital Scholarship Services

Located in the [Digital Scholarship Commons](#) in Hillman Library, Digital Scholarship Services is a front-end to the library's resources, expertise, and services in support of a broad range of digital and data-intensive scholarly activities. Our areas of expertise include:

- [Research Data Management](#)
- Data Acquisition and Analysis
- [Mapping and Geographic Information Systems](#)
- Digital Curation and Stewardship
- Metadata, Vocabularies, and Linked Data
- Creation and Use of Digital Special Collections
- Multimedia Technologies

We work with students, faculty, and researchers from all disciplines, and we strive to facilitate and raise the visibility of collaborative and interdisciplinary work.

### Consultation

You may be starting a new project, or may just be curious about a particular tool or method for your research or teaching -- library specialists in Digital Scholarship Services are available for consultations to help you get started. [Contact us](#) to make an appointment, or stop by our office space in Hillman Library.

### Coordination

Undertaking digital work often means drawing on resources and expertise distributed around the university, the region, or the world. Digital Scholarship Services not only represents library capabilities, but also works to maintain awareness of other relevant resources, and can assist with connections and coordination.

### Training

The ULS has partnered with faculty and doctoral students from the School of Information Science to present a [recurring workshop series](#) exploring the topics and tools of digital scholarship. A new round of workshops is scheduled every fall and spring term, but training is also available on-demand, or through scheduled consultations at any time. Digital Scholarship Services also partners with instructors and students exploring digital or data-intensive methods for analysis and communication. Our staff work with courses to present an overview of digital methods, including text analysis, network analysis, mapping of time and space, and digital exhibits and storytelling.

### Stewardship

Ensuring the long-term survival and accessibility of your digital scholarship is not always a simple task: formats and platforms change, and data must be well-described and managed to be understood by others. Expertise in digital stewardship is a natural extension of the library's role of curating and stewarding information; we provide guidance and support with a special focus on digital modes of scholarship.



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RICE ID HOURS   VISITOR HOURS   DEPT HOURS   HOLIDAY HOURS						

## Digital Scholarship Services



### Overview

Rice University's Digital Scholarship Services (DSS) partners with faculty, students and staff to advance research, teaching and creative expression in the digital age, offering expertise and access to facilities and tools. We showcase the intellectual vitality of the university by managing the Rice Digital Scholarship Archive; assist in planning and implementing scholarly digital projects; provide training and consulting in the use of digital tools for education and research; provide support for scholarly communications, including consulting on copyright and open access; and help to support using, managing and preserving research data.

Departments within DSS include the Digital Media Commons, GIS Data Center and the Kelley Center for Government Information, Data and Geospatial Services. Please visit their web pages for more specific information.

### What We Do



1. Open access: Facilitate deposits of articles in the Rice Digital Scholarship Archive in support of Rice's open access policy and federal open access mandates, such as the NIH Public Access Policy.
2. Research data management: Assist researchers in developing data management plans and in organizing, describing, and preserving data.
3. Digital scholarship projects: Contribute to planning, developing, supporting and sustaining digital scholarship projects, particularly in digital humanities.
4. Scholarly communications: Offer consulting, training and support for scholarly communications,


including copyright, authors' rights, developing an online scholarly identity, creating ORCID identifiers, publishing new journals, and more.

5. Digital research assistance: Provide assistance in identifying and using digital research tools, including for text analysis, citation management, and cleaning data.
6. Digitization and digital curation: Help to support digitization and digital curation by providing access to expertise, the facilities of the Digital Curation Lab, and repositories such as the Rice Digital Scholarship Archive (for publications, data, video, audio and other materials) and Shared Shelf (for images).

### Example Projects

- Rice Digital Scholarship Archive (RDSA)
- Our Americas Archive Partnership (OAAP)
- TIMEA (Travelers in the Middle East Archive)
- Rice University Theses and Dissertations
- The Rice Institute Pamphlets

 [cds@rice.edu](mailto:cds@rice.edu)  
 713-348-2480 (Lisa Spiro)

 Address & Location

 Guides

 Links

 People


Rice Digital Scholarship Archive


Research Data Management Team


Rice Digital Humanities Group

Open Access at Rice

SharedShelf Media Management System

 Classes & Events

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## Center for Digital Humanities

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**Center for Digital Humanities**

**About**

Events

Our Projects

Future Knowledge Archive

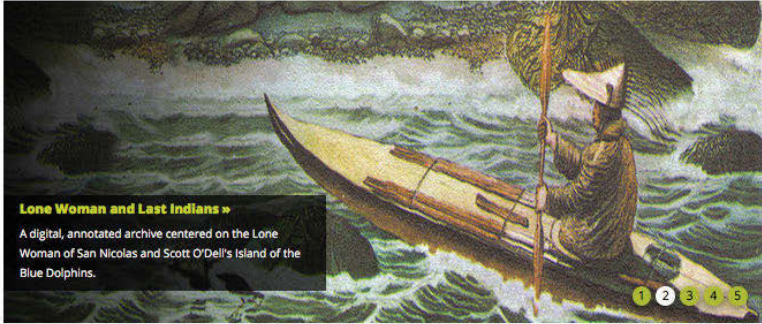
Digital Brown Bag Archive

Courses and Workshops

Resources

Our People

Early History of DH at USC



**Lone Woman and Last Indians »**

A digital, annotated archive centered on the Lone Woman of San Nicolas and Scott O'Dell's Island of the Blue Dolphins.

1 2 3 4 5

### Center for Digital Humanities

Digital Humanities is an interdisciplinary field that encompasses many kinds of content; it is a space of experimentation in which new methods are being deployed. According to one definition, Digital Humanities is the future of our cultural heritage. The ways in which we archive, search and access the records of the past are being transformed in the Information Age. Digital Humanities is the interdisciplinary field that seeks both to shape these transformations and to study their effects.

#### Announcements

**Digital Unwrapping: Homer, Herculaneum, and the Scroll from Ein Gedi »**  
Brent Seales to discuss the digital recovery of the Ein Gedi Scroll.

**Spatial Humanities and the Scottish Environment in History »**  
Eric Gidal to discuss the reinterpretation of Scottish literature using GIS.

**Participatory Media and Social Justice »**  
Sharon Daniel (UC Santa Cruz) to lead workshop and talk at USC.

**Translatio Studii and the Digital Archive »**  
Elizabeth Maddock Dillon (Northeastern University) to kick off our 2016 Future Knowledge Lecture series.

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Center for Digital Humanities

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Data Needs Assessment

Data Management Planning

Data Collection

Data Analysis

Data Visualization

Data Curation

Data Citation

Research at S.U.

Research Tutorials

Related Sites

- Numeric Data Resources
- GIS - Geographic Information Systems
- Geographic and Statistical Information Center
- SURFACE
- Electronic Theses and Dissertations
- Data Science

SU Libraries Research Data Services

SU Libraries offers a broad range of research data services related to the identification, collection, management, analysis, and curation of quantitative and qualitative research data. To contact the Research Data Services group, please send an email to [datasvcs@syr.edu](mailto:datasvcs@syr.edu).

**Data Needs Assessment**

Research Data Services can help you to assess the data management needs of your particular project and to develop a Data Management Plan at the beginning of the data life cycle.

**Data Management Planning**

Many funding agencies, such as the National Science Foundation (NSF) and the National Institutes of Health (NIH), have requirements for data sharing and data management plans. Research Data Services can help you to put together such a plan to comply with the requirements.

**Data Collection and Data Discovery**

Research Data Services can provide consulting in research methods, study design, and questionnaire and interview design. We also provide assistance in locating and using freely available as well as proprietary quantitative, qualitative, and GIS data.

**Data Analysis**

Research Data Services can assist you with quantitative and qualitative data analysis, use of software, especially SAS, Stata, SPSS, Qualtrics, and ArcGIS. Services include research methodology, instrument design, and data analysis.

**Data Visualization**

Research Data Services can help you identify data visualization and GIS tools and resources.

**Data Curation**

Research Data Services can assist you in identifying and finding appropriate repositories for your research data. SU Libraries are also able to generate and assign a permanent data identifier (DOI) to your datasets which allow for easy citation and attribution of your shared datasets.

The Research Data Services Group is:

- Paul H. Bern
- Natasha Cooper
- John Olson
- Anne Rauh
- Scott Warren
- Patrick Williams

To contact the group, send an email to [datasvcs@syr.edu](mailto:datasvcs@syr.edu).

Last Updated: Mar 17, 2016 10:05 AM

URL: <http://researchguides.library.syr.edu/dataservices>

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## Scholars' Collaborative

The Libraries' **Scholars' Collaborative** is a campus nexus for researchers engaged in emerging forms of scholarship.

Our expertise with digital scholarship and data helps UT scholars, artists, and innovators create and share their work and demonstrate its value to the university and beyond.

Explore our site, attend a workshop, or set up a consultation to get started.

**TRACE**  
Trace - Tennessee Research and Creative Exchange - is UT's digital archive and repository.

[Read more](#)

**PeerJ**  
UT now has an institutional plan with PeerJ, an open access publisher with a unique approach to sustainable public access practices.

[Read more](#)

**William Derris Collection**  
The UT Libraries has created an online digital collection of photos and home movies of the Smokies taken in the 1940s, '50s, and '60s.

[Read more](#)

**Lynda.com**  
All students, faculty, and staff have access to lynda.com, an online subscription library that teaches the latest software tools and skills.

[Read more](#)


- Scholars' Collaborative
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  - Data Management
  - Digital Humanities
  - Geographic Information Systems (GIS) Services
  - Media Literacy
  - Open Publishing Support Fund
  - Scholarly Communication & Publishing
- Featured Projects
- Education & Training
- Tools & Resources
- Who We Are

**Scholars' Collaborative**

**Request a consultation**


236 John C. Hodges Library  
1015 Volunteer Blvd.  
Knoxville, TN 37996-1000  
[scholarsco@utk.edu](mailto:scholarsco@utk.edu)



John and Alexander Heard  
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## Scholarly Communications

The Scholarly Communications team at the John and Alexander Heard Library supports new, interdisciplinary modes of research, discovery, and publication, ranging from geocoding to data citation to open access publishing. Broadly speaking, the scholarly communications team provides support to students and faculty members in the following areas:

### Authors' Rights

Know your rights as an author and how to retain copyright when publishing with academic journals and presses. Understand the concept of fair use and its application to your scholarly projects. [Learn more.](#)

### Data Curation

Discover how to encode your data and share it with peers by employing standards for data documentation and data citation. We can also advise you about data management protocols and data repositories. [Learn more.](#)

### Digital Humanities

Broadly speaking, the digital humanities applies computational methods of analysis to humanistic topics of inquiry. While projects in the digital humanities take many forms, we can advise you about standards, protocols, and technologies to consider when creating a project. [Learn more.](#)

### Education Technologies

Education Technologies encompass a wide range of tools and techniques to support learning and teaching. We have taught sessions about using Microsoft, Wikipedia, Wordpress and other tools in the classroom. If you're interested in trying out a new education technology, we'd be glad to help you explore the options. We offer weekly workshops, personalized tutorials, and support sessions. [Learn more.](#)

### Electronic Theses and Dissertations

Read dissertations across a wide range of disciplines using Vanderbilt University's [Electronic Theses and Dissertations catalog](#). We can advise you if you have questions when preparing your thesis for inclusion in the database about fair use and the licensing of copyrighted material. [Learn more.](#)

### Geographic Information Systems

Learn how to incorporate geographic information in your research. Whether you are working with geocoded research data or mapping a sequence of historical events, we can advise you about how to represent your geographic information effectively using a variety of technologies. [Learn more.](#)

### Linked Data

Linked Data encompasses a range of methods of encoding data from Semantic Web Technologies to Network Analysis and Textual Graphs. We can advise you on tools, methods, standards and protocols for linked data projects. [Learn more.](#)

### Open Access Publishing

Publish your scholarly work in one of the peer-reviewed open access journals hosted by the Heard Library. We will be glad to assist you with understanding the different kinds of open access - such as the difference between "green" and "gold" models. We can also advise you about distributing your work under a [Creative Commons](#) license. [Learn more.](#)

### Scholarly Repositories

Share your research with peers worldwide by depositing your scholarly articles in [DiscoverArchive](#), Vanderbilt University's institutional repository. We will also be glad to assist you with understanding and complying with open access requirements from the NIH, NSF, and other federal agencies. [Learn more.](#)


## Scholarly Communications

### What is it?

Scholarly Communications is an interdisciplinary field of librarianship that facilitates the dissemination of academic research by fostering emerging communication technologies while reducing legal barriers to access.

### Learn more about...

- Authors' Rights
- Data Curation
- Digital Humanities
- Education Technologies
- Electronic Theses and Dissertations
- Geographic Information Systems
- Linked Data
- Open Access Publishing
- Scholarly Repositories



Clifford Anderson  
Director

## Workshops & Workgroups

### Workshop Series (Spring 2016)

11 a.m. on Fridays in Room 418a, Central Library

Learn new tools and techniques in the field of scholarly communications and digital scholarship. See the schedule and workshop descriptions.

If you missed a workshop, we have prepared a series of "Get Started With" tutorials to help you out.

### Working Groups

Study and learn technologies in an ongoing collaborative environment. Join us for working groups on the Semantic Web, XQuery, and GIS.

SCHOLARS' LAB

about research fellowships makerspace events blog people

Collaborate → Iterate → Discuss

At the University of Virginia Library Scholars' Lab, advanced students and researchers across the disciplines partner on digital projects and benefit from expert consultation and teaching. Our highly-trained faculty and staff focus on the digital humanities, geospatial information, and scholarly making and building at the intersection of the digital and physical worlds.

Project Incubation

We develop open source software and open access content, in collaboration with UVa faculty and grads, and fellow librarians. We're **committed** to collaborative work, publicly shared.

**See some of our R&D projects.**

Graduate Training

We support emerging scholar-practitioners through **Graduate Fellowships in Digital Humanities** and Uva Library's innovative **Praxis Program**.

**Learn more about our fellowships.**

Experimental Humanities

Desktop fabrication, physical computing, and augmented reality: we cultivate spaces for tinkering, experimentation, and scholarly engagement with new technologies.

**Visit our new Makerspace.**

Geospatial Scholarship

We specialize in spatial analysis across the disciplines, providing University-wide training, classroom and software support, and consultation on GIS and the creation and use of maps.

**Get help with GIS and spatial data.**

Latest Blog Posts

Eggs and Baskets: Lessons on Data Foraging

By cdm62f · March 22, 2016

It's been a (long) while since my inaugural post on my Data Science Fellowship project. This post takes the form of a piece of advice for other soon-to-be data gathers, and it comes down to this: don't put all your eggs in one basket. It sounds cliché, and—in retrospect at least—extremely obvious. But it is.... [Continue reading.](#)

Teaching Archaeology of the Middle East in the Time of Daesh: the Merits of Incorporating Allahyari's "Material Speculation" with 3D Printing

By Jennifer Grayburn · March 2, 2016

Cross-posted on my personal blog. Anthropology Ph.D. Candidate Sue Ann McCarty frequently visits the Makerspace to print archaeological artifacts. Over multiple conversations, we've discovered that we share a similar passion for 3D modeling and printing in the classroom. Sue Ann recently applied her research to a course she taught at James Madison University, and I.... [Continue reading.](#)

**See all our posts.**

Community Events

We host a popular lecture series, highlight graduate student and faculty research, and offer hands-on workshops that enhance teaching and research.

Date/Time	Event
April 6, 2016 10:00 am–11:00 am	<a href="#">DH Project Incubation Meetup</a> Alderman Library, Room 423, Charlottesville VA
April 8, 2016 11:00 am–12:00 pm	<a href="#">Human Centered Design Workshop: Paper Prototyping</a> Alderman Library, Room 421, Charlottesville
April 13, 2016 3:00 pm–4:00 pm	<a href="#">Arduino and Raspberry Pi Meetup</a> Alderman Library, Room 423, Charlottesville VA
April 15, 2016 11:00 am–12:00 pm	<a href="#">Human Centered Design Workshop: Digital Mock-up</a> Alderman Library, Room 421, Charlottesville
April 19, 2016 3:00 pm–4:00 pm	<a href="#">3D Modeling &amp; Printing Meetup</a> Makerspace, Scholars' Lab Common Room, Charlottesville

**See all our events.**

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## Center for Digital Scholarship and Curation

At Washington State University's Center for Digital Scholarship and Curation (CDSC), community members, students, faculty and researchers collaborate on digital projects and scholarship that crosses academic boundaries and public/private distinctions. The CDSC provides support, outreach, training, and access to digitization hardware and software and inspiration for meaningful and long-lasting partnerships.

For more information contact us at [cdsc.info@wsu.edu](mailto:cdsc.info@wsu.edu)

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### History

The creation of the Center was approved by the Faculty Senate in November 2014, formalizing long-term collaborations between faculty from the WSU Libraries and the College of Arts and Sciences. The central goal of the CDSC is to foster the creation of digital tools, projects, public programming, and educational opportunities for the many publics the University serves with an emphasis on ethical curation and collaborative scholarship. The work of the faculty, staff and students engaged with the CDSC focuses on meeting the unique digital challenges and needs of underserved populations nationally.

### Mission

The Center for Digital Scholarship and Curation facilitates and sustains digital scholarship and teaching at Washington State University in support of the University's strategic plan to foster exceptional research, innovation, and creativity. The CDSC is committed to upholding WSU's land-grant heritage and tradition of service to society by collaborating with and providing support to a wide range of constituents. To fulfill our mission, the CDSC:

- Partners with Native American and Indigenous communities to support the ethical curation of cultural resources;
- Provides best practices for the organization, digitization, and preservation of unique collections;
- Trains graduate students and provides opportunities for faculty development;
- Supports curriculum development, particularly the introduction of technology into courses to provide faculty and students with hands-on opportunities;
- Assists scholars to explore new and emerging models of digital research, publishing, and peer-review;
- Collaborates with faculty to pursue external grant awards
- Provides a forum for scholarly innovation and discussions between faculty, graduate students, and other scholars.

WSU Libraries, PO Box 645610, Washington State University, Pullman WA 99164-5610, 509.335.9671

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## WASHINGTON UNIVERSITY IN ST. LOUIS LIBRARIES

About the Washington University Digital Gateway

<http://digital.wustl.edu/connect/about.html>

WASHINGTON UNIVERSITY  
DIGITAL GATEWAY



CreatePreservePublishLearnConnect

Site Search:  Go

### About the Washington University Digital Gateway

The Washington University Digital Gateway serves two main purposes:

- to be a primary point of entry for discovery of all (especially locally-created) Washington University **digital collections** and digital projects, and
- to provide a similar single point of entry for anyone in the Washington University community interested in digital projects, archives and scholarly editions, digital publishing and digital preservation.

The Washington University Digital Gateway is maintained by the Scholarly Publishing division (formerly Digital Library Services) of the Washington University Libraries. Since 2006 its mission has been to enable the Washington University community to create, deliver, preserve and maintain scholarly digital content. We collaborate with units from within the library and across the University in these efforts, including:

- **Humanities Digital Workshop** (HDW)
- **The Center for Empirical Research in the Law** (CERL)
- **American Culture Studies**
- **University GIS** (now part of University Libraries)

Many digital projects from the **collections** page of this site link to projects hosted on other Washington University sites, in addition to collections created and hosted on the site. Digital assets for digital preservation, digital projects or publication meet minimum requirements for **file formats** and **metadata**, and will be aggregated where possible to facilitate cross-collection searching and discovery on the World Wide Web.

The imaging and web development operations of Scholarly Publishing are moving to Washington University's West Campus location starting in 2016. The director, copyright librarian and repository librarian are located on the third floor of Olin Library on the Danforth campus. **Staff** are available for initial consultation on any digital project or publishing initiative, and we encourage you to drop by Olin Library, or **contact** us with your questions.

Digital Gateway | Open Scholarship | WUSTL | Sitemap

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## Services

Scholarly Publishing develops digital projects in collaboration with the University Libraries and Washington University faculty, staff, and students. Scholarly Publishing assists in the planning and implementation of digital projects, providing support in all aspects, including consulting, imaging, encoding, and copyright considerations.

### Consulting

Should you have a digital project in mind, Scholarly Publishing provides consultation services to help determine if your materials are good candidates for digitization, help limit or expand the scope of your project, assist with metadata encoding, review potential copyright issues and decide how the project should be delivered online. **Contact** Scholarly Publishing about a digital project.

### Imaging

The Scholarly Publishing offices are equipped with traditional flatbed scanners as well as Atiz BookDrive **Pro** and **DIY** scanners to accommodate digitization of various sizes of materials. The BookDrive scanners' V-shaped book cradle allows older or rare materials to be digitized without damaging bindings and the two camera set up expedites image digitization. Both models accommodate up to newspaper size (24.2" x 16.5") materials. Should you be interested in using scanners for your project, staff are available for training on the equipment and to coordinate scheduling of scanning times.

### Encoding

Text encoding, also known as text markup, is the conversion of texts into data. Scholarly Publishing can assist in deciding an appropriate XML standard to encode your project materials based on the resource type. XML encoding allows your project materials and metadata to be interoperable amongst delivery systems and ensures preservation of the data regardless of format. Monographs and books will typically be encoded using the **TEI** (Text Encoding Initiative) guidelines. The TEI is the de facto standard of marking up text-heavy documents, particularly in the humanities. DLS has used the **VRA Core** (Visual Resources Association) standard for encoding image based projects and the **EAD** (Encoded Archival Description) standard for encoding finding aids. While these are the most commonly used standards in DLS projects thus far, our staff are knowledgeable of many other standards that may be applicable to your project, including **Dublin Core**, **CDWA** (Categories for the Description of Works of Art), and **FGDC** (Federal Geographic Data Committee).

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### Support

In recent years, a number of scholarly digital projects were developed on the Washington University campus. These have ranged from small student projects to larger projects such as **American Lives**. Many of these projects were developed by individual organizations on campus concurrently, such as the School of Arts & Sciences and the Humanities Digital Workshop (HDW). A number of issues emerged from these experiences, such as:

- Long-term maintenance of digital projects.
- Short-term support for digital projects and content development.
- Role of University Libraries.
- Importance of standards and a central digital project repository.

Scholarly Publishing (originally Digital Library Services) was created in 2006 as a division of the Washington University Libraries, to support the entire Washington University community. Scholarly Publishing is committed to providing support for the development of digital projects, encouraging development of digital projects as a scholarly activity, and promoting this development in a disciplined way that will help to ensure the successful execution of digital projects and to most effectively leverage digital resources. In addition to Scholarly Publishing, support for the development of digital projects is also available from Arts & Sciences Computing, the Humanities Digital Workshop, and from computing within other schools and departments at the University.

Scholarly Publishing provides a variety of support services. After a project has reached completion, Scholarly Publishing will help host the data and web pages. We will work with clients to devise proper preservation strategies to ensure long term access.

In addition to the support we provide, we are also available for initial consultation on any project by working with you to give you a better understanding of the standards, metadata, intellectual property, and other digital library topics described here and elsewhere. We also encourage you to **contact** us with your questions.

If you anticipate hosting your project with the University Libraries, you may find the following documentation helpful:

- **Digital Asset Agreement**
- **Digital Asset Agreement Inventory**
- **Frameworks Document**

These forms specify the items to be donated to the library, as well as the associated rights granted to the libraries to preserve and make accessible your digital items or projects. The last document is an overview of some of the issues face when taking on a digital project.

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# Project Planning



## Project Process

Center for Digital Research and Scholarship

Our services for journals, monographs, and conferences can involve complex technical development and design support. For these projects, the CDRS team undertakes careful research and planning. Our process commonly involves seven steps:

### **Step 1: Researching Your Needs**

This is your opportunity to describe everything you need and what you are looking to accomplish by working with us. We will likely respond with a lot of questions about your requirements—you might not even know the answers to some of them. This isn't a bad thing!

#### *Milestones:*

- Questionnaire
- Scoping

### **Step 2: Proposing Solutions**

Based on the ideas and answers you give us during Step 1, we will come up with solutions. We'll craft a document that describes the overall plan we've devised, and submit it to you. You're encouraged to give us feedback.

#### *Milestones:*

- Proposal, Letter of Intent, or Master Service Agreement

### **Step 3: Planning Next Steps**

This is the time we spend to work out details. We'll work with you to determine the full scope of the project and identify "soft spots" that could cause issues.

#### *Milestones:*

- Technical foundation
- Editorial needs
- Usability review
- Licensing/rights/permissions definition
- Project plan

### **Step 4: Defining Elements**

Now, we turn details into definitions. We work to complete visual layouts, wireframes, and other representations of the end result of the project. We spec out the functionality and work with you on what content is needed and the rights management of that content.

#### *Milestones:*

- Application definition/Information Architecture (IA)/User Experience (UX)
- Graphical prototyping
- Content gathering/creation

- Rights contracts acquired

**Step 5: Building Products**

From visual layouts and functional specifications, we start to build your solution, using the results of past steps as a framework and your content as the foundation. During this phase, your product will be built in a private online environment to which only you and our team will have access.

*Milestones:*

- Application build
- Graphical build
- Content entry
- Web friendliness

**Step 6: Evaluating Results**

Once the build is complete, we'll do a thorough check of all the components to ensure we've assembled the elements correctly and followed best practices in doing so. We will ask for your participation in checking things over!

*Milestones:*

- Functional testing
- Search engine optimization (SEO) rank testing
- Accessibility check

**Step 7: Launch**

After evaluation, we'll take your product live at a predetermined URL, and work with you to announce your launch.

*Milestones:*

- Production recheck
- SEO submission
- Accessibility recheck

October 15, 2014  
Prepared by Nancy Lemay

Library Questionnaire to help Researcher with DH Project

1. What is the name of the project?
2. Does someone working on the project have technical skills?
3. Any other collaborators involved in the project (institutions or individuals)?
4. Is this a grant-funded project? If so, for how long is the project currently funded?
5. What type of assistance are they seeking for this project?
6. Ask them to describe conceptually the project's final product:
7. What will it include?
  - a. A database
  - b. A website
  - c. An online exhibit
  - d. An application to be used by external users
  - e. Online data visualizations
  - f. Maps
  - g. Online timeline displays
  - h. Audio/visual storytelling
  - i. Collection - types of objects?
  - j. Community space for users (including discussion space)
  - k. Other

8. Who is the audience of the final product? Describe the users of the final product.
9. If applicable, how do they foresee the site being used?
10. What type(s) of data/content does the project have? (Describe and list any file formats).
11. Is the content/dataset complete or in progress?
12. Is the content copyrighted? If yes, do they have copyright clearance or permission to reproduce the content?
13. Does the content have descriptions? What types of fields do the object descriptions include? What type of metadata will the content have - if any?
14. Will the site be open to the public or restricted to a certain user group? If restricted, who will the site be restricted to?
15. How large is the data/content (i.e. GB or TB)? (You may need to calculate this for them)
16. What type of tools/applications have they investigated so far (if any)?
17. Is there a particular tool or application that will be essential to this project?
18. How would they define the "completion" of the project completion (consider this project in phases and describe the "completion" of the current project phase)
19. What is the expected date for the project to be in a completed state (i.e. in production as a website)?



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## Documentation

last edited by [Monica](#) 1 month, 1 week ago

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### Policies and guidelines

Do you have questions about Rice University's Digital Scholarship Archive? Read our [Rice Digital Scholarship Archive FAQ home](#) [OLD FAQ](#).

### Project Development

- [Rice Digital Scholarship Archive Deposit Guidelines](#)
- Key factors to consider when digitizing materials ([Collection Guidelines](#))
- Nominate a digital collection idea ([Project Proposal Form](#))
- Project management ([Digitization planning checklist](#))
- [Digital Curation Profile Template](#)
- Resource: UCLA Library Special Collections [Digital Project Toolkit](#) (contains templates and examples for various stages of digital project planning and key tasks)

### Guidelines for Digital Projects

- [Care and handling of archival materials](#)
- [Indus Scanner Guides](#)
- [Large format scanning specs](#)
- [Creating JPEG2000 derivatives](#) and [JPEG2000 Profile](#)
- [Standard jpeg and gif \(thumbnails\) derivatives](#)
- [FlatBed scanner guidelines](#)
- [Digitizing for IR deposit \(PDF access file\)](#)
- [PDF-A file guidelines](#)
- see also [How to Remove PDF/A Information from a file](#)
- [Batch merge PDF files](#)
- [Batch extract pages from pdfs](#)
- [Image editing tips](#)
- [Merge images methods](#)
- see also [How to stitch photos together in Photoshop](#)
- Tips for handling [Special Cases](#) in digitization
- [Video and Audio content for IR Deposit](#) (Guidelines for single item video/audio deposits to the IR)
- [Audio-Video processing workflow](#) (Collection level, archival materials)
- [How to open txt files using UTF-8](#)

### Quality Control

- [QC Overview](#) policy
- [Quality control checks](#) for images
- [How to use Adobe Bridge to proof images](#)

### File management

- [File naming conventions](#)
- [Project Server Guidelines](#)
- [Format Support](#)
- [Recommended file formats](#)
- [Preserving Master Files in the IR](#)
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  - [Command line resources](#)
  - [FITS \(command line tool\)](#)
  - [BagIt \(command line tool\)](#)
- Intellectual property management**
- [Digital copyright workflow](#)
  - [IR Deposit License](#)
  - [Fondren Library Consent to Publish in the IR form](#) (typically used for archival materials)
- Metadata**
- [Repository Metadata](#)
  - Guidelines for [Embedded Image Metadata](#) (including tools for batch importing metadata to image files)
  - Transition to [FAST subjects](#) (new project)
  - [Type Guidelines](#)
- Ingest guidelines**
- Overview: [IR content input methods](#)
  - [Deposit Checklist](#)
  - [Batch ingest steps](#)
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- [IR Withdrawal Policy](#)
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- how to harvest metadata from repository using [OAI-PMH](#)
  - transferring large files (eg tiff images to TEI Vendor) -- FTP | Rice DropBox Service <https://dropbox.rice.edu/>
- Others**
- page: [Visual resources and tools](#)
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**Monica** said  
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Future Knowledge Archive

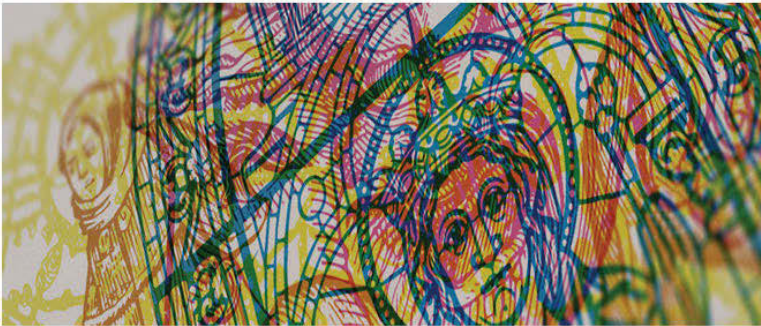
Digital Brown Bag Archive

Courses and Workshops

Resources

Our People

Early History of DH at USC



### About

We expect an academic field to be defined either by its object of study or by its methodology. Digital Humanities is an interdisciplinary field that encompasses many kinds of content; it is a space of experimentation in which new methods are being deployed. According to one definition, Digital Humanities is the future of our cultural heritage. The ways in which we archive, search and access the records of the past are being transformed in the Information Age. Digital Humanities is the interdisciplinary field that seeks both to shape these transformations and to study their effects.

### Interested in developing a project?

Come talk with us! You can drop by without an appointment to ask questions, pitch ideas or find out ways to get involved with CDH activities. We also run a series of Future Knowledge lectures and informal lunch-time talks on Digital Humanities research on campus called the Digital Brown Bag.

Whether you are faculty, staff or a student, the following is a quick sketch of the typical pattern of project development, from start to finish.

Typically, such a collaboration begins with a meeting between you (project partner or Principal Investigator) and our faculty and staff. At this meeting, we all brainstorm and try to envision what the project can be and how we might work with you on it. The outcome of such a meeting is often that we help you plan the stages of development of the project. We will also offer to write technical language necessary to describe the project, for instance for use in project proposal documents.

Next, on the basis of this preliminary planning, we typically will build small-scale projects or build prototype efforts for the partner. Depending on size and complexity, we may be able to build such modest projects or prototype models for free, but sometimes it will cost a few thousand dollars. (We will also give you advice about ways to find such funding.) If a project is modest in ambition, this stage may represent its full flowering.

More ambitious projects might involve multiple researchers or programmers paid over a period of months or even years. When this is the case, the prototype project that we build is used as a kind of proof of concept by the partner (Principal Investigator) to seek significantly larger grant funding from national agencies like the National Endowment for the Humanities, sometimes ranging from \$150,000-\$300,000. Find out more by contacting us as described above.

### Contact Information

**Location**  
Thomas Cooper Library  
Room 513

**Hours**  
Mon. - Fri. 9 a.m. - 5 p.m.




**Contact**  
803-777-0544  
[knext@email.sc.edu](mailto:knext@email.sc.edu)

**Social Media**

**Mailing Address**  
Center for Digital Humanities  
University of South Carolina  
1322 Green Street  
Columbia, SC 29208

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## Digital Collection / Project Request Form

Form Submitted By:

Date:

Email:

### About the collection / project

1. What is the title of your collection / project?	
2. Who is the project lead? (include email)	
3. Please list any other departments, institutions or individuals involved in the project (include emails).  Consider who advocates or "champions" for this collection at U of T and beyond and any potential consortial or collaboration partners.	
4. What U of T department holds primary responsibility for this collection / project?	
5. Which of the following statements best describes how this project is currently managed?  5a. This project is primarily managed by an individual or group whose chief role is to make key decisions about this project on a full-time basis (eg, a full-time project manager for the project).  5b. This project is primarily managed by an individual or group who also oversees several other similar digital projects (eg, a director at a digital humanities centre or library).  5c. This project is primarily managed by an individual or group who primarily has other academic responsibilities (eg, a librarian or professor who also runs a digital project).	

## UNIVERSITY OF TORONTO

### Digital Collection/Project Request Form

<https://docs.google.com/document/d/1SSni5Xk8E7zOGwjnsSQasLsnWXZBapjzkR-xZSHlyGQ/edit>

5d. This project does not require ongoing management (eg, deposited in a repository with no updates).	
5e. Other management structure (please describe).	
6. Describe your project.	
7. Describe the specific type of items included in your project. For example: <ul style="list-style-type: none"><li>• database</li><li>• monographs</li><li>• journals</li><li>• scores</li><li>• maps</li><li>• manuscripts</li><li>• photographs</li></ul> <b>Estimate the # of each item type.</b>	
8. Briefly describe how this collection is unique to the University of Toronto.	
9. Is this collection / project available online elsewhere? If so, indicate where (include URL). 9a. If yes, where is it hosted? (leave blank if not applicable) 9b. If yes, when did this website go online?	
10. What is(are) the ultimate goal(s) of making the collection / project available online?	
11. What types of research questions will the collection / project answer?	
12. If one of your goals is to re-design / re-implement your existing project, what is the motivation behind this re-design?  12a. What improvement do you expect from the re-design / re-implementation?  (leave blank if not applicable)	

13. Describe the functionality that you want to achieve in your final project. Consider what users will <b>do</b> with the collection / project.	
14. Who will be the legacy contact person for the project once the project is completed?	

**About the collection / project data**

15. What type(s) of data does the project have? For example: <ul style="list-style-type: none"> <li>• .tif files</li> <li>• .jpeg files</li> <li>• .xml files</li> </ul> <b>Please list all file formats. If possible, please submit a sample of your data.</b>	
16. Is the content / dataset complete or in progress?  16a. If the content / data is in progress, please provide a date of when it is expected to be complete and who will be completing the data compilation?	
17. Does the content have metadata / descriptions?  17a. If yes, what metadata standard is in use (i.e. MARC, MODS, Dublin Core)  17b. List the fields being used for metadata / description (i.e. Title, Date, etc.).	
18. How large is your content? (i.e. calculate the expected final size of your project's content / dataset in GB or TB).	

**Access to collection / project**

19. Will the site be open to the public or restricted to a certain user group?  19a. If restricted, who will the site be restricted to?	
20. Are there copyright or privacy concerns associated with access to the collection / project?	
21. Do you have copyright clearance or permission to reproduce the collection / project online? If yes, please explain.  If you have permission from an institution external to UTL to reproduce the collection, please include a contact.	
22. Who do you see as the main audiences for this project? Check all that apply: <ul style="list-style-type: none"> <li>• Researchers or other scholars</li> <li>• Post-secondary instructors</li> <li>• Primary or secondary instructors</li> <li>• Students Specialist</li> <li>• Amateurs or subject enthusiasts</li> <li>• General public</li> <li>• Other (please describe)</li> </ul>	
23. Do you want the collection / project to be indexed by Google?	
24. Do you want the collection / project to be discoverable through other repositories? Please list (i.e. WorldCat, Archives Canada, etc.).	

**Funding and maintenance for collection / project**

25. What were the sources of funding for the creation of this project? Check all that apply.	
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## UNIVERSITY OF TORONTO

### Digital Collection/Project Request Form

<https://docs.google.com/document/d/1SSni5Xk8E7zOGwjnsSQasLsnWXZBapjzkR-xZSHlyGQ/edit>

<ul style="list-style-type: none"><li>• Grants Base budget from your home institution</li><li>• Earned income (eg, via sponsorship, advertising, subscriptions, etc.)</li><li>• Donations or individual philanthropy</li><li>• In kind (staff time)</li><li>• Other funding sources (please describe)</li><li>• Not applicable</li></ul>	
<p>26. What types of in-kind support is U of T providing for this project?</p> <p>Check all that apply.</p> <ul style="list-style-type: none"><li>• Project management</li><li>• Content selection</li><li>• Content production (eg, scanning, metadata creation)</li><li>• Information technology or support services (eg, server space, tech support, website development)</li><li>• Preservation Marketing and outreach</li><li>• Legal services</li><li>• Financial and accounting services</li><li>• Indirect costs (eg, office space, supplies)</li><li>• Other (please describe)</li><li>• Not applicable</li></ul>	
<p>27. What activities will your project lead or project team undertake for the ongoing maintenance or development of this project?</p> <p>Check all that apply.</p> <ul style="list-style-type: none"><li>• Project management</li><li>• Content selection</li><li>• Content production (eg, scanning, metadata creation)</li><li>• Information technology or support services (eg, server space, tech support, website development)</li><li>• Preservation</li><li>• Marketing and outreach</li><li>• Legal services</li><li>• Financial and accounting services</li></ul>	



# UNIVERSITY OF TORONTO

## Digital Collection/Project Request Form

<https://docs.google.com/document/d/1SSni5Xk8E7zOGwjnsSQasLsnWXZBapjzkR-xZSHlyGQ/edit>

<ul style="list-style-type: none"> <li>• Other (please describe)</li> <li>• Not applicable</li> </ul>	
<p>28. Is there an annual budget dedicated specifically to the ongoing maintenance or development of this project?</p> <p>28a. If yes, please indicate the approximate amount).</p>	
<p>29. How many total staff, in full-time equivalents, will be involved with the ongoing maintenance or development of this project?</p>	
<p>30. Which of the following statements best describes the goal for the ongoing work associated with this project?</p> <ul style="list-style-type: none"> <li>• This project will reach a completion point; all ongoing activities after that point will be dedicated to preserving the resource and providing basic access to it.</li> <li>• This project will continue to grow; ongoing activities will expand its content, tools, functionality, and user base, etc in addition to preserving the project.</li> <li>• Other (please describe)</li> </ul>	
<p>31. How would you define the "completion" of the project?</p> <p>Consider this project in phases and describe the "completion" of the current project phase.</p>	
<p>32. What is the expected date for the project to be in a completed state (i.e. in production for people to access)?</p>	
<p>33. Is this collection / project intended for long term preservation?</p>	
<p>34. Does the collection / project have a long term preservation plan?</p>	

34a. If yes, please describe.	
-------------------------------	--

**Assistance Needed for the Collection / Project**

split into two - one initial overview of needs and then separate follow up with who will do what

35.	Expectations for UTL ITS contribution to collection / project	Expectations for project lead or team contribution to collection / project
Project management		
Scanning or digitizing content		
Determining best fit for metadata / description of content		
Creating metadata / descriptions for content		
Investigating and securing rights for content		
Making materials accessible via UTL ITS services (i.e. ingestion into TSpace, Collections U of T, Exhibits U of T, etc.)		
Training to use UTL ITS services (i.e. ingestion into TSpace, Collections U of T, Exhibits U of T, etc.)		
Promoting the collection / project		
Creation of a specialized interface for the collection / project		
Applying for funding for the project		



## Planning

### Planning a Digital Project

Digital projects provide increased accessibility, assist with teaching and research, can serve as a means of preservation, and help to highlight Washington University's unique collections.

Long-term accessibility of digital projects requires initial planning and development of digital files as well as maintenance of digital files that may accumulate over time and need continued attention.

Scholarly Publishing is happy to assist in the planning of your project. There are many steps involved in creating a digital project; therefore it is necessary to plan the full project before jumping in. Some things to think about include: scope of the project; value of digitization; format, size, and condition of the materials to be digitized; intellectual property or copyright; metadata; funding; storage and preservation; access; the project timeline; and evaluation strategies. Before beginning a digital project, all of these things should be considered and planned for, to allow for the successful completion of the project.

**Contact** Scholarly Publishing about planning your digital project and please use the **Project Planning Form** to think about and gather as much information as possible.

#### 1. Scope of the project

How large is the project (number of items or files, length of video, etc.) ?  
Are the materials already organized and described in some manner?

#### 2. Value

How does this project support the missions of the University?  
How will faculty and students benefit from this project?  
How does this project complement other projects?  
What is the value of the content? How rare or unique are the materials?  
What is the benefit of providing digital access?  
What is the enduring value of a digital version of the project?

#### 3. Description of physical features and condition of source materials

What impact will digitization processes likely have on the condition of the materials to be digitized?  
Does a copy exist elsewhere in either a physical or digital format?  
Is the item brittle? Torn? Faded? Fragile?  
Is the material in an obsolete or near obsolete format?

#### 4. Intellectual property considerations

Who owns the physical materials?  
Who owns the intellectual property rights for the material?  
Is the material in the public domain?  
Does the project fall within fair use guidelines?

#### 5. Metadata

What administrative, technical, and descriptive metadata has been selected?  
How will the metadata creation be achieved?  
Will the chosen schema work with existing schemas in use on campus?

#### 6. Funding

What existing University resources are needed to complete this project?  
What new equipment must be purchased to complete this project?  
What new personnel must be hired to complete this project?  
How will the costs of digitization and post-digitization processing be supported?  
What aspects of the digitization work can be out-sourced? Is out-sourcing appropriate?  
What other departments or institutions could be partners in this project?  
What grant funds are available to complete this project?

#### 7. Storage and Preservation Plan

How many and what kind of derivative files will be made from the master files?  
What are the file size estimates for the master file and all derivatives?  
What temporary and permanent storage needs does this project have?  
What additional content will be added at a later date?

**8. Access Plan**

What restrictions, if any, will there be to use this digital collection?  
How will users locate this digital collection?  
How will users navigate within this collection? Will there be links to other collections?

**9. Projected Timeline**

What is the timeline, including lead-time for project preparation?  
What other timelines – e.g., grant funding cycles – should be considered?  
What is the project completion date? Milestones and / or deliverables?  
How will the timeline be managed?


**10. Evaluation**

How will the success of the project be evaluated?

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### Digital Projects Inquiries

The Digital Initiatives Advisory Group (DIAG) is comprised of librarians and archivists with digital, research data, preservation and archives-related portfolios at York University Libraries (YUL). It meets as needed to evaluate and advise on proposed digital projects.

Projects free from copyright restrictions showcasing Canadian heritage and scholarship, York University's research assets, and contributions to the global scholarly community from York University Libraries' unique collections are of priority interest to the group.





DIAG has made available a [brief form](#) that serves as a basis of initial communication with the group. This form can be used to submit requests/inquiries related to topics of a digital nature such as: digitization, dissemination, and research data management (includes metadata management, long term preservation, web archiving, data storage, access rights, data formats). The form is also the first step in communicating with the Libraries with respect to potential grant-related advice, support and/or partnerships.

Here is how the process works:

1. DIAG receives the form and acknowledges receipt.
2. In most cases, a consultation is scheduled with appropriate members of DIAG to learn more about the project and its context.
3. The project is then brought to the DIAG for discussion and recommendations. The group will determine the extent to which the Libraries can propose to be involved, with an eye to offering additional advice or suggestions to help the project along.
4. The Chair follows up with the submitter to communicate DIAG recommendations.

Please make note of the [YUL digitization policy](#) prior to submitting the form.

To access the form, please click [here](#).

English

SEARCH LIBRARIES' WEBSITE

Libraries' Hours

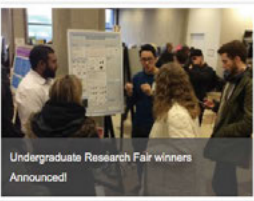
My Library Account

UPCOMING WORKSHOPS

Career Centre: Organizing Your Post-Grad Application workshop (at Scott Library)
Apr 8

View all Workshops


FEATURED



Undergraduate Research Fair winners Announced!

162 Representative Documents: Project Planning

# Project Examples



University Libraries

Research Tools
Using the Library
About
Library Help

The University of Alabama Libraries / Alabama Digital Humanities Center / ADHC Projects

## ADHC Projects


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### Black Belt 100 Lenses

Digital Archive Black Belt 100 Lenses creates opportunities for high school students from Alabama's Black Belt to comment on the region's unique histories and cultures through photography. The project, started in 2007, has collected more than 7,000 images to date. Working with the Alabama Digital Humanities Center, the Center for Community-Based Partnerships is building a digital archive of its images. This archive will lay the groundwork for the images' incorporation into the University of Alabama's library collections and will also form the content for a redesign of the project's website in Omeka.


**Project collaborators:**  
Heather Pleasants (CCBP), Elliot Knight (CCBP), Franky Abbott (formerly ADHC), Mary Alexander (Metadata), Jason Battles (Library Technology Planning and Policy), Steven Turner (Web Services), Emma Annette Wilson (ADHC), Muzel Chen (ADHC)



### Digital Edition of Jeronima Nava y Saavedra's Vida (1669-1727)

The *Digital Edition of Jeronima Nava y Saavedra's Vida* gives both the academic and the casual reader of women's spiritual autobiography the opportunity to read this Colonial Colombian nun's text from the original manuscript. Easy accessibility is ensured via a diplomatic edition in which the manuscript page faces a transcribed, tagged page, with notes. The project, started in 2010, has collected images of the N1 manuscript from the National Library in Bogota along with pictures from Mother Jeronima's convent and colonial environs. Working with the Digital Humanities Center, this project is building a digital archive of writings by colonial women in New Granada. We are pleased to work in conjunction with the National Library of Colombia.

**Project Collaborators:**  
Connie Janiga-Perkins (Department of Modern Languages and Classics), Mary Alexander (Metadata), Franky Abbott (formerly ADHC), Kim Smalley (Web Services), Muzel Chen (ADHC), Emma Annette Wilson (ADHC)



### Shakespeare au/in Québec

*Shakespeare au/in Québec (SQ)* is a bilingual critical anthology of 20+ previously unpublished adaptations of Shakespeare written in Québec since the Quiet Revolution, a period of vast social reform that began in 1960. These plays will be marked up in TEI-compliant XML and cross-referenced to corresponding sections of Shakespeare's texts via pop-up annotations. Built in Drupal, the site will also have a searchable database of each play's theatre history and production details, as well as multimedia image, audio, and video files; a bibliography of secondary sources; interviews with playwrights; and a section on the literary and political history of Québec.

**Project Collaborators:**  
Jennifer Drouin (English Department), Nathan Humpal (Metadata), Franky Abbott (formerly ADHC), Steven Turner (Web Services), Kayla Burns (Metadata)

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## Digital Humanities Working Group

University of Florida  
(<http://digitalhumanities.group.ufl.edu>)

### DH Projects

Graduate Certificate and DH Graduate Studio Course, new in 2015-2016

UF DH Bootcamp, coming 2015-2016 (<http://ufdc.ufl.edu/1AA00028978/00002/pdf>)

*THATCamp Gainesville, 2014* (<http://gainesville2014.thatcamp.org/>) and *THATCamp-Gainesville 2015* (<http://gainesville2015.thatcamp.org/>)

Online Exhibits from scholars and the UF Libraries (<http://exhibits.uflib.ufl.edu/>)

Samuel Proctor Oral History Program (SPOHP) Digital Archive, Podcasts, and More (<http://oral.history.ufl.edu>)

TRACE Initiative (<http://trace.english.ufl.edu/>)

Digital Worlds Institute (<http://www.digitalworlds.ufl.edu/research/research.asp>)

Center for Children's Literature and Culture (<http://www.clas.ufl.edu/cclc/>), Project example: *Recess!* (<http://www.clas.ufl.edu/cclc/recess.html>)

Digital Assembly (<http://www.english.ufl.edu/da/>), Project examples: *Digital Platforms & the Future of Books Symposium* (2012) (<http://ufdc.ufl.edu/digitalhumanities/results/?t=%22digital%20platforms%22>) and *Futures of Digital Studies Conference* (2010) (<http://www.english.ufl.edu/fds/>)

Wish You Were Here (WYWH) UF, UCF, and Florida State Parks

Grant Proposal Digital Collection (<http://ufdc.ufl.edu/ufirgrants>): includes proposals that have been awarded and pending notice of award, with more added regularly (<http://ufdc.ufl.edu/ufirgrants>). The always-growing collection of grant proposals provides information for new proposed and in-development projects.

MassMine: Your Access to Big Data (<http://www.massmine.org/>)

*Digital Epigraphy & Archaeology Project* (<http://www.digitalepigraphy.org/>)

*Open House* ([http://muse.jhu.edu/journals/leonardo/v044/44.4.stenner\\_img01.html](http://muse.jhu.edu/journals/leonardo/v044/44.4.stenner_img01.html)) virtualized space and resistance with a distressed home (Jack Stenner and Patrick LeMieux (<http://patrick-lemieux.com/>))

*Diaries of a Prolific Professor* (<http://ufdc.ufl.edu/AA00007589/00001/pdf>)

*Digital Library of the Caribbean (dLOC)* (<http://dloc.com/>)

*Haiti: an Island Luminous* (<http://dloc.com/exhibits/islandluminous>)

*Caribbean Studies Teaching Resources in the Digital Library of the Caribbean (dLOC)* (<http://dloc.com/teach>)

*Vodou Archive* (<http://dloc.com/vodou>)

*Afterlife of Alice* (<http://ufdc.ufl.edu/alice>) with the new *Alice in Dataland* (<http://aliceindataland.net/>) project

*Unearthing St. Augustine*: Scholar Curated Collection, Interface, and Tools (<http://ufdc.ufl.edu/usach>)

*Spanish Colonial St. Augustine*: Digital Project of Primary and Teaching Resources (<http://ufdc.ufl.edu/teachers>)

*Archiving the Photographs of the First Transcontinental Railroad* (<http://ufdc.ufl.edu/IR00003177>) with crowdsourcing transcontinental railroad photos (Glenn Willumson in Fine Arts, and Richard Freeman, Libraries, 2013-14)


*ARL PD Bank Database* (<http://www.uflib.ufl.edu/arlpdbank/>)

*ImageTexT* (journal, with exhibits and more) (<http://www.english.ufl.edu/imagetext/>)


DH-dLOC Advanced Training Institute at UF (<http://dloc.com/AA00016149/00002/pdf>)

SobekCM Digital Repository: Curation, and DH Tools (<http://sobekrepository.org>)






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## Projects


### Born Unfree

**Born Unfree** is a participatory archive that allows historians, students, and the general public to collaborate in the creation of detailed biographical profiles, discussions, teaching materials, and (most especially) mapping applications devoted to the 2300 ex-slaves interviewed by the Works Progress Administration during the Great Depression.




### Civil Rights Digital Library

The award-winning **Civil Rights Digital Library** (CRDL) is a repository of primary documents, newsfilm, and educational materials from the modern American civil rights struggle of the 1950s, 1960s, and 1970s. Conceptualized in 2005 with major support from the Institute of Museum and Library Services, and co-directed by P. Toby Graham and Barbara McCaskill, it is a collaboration among librarians, technologists, archivists, educators, scholars, academic publishers, public broadcasters, and students. University of Georgia undergraduate and graduate students, supervised by Prof. McCaskill, researched and wrote about news footage and community activists for the pedagogical component of this site, **Freedom on Film: Civil Rights in Georgia**. Students also have been involved in campus and community programs and research projects that emphasize the ongoing relevance of Civil Rights Movement history and culture. These include a multimedia public program with Georgia Writers Hall of Fame Inductee Taylor Branch, recipient of the Pulitzer Prize for his biography of Dr. Martin Luther King, Jr.; and scholarship on the Athens, Georgia, musician Robert Allen Cole (1868-1911) and the Atlanta-based journalist and filmmaker J. Richardson Jones (1901-1948). In development are experiential learning partnerships with historic African American communities in North Georgia and metropolitan Atlanta.




### Digital Arts Library Project

The DALP seeks to acquire, catalog, and preserve legacy computers and video game systems as well as a collection of electronic literature pieces, digital interactive narrative pieces, and video games themselves in order to support research and teaching programs in digital arts. The Library will make available to faculty and students a variety of gaming platforms, computers, and virtual machines, as well as a library of computer games and pieces of electronic literature that reflects the history of the Electronic Arts since the early 1980s in different cultural contexts, including the history of French video games.




### Georgia Virtual History Project (GVHP)

The **Georgia Virtual History Project** is an effort to use new and interactive technologies to tell the history of the state and make it available to multiple audiences, from eighth-graders and the general public to college students and academic professionals. GVHP is an effort by faculty in various departments at UGA, as well as community members, educators, and high school students in several counties across the state. It has been supported by grants from various local historical societies, the Putnam County Charter School System, and the Georgia Humanities Council.




### IndianNation

When Columbus landed in the Americas in 1492, there were 8 million Native Americans living in the territory that today comprises the United States. By 1900, there were only 237,000. The Native population had reached its lowest point. Today's Native Americans trace their ancestry to these survivors. **IndianNation** collects their stories.




### Linguistic Atlas Project

The LAP is the oldest and largest American research project to survey how people speak differently across the country. The primary outlet for Atlas research is the Linguistic Atlas website, [www.lap.uga.edu](http://www.lap.uga.edu). Current work on the Atlas involves 1) digitization of all Atlas materials as text, audio, and image files; 2) creation of text-encoding and presentation format for Atlas interviews which will allow for linked text, sound, images, maps, and analytical information for a wide range of users in the LICHEN multimodal software platform; and 3) advanced methods of analysis for language variation, including GIS. It has received funding from NEH and NSF on numerous occasions.




### Mapping Occupation


**Mapping Occupation**, by Gregory P. Downs and Scott Nesbit, captures the regions where the United States Army could effectively act as an occupying force in the Reconstruction South. For the first time, it presents the basic nuts-and-bolts facts about the Army's presence, movements that are central to understanding the occupation of the South. That data in turn reorients our understanding of the Reconstruction that followed Confederate surrender. Viewers can use these maps as a guide through a complex period, a massive data source, and a first step in capturing the federal government's new reach into the countryside.



### People Not Property

**People not Property** is a collaborative effort between faculty and archivists at the University of Georgia, Clemson University, and UNC-Asheville. It is rooted in several thousand slave records uncovered by digital history students at UGA, and several thousand more uncovered by researchers in Asheville, NC, but is now on track to become the nation's first database of nearly five million enslaved African Americans. This project will enlist the participation of students, families, and community members as history detectives to track and share information about the people named in these slave deeds and bills of sale, and to explain their research process so that others may follow their example.



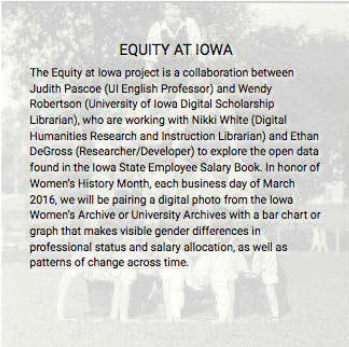

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ABOUT PROJECTS PEOPLE RESOURCES & FUNDING EVENTS BLOG COLOPHON CONTACT

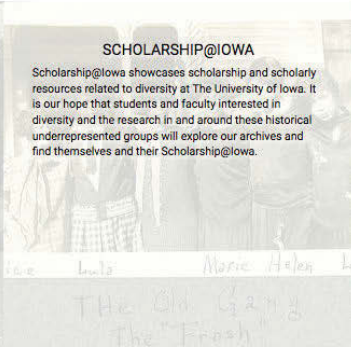
PROJECTS

All projects
Digital Editions
Archive
Other
Complete
In development
Ongoing




**EQUITY AT IOWA**

The Equity at Iowa project is a collaboration between Judith Pascoe (UI English Professor) and Wendy Robertson (University of Iowa Digital Scholarship Librarian), who are working with Nikki White (Digital Humanities Research and Instruction Librarian) and Ethan DeGross (Researcher/Developer) to explore the open data found in the Iowa State Employee Salary Book. In honor of Women's History Month, each business day of March 2016, we will be pairing a digital photo from the Iowa Women's Archive or University Archives with a bar chart or graph that makes visible gender differences in professional status and salary allocation, as well as patterns of change across time.




**SCHOLARSHIP@IOWA**

Scholarship@Iowa showcases scholarship and scholarly resources related to diversity at The University of Iowa. It is our hope that students and faculty interested in diversity and the research in and around these historical underrepresented groups will explore our archives and find themselves and their Scholarship@Iowa.



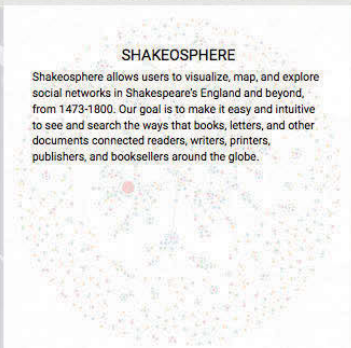
**PAPER THROUGH TIME**

Professor and MacArthur Fellow, Tim Barrett explores the history, composition, craft, and conservation of paper through time.



**EXPLORER'S LEGACY**

Explorer's Legacy looks at the history and impact of Explorer I and UI professor James Van Allen's role in the space race.




**SHAKEOSPHERE**

Shakeosphere allows users to visualize, map, and explore social networks in Shakespeare's England and beyond, from 1473-1800. Our goal is to make it easy and intuitive to see and search the ways that books, letters, and other documents connected readers, writers, printers, publishers, and booksellers around the globe.



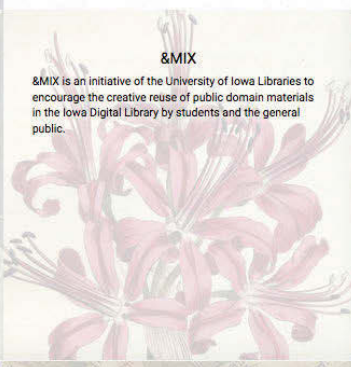
**FLUXUS DIGITAL COLLECTION**

The Fluxus Digital Collection is an online archive that gathers an eclectic range of artworks by one of the most important movements of the twentieth century.




**DIY HISTORY**

The UI Libraries' participatory archives platform brings thousands of primary source documents to the public for crowdsourced interactivity. We're appealing to the public to help us work with these documents by attaching text in the form of transcriptions, tags, and comments. By engaging volunteers to contribute effort toward large-scale goals, these mass quantities of digitized artifacts become searchable, allowing researchers to quickly seek out specific information, and general users to browse and enjoy the materials more easily.




**&MIX**

&MIX is an initiative of the University of Iowa Libraries to encourage the creative reuse of public domain materials in the Iowa Digital Library by students and the general public.



**DEL CAFETAL AL FUTURO / FROM THE COFFEE FIELDS TO THE FUTURE**

This digital archive encompasses the oral histories from coffee pickers, farmers, hacendados (owners of vast farming land), women and teens from the mountainous western area of Puerto Rico known as the coffee zone. This archive is the first to record and preserve the coffee zone's dialect and oral histories. The collection also include the ways in which women in the coffee industry have handled the micro-changes in their community, and how these changes have played a role in the preservation, and sometimes annihilation, of the coffee zone's dialect.



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Digital Scholarship

ITS delivers a wide variety of projects to the University of Toronto Libraries and the larger University community. Browse the selection below for a sample of projects from our portfolio. For more information, explore the individual online resource, view our [web development project schedule](#), or [contact us](#).


[All Projects](#)
[Library Projects](#)
[Network Projects](#)



### British Armorial Bindings

British Armorial Binding is a comprehensive catalogue of all the coats of arms, crests, and other heraldic devices that have been stamped by British owners on the outer covers of their books, together with the bibliographical sources of the stamps. The database reproduces over 3,300 stamps used between the sixteenth and twentieth centuries, associated with nearly two thousand individual owners.


[View Website](#)



### Canadian Poetry Online

Canadian Poetry is a collection of poetry from published contemporary and 19th century Canadian poets. Contemporary poets have selected their poetry and provided biographies.


[View Website](#)



### DEEDS

The University of Toronto DEEDS (Documents of Early England Data Set) Research Project was founded in 1975 by Michael Gervers, professor of History of the University of Toronto, to create a database of information culled from medieval property exchange documents which would be of interest to social and economic historians.

[View Website](#)



### FADIS

FADIS (Fedearth Academic Digital Imaging System) is a fine art and architecture repository and teaching tool of nearly 200,000 digital images, videos and audio files with accompanying meta data for private study and research. Courseware tools include the creation of lecture carousels with image notes, multiple image display options for in class teaching, syllabus information, file sharing and online quizzes. Students can also create study and presentation "virtual" carousels, download lecture carousels as PDF, search and browse from the growing collection of art history.

[View Website](#)



## Digital Scholarship Unit Collections

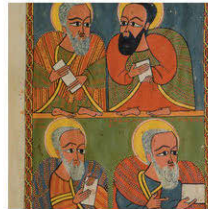
[Grid view](#) [List view](#)



[Animal Empire Collection](#)



[Doris McCarthy fonds](#)



[Gunda Gunde Collection Home](#)



[Harley Spiller](#)



[Ottoman Empire Texts](#)



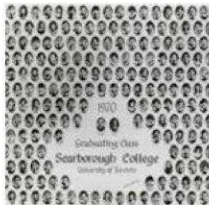
[Research Commons](#)



[Scarborough Oral Histories Project](#)



[UTSC Archives Legacy Collection](#)



[UTSC Class Composites](#)



[UTSC Photographic Services fonds](#)



[Urquhart Collection](#)

[illegible]

### The National Park Service Nez Perce Historic Images Collection

The Nez Perce National Historical Park Research Center is operated and maintained by the Resource Management Division of the Nez Perce National Historical Park located in the Visitor Center at Spalding, Idaho. It is the policy of the National Park Service that its natural and cultural resources shall be made available for educational and scholarly purposes. The research center collection is non-circulating but available through on-site use to assist in the study and interpretation of Nez Perce history and culture. The park library collection consists of approximately 3000 items including books, theses, dissertations, reports, periodicals and reprints. The catalog for the NPS library collection is available online at <http://www.library.nps.gov/webvoy.htm>. The center also houses the park archives and donated manuscript collections including historical photographs, maps and architectural records, audio/video and microform material.

#### The National Park Service Nez Perce Historic Images Collection



### The Sustainable Heritage Network



The Sustainable Heritage Network is a collaborative platform that provides hands on and virtual training in the digital lifecycle of cultural materials. Aimed specifically at the needs of tribal archivists, librarians, and museum specialists, the SHN makes information and educational resources accessible for the preservation of digital cultural heritage and traditional knowledge. Within the network, institutions and communities work together to provide each other with digital tools and preservation assistance. We call this Collaborative Stewardship.

### The Tribal Stewardship Cohort Program

The TSCP is focused on providing educational opportunities for tribal archivists, librarians and museum professionals in hands-on and virtual trainings provided using a small cohort model to stress practical skills and replicable processes. Our goal is to promote understanding of the entire digital lifecycle, from physical object, to digitization, with a focus on providing community access to collections. The program is funded by a three-year grant from the Institute of Museum and Library Services.



### Scholarly Communication Services and Open Access Initiatives

Scholarly communication services at the WSU Libraries are designed to help researchers to rapidly and inexpensively circulate their scholarly work to a worldwide audience. Services include use of [Research Exchange](#) (WSU's institutional repository) to share scholarly work, support for open access publishing, and resources to assist with data management and assessment of scholarly impact.

[Scholarly Communication Services and Open Access Initiatives Guide](#)

### Faculty Projects

#### FirstPerson: A Digital Storytelling Workshop

Rebecca Goodrich, Senior Instructor of English, and Assistant Director of Digital Technology and Culture at Washington State University, will be leading a series of digital storytelling workshops at the CDSC. The first workshop took place during the first week of August, where six women from Columbia Plateau Region tribes participated. During the three days of workshop they identified a personal story to share, developed the story elements to appeal to a wider audience and told their story with still and moving images, voice recordings, and music. They also learned to scan images, locate copyright-free images and music, edit video clips and photos, and add titles and credits to their digital projects.

### Graduate Student Projects

*Projects list coming soon.*

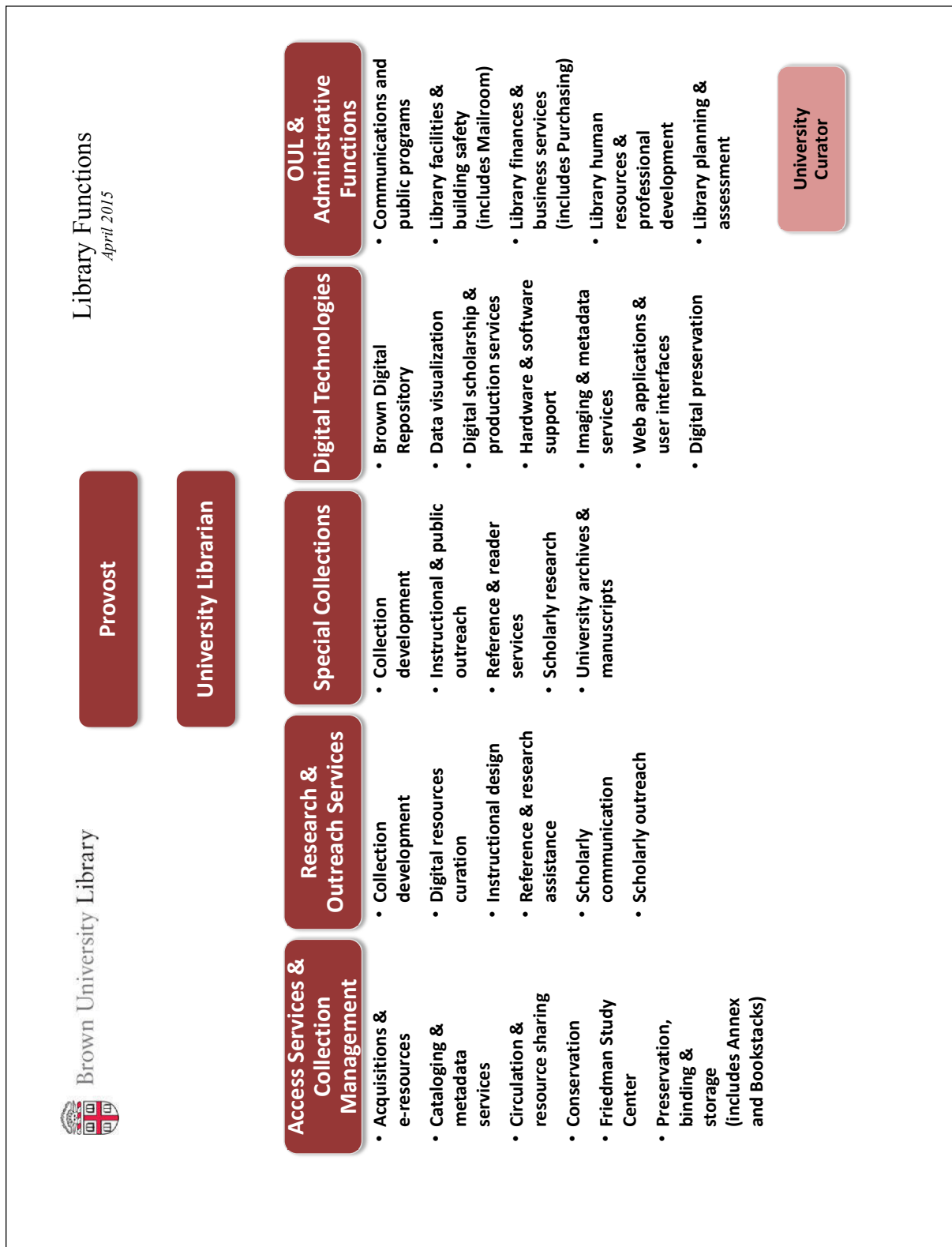
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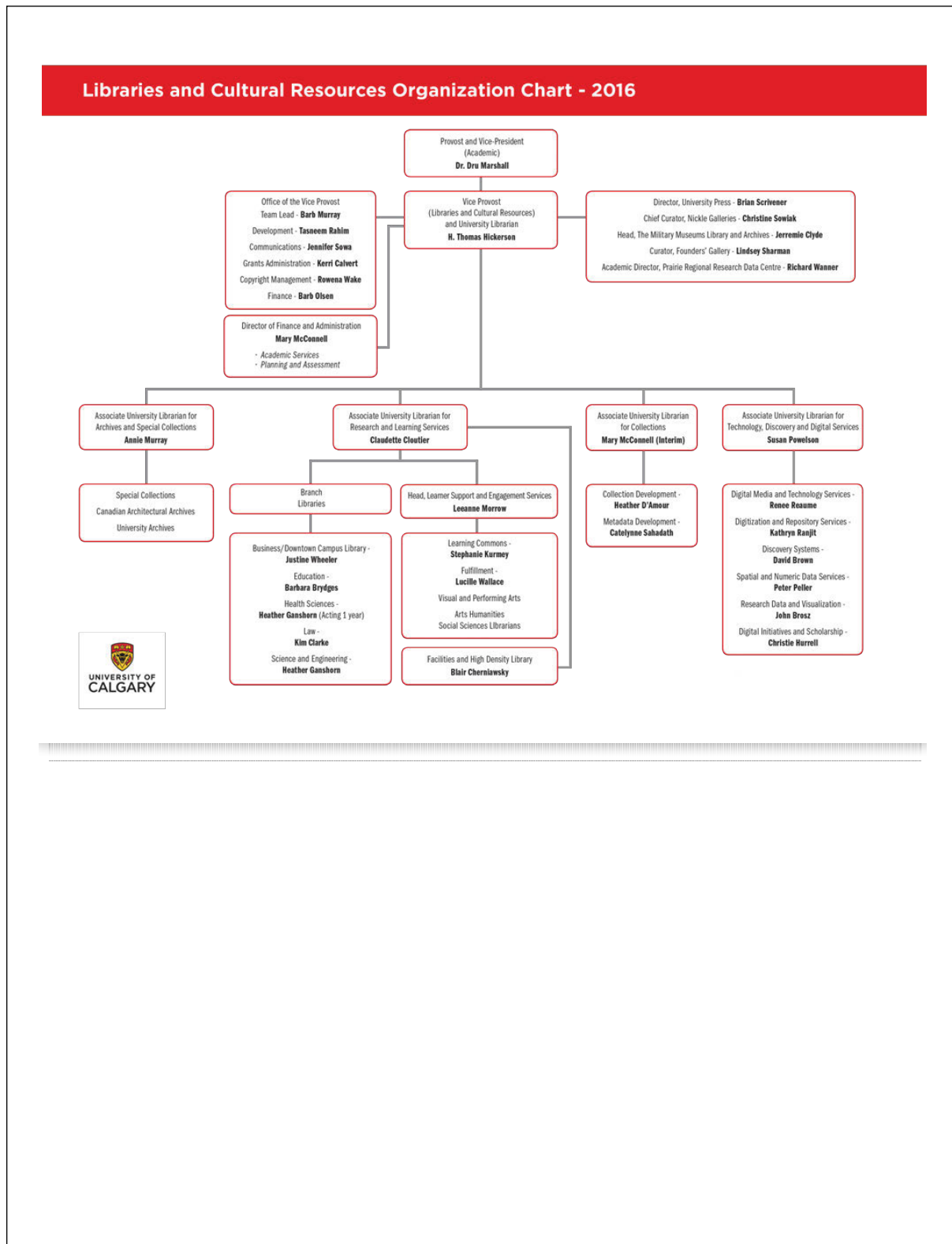
WSU Libraries, PO Box 645610, Washington State University, Pullman WA 99164-5610, 509.335.9671  
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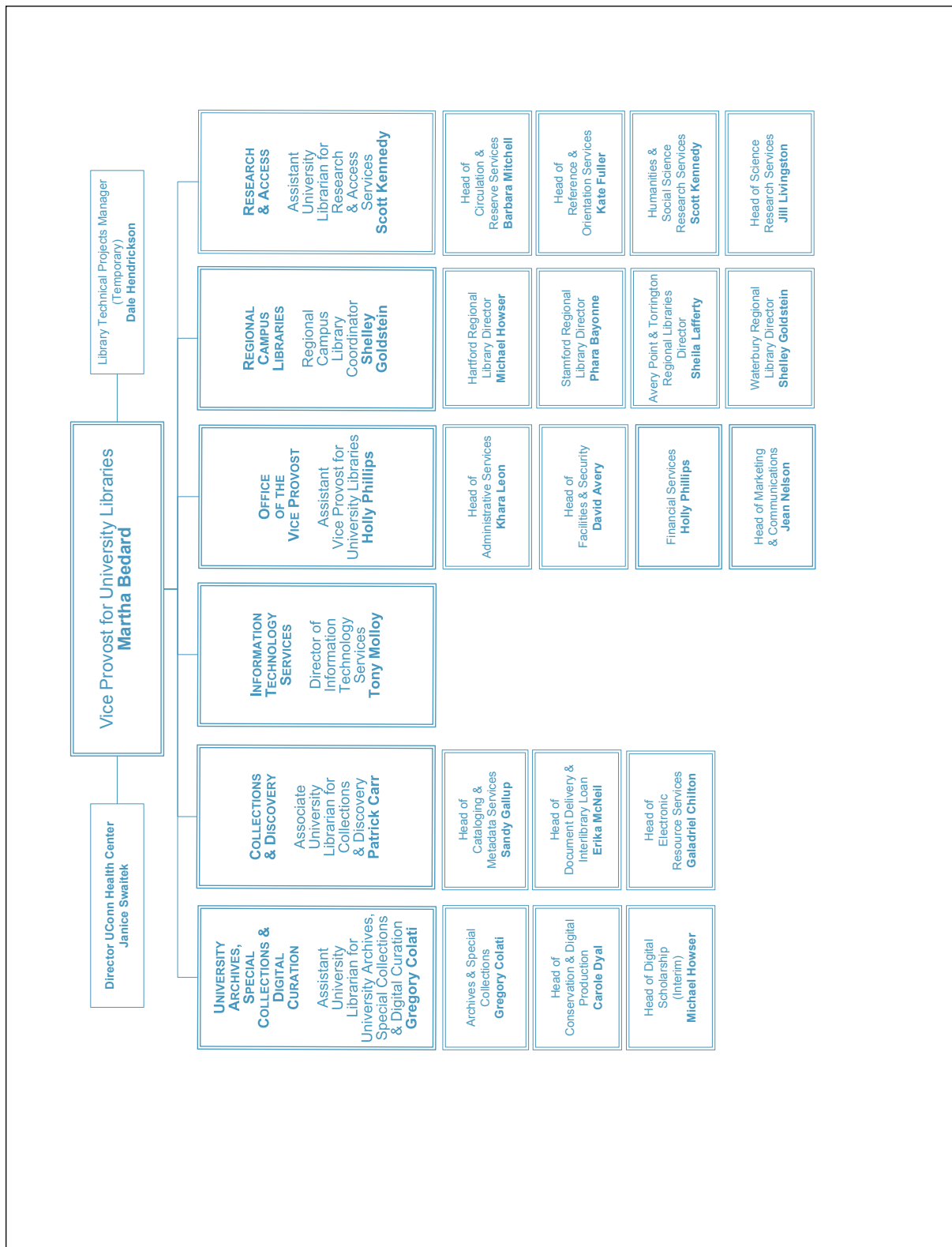
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# Organization Charts





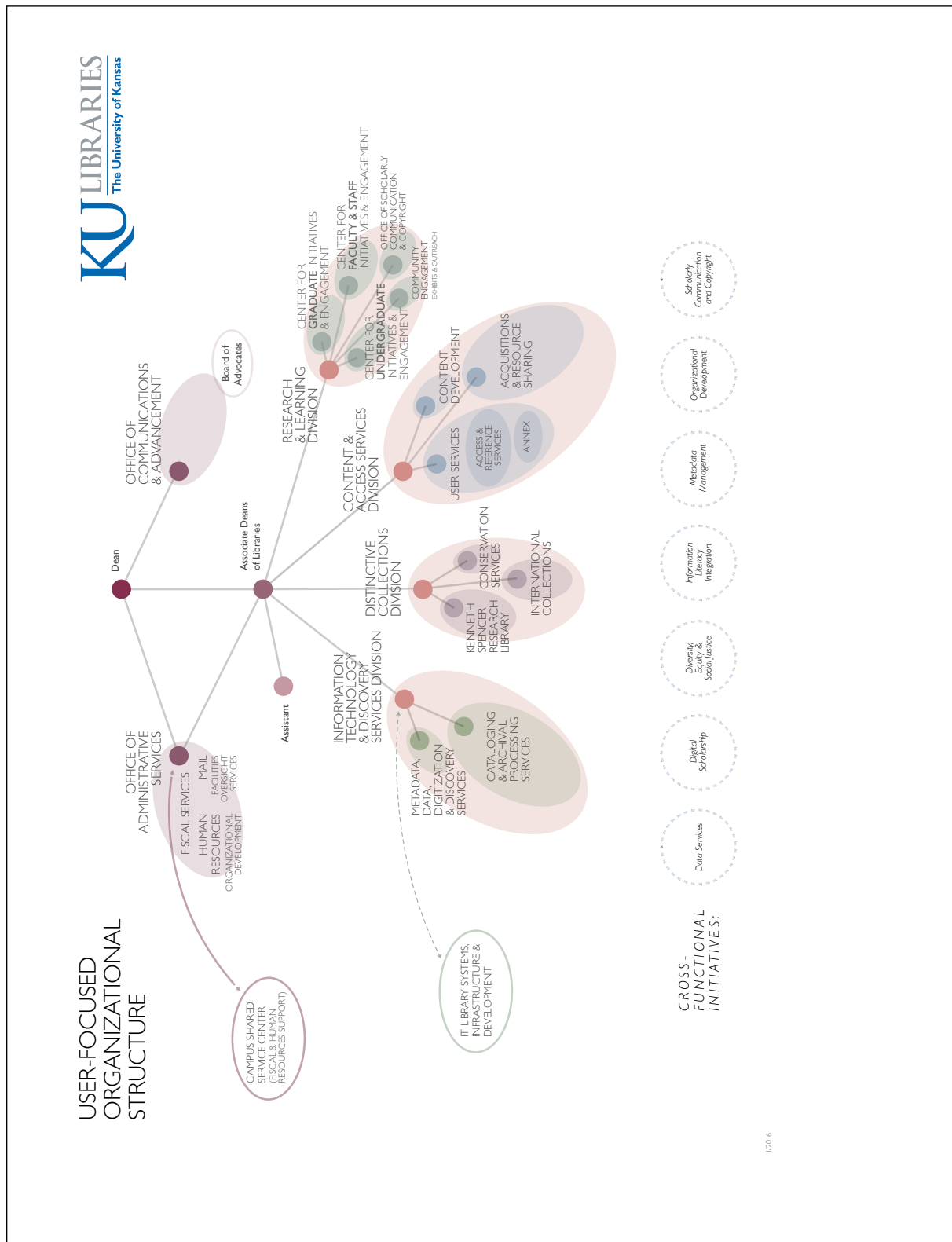


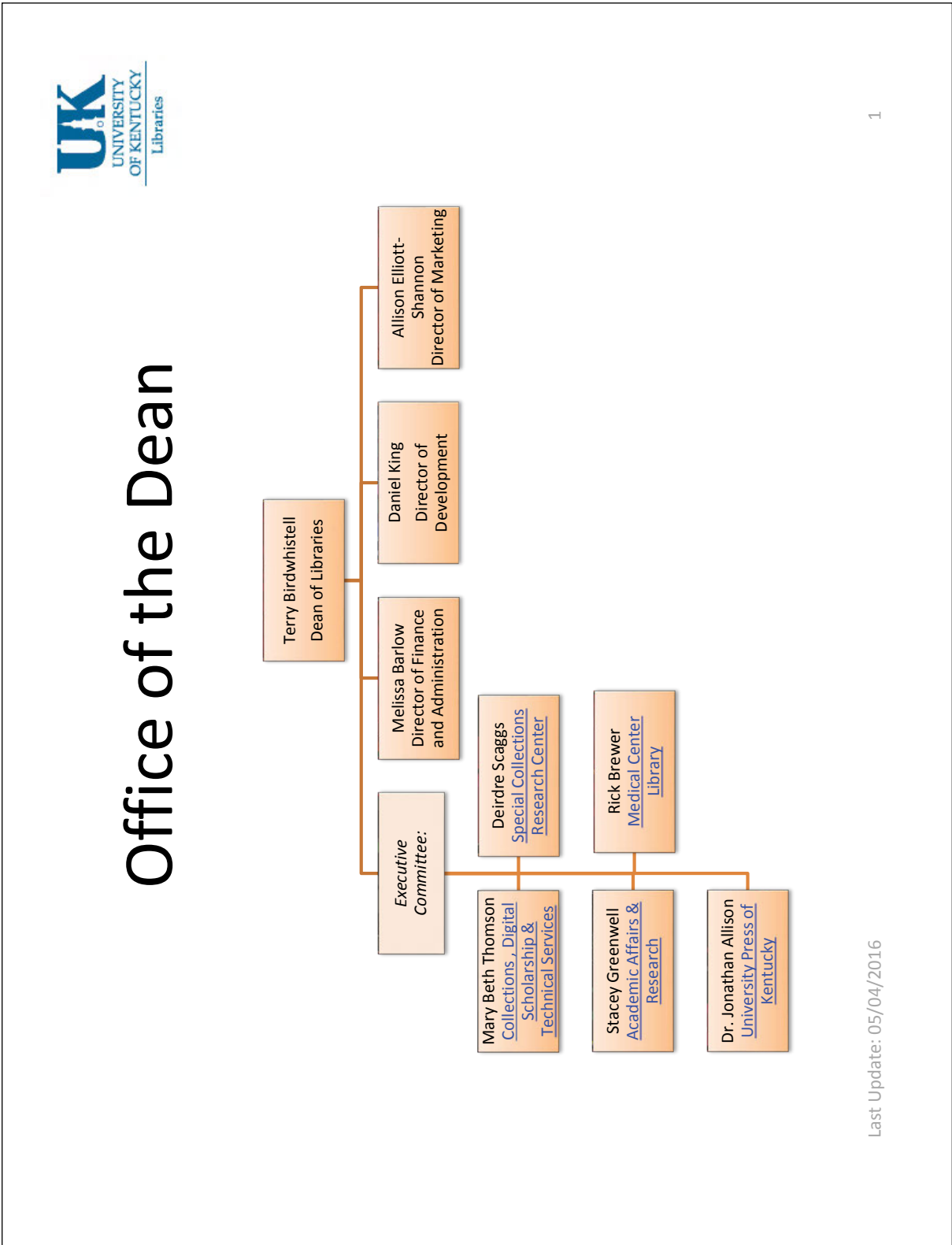


# UNIVERSITY OF KANSAS LIBRARIES

## User-focused Organizational Structure

<https://lib.ku.edu/sites/lib.ku.edu/files/images/general/KULibraries-org-structure-jan-2016.pdf>

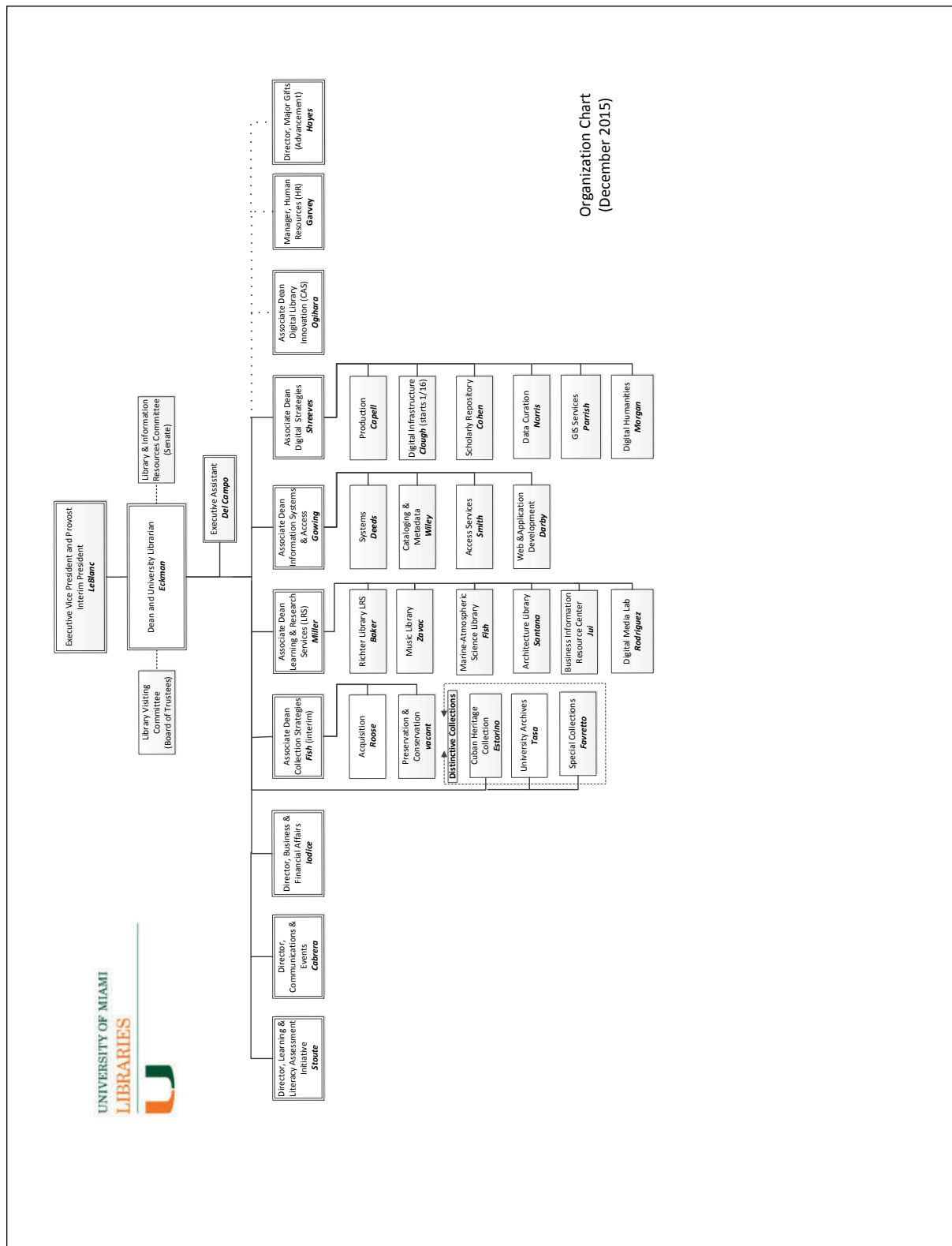


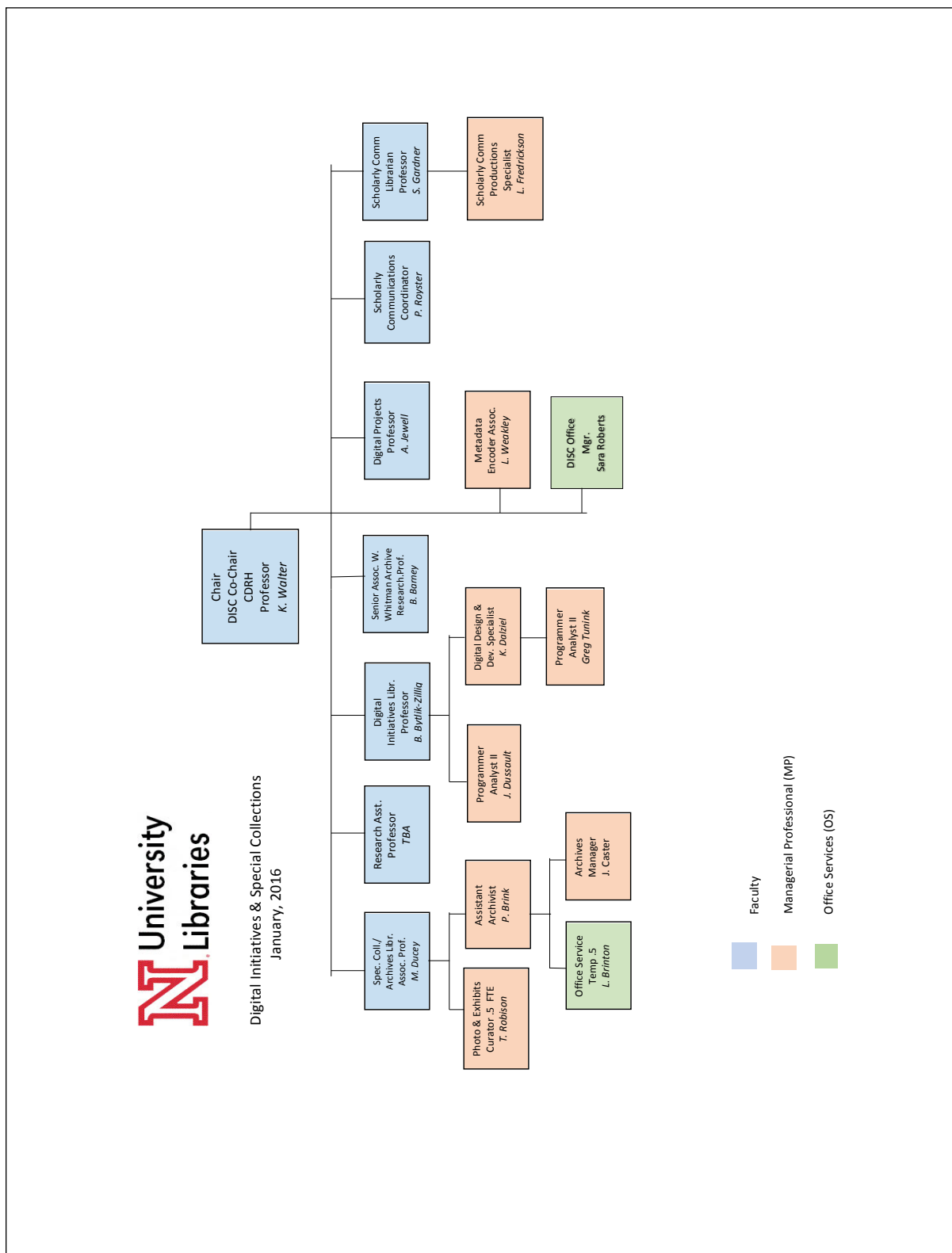


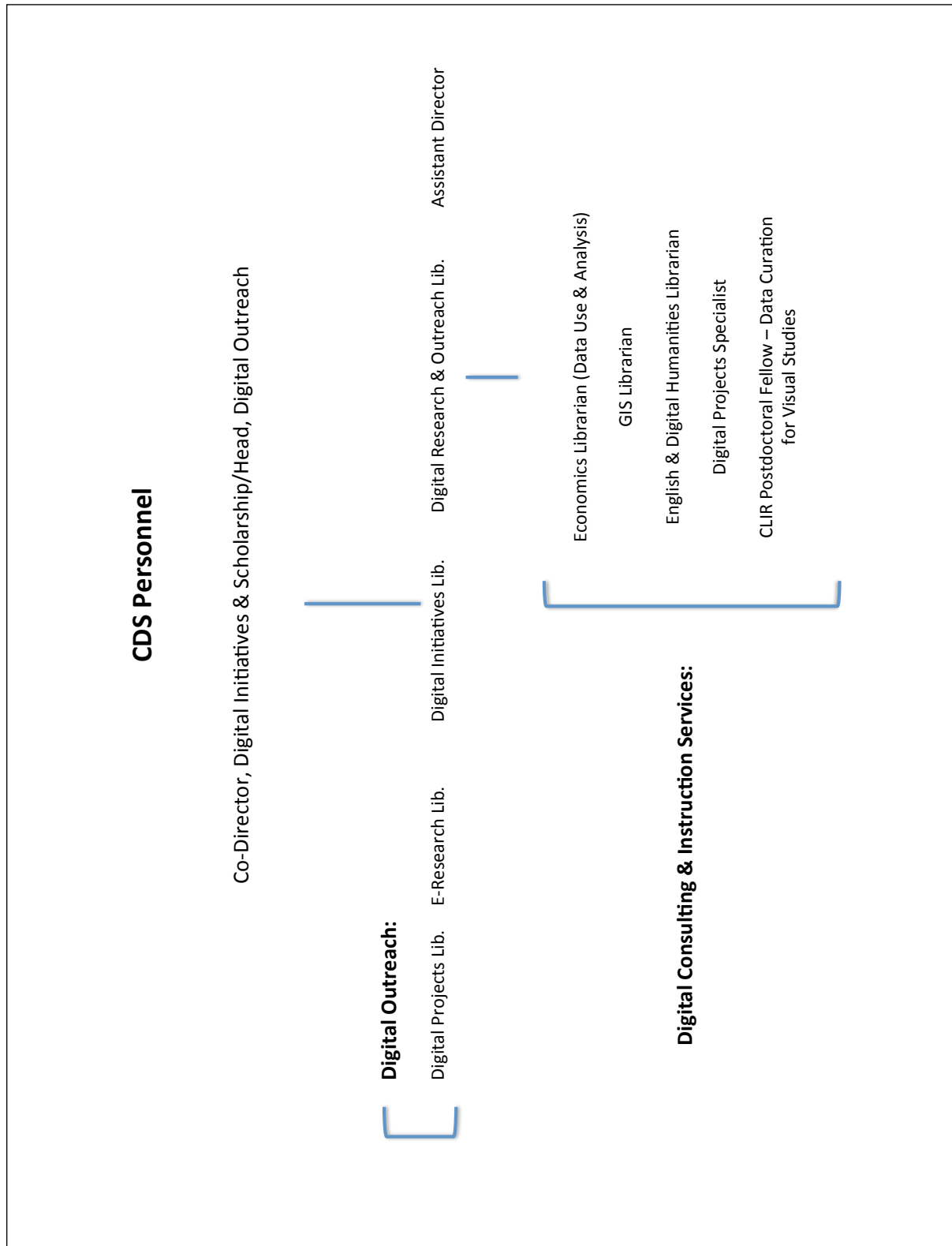
# UNIVERSITY OF MIAMI LIBRARIES

## Organization Chart (December 2015)

<https://library.miami.edu/wp-content/uploads/2011/09/Organization-Chart.pdf>

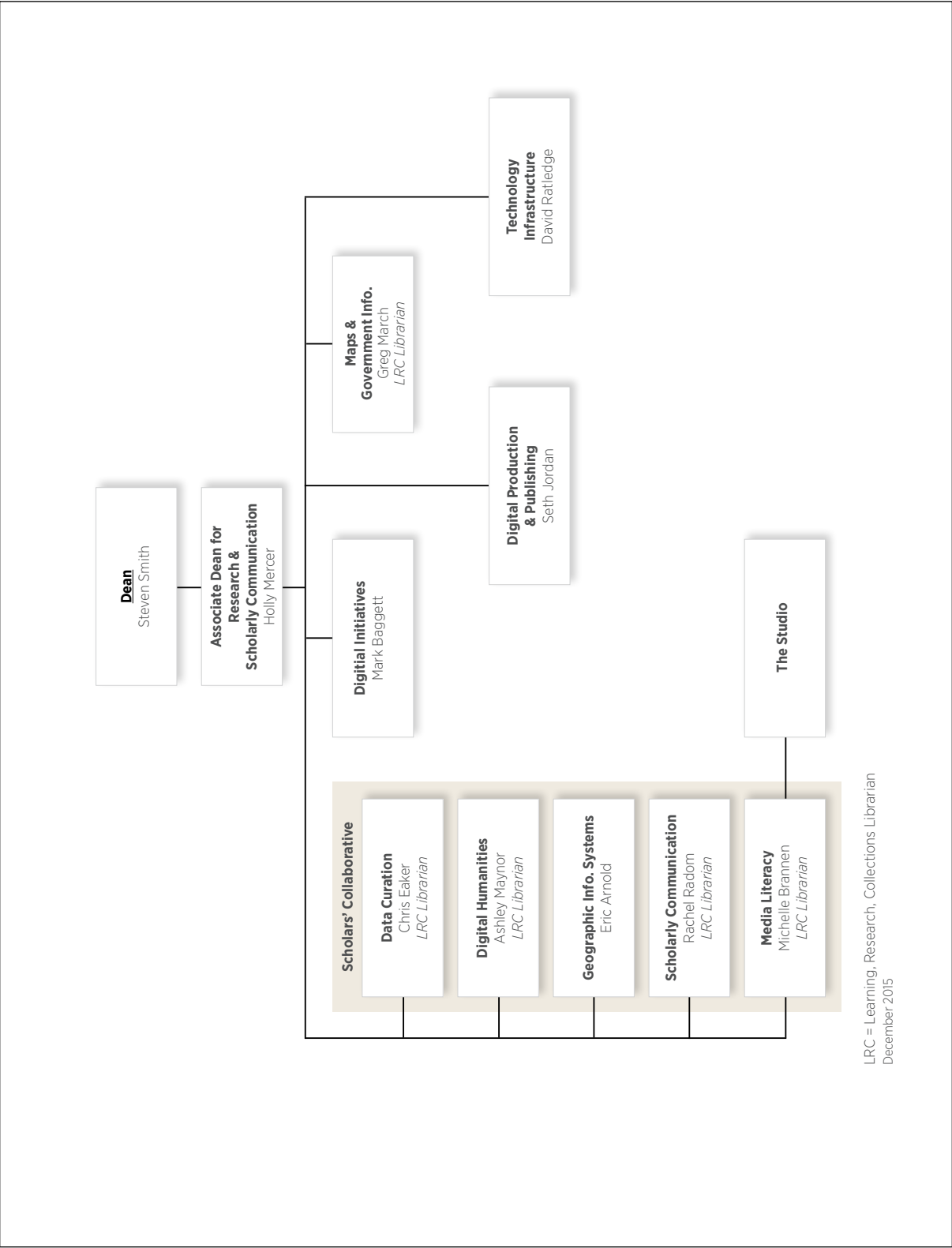








UNIVERSITY OF TENNESSEE LIBRARIES  
 Associate Dean for Research & Scholarly Communication org chart



# Job Descriptions



**University of Cincinnati Libraries**

University of Cincinnati  
PO Box 210033  
Cincinnati, OH 45221-0033

640 Langsam Library  
Phone: (513) 556-1599  
Fax: (513) 556-0325

**POSITION:** Digital Humanities Strategist

**EFFECTIVE DATE:** May 2014

**GENERAL DESCRIPTION:** The Digital Humanities Strategist plays a lead role in UCL digital humanities initiatives, and support for UC faculty and students in the area of digital humanities research and scholarship. Develops connections and collaborations with digital humanists, department and program chairs across UC. Works in a highly collegial and inter-disciplinary way to establish and strengthen partnerships with appropriate colleges, but especially with the McMicken College of Arts & Sciences and other units like the Taft Center. Plays a leading role in coordinating digital humanities related taskforces, committees and advisory groups. Coordinates, develops and leads a team of staff, students and research fellows to work on digital humanities projects. Plays a leading role in identifying and writing digital humanities grant funding proposals for UCL or in collaboration with UC faculty and staff. Acts as resource for UCL and UC faculty, staff and students in the area of copyright/fair use, digital scholarship in general and digital humanities specifically. Serves as the liaison and selector for the Romance Languages and Literatures (RLL) Department.

**RELATIONSHIP AND AUTHORITY:** Reports to the Associate Dean of Library Services. Receives guidance from and consults with the Associate Dean of Digital Initiatives and Special Collections, and the Associate Dean for Collections on collection matters.

**DUTIES AND RESPONSIBILITIES:**

- Provides support and leadership for digital humanities scholarship at UC, building alliances and collaborations to advance UCL and UC digital humanities initiatives. Develops connections with digital humanities efforts at the university. Through outreach and relationship building, and employing a deep knowledge of research in the humanities, finds research collaborators, with appropriate colleges, but especially in the McMicken College of Arts & Sciences and the Taft Center.
- Looks beyond UCL to engage faculty and students about digital scholarship in the humanities, reaching out to understand research and teaching needs. Forges new collaborations that extend UCL's capacity to support the university's humanities scholarship and research, collaborating with campus stakeholders to integrate digital resources, methodologies, technologies and analytical tools into humanities research.
- Works with the Associate Dean of Library Services and the Associate Dean for Digital Initiatives and Special Collections to develop digital humanities initiatives. Assists with the assessment for and development of potential UCL space for digital scholarship.

*An affirmative action/equal opportunity institution*

- Leads a matrix team – library liaisons, Digital Content Strategist, archivists, records managers, technical librarians, curators, repository developers, informationists and other specialists (e.g., metadata, scholarly communication) in the planning, budgeting, strategy formation, and creation of digital content for digital humanities and/or digital scholarship initiatives. The team may also include students (library or shared with academic department), fellows, new staff and current library staff members with new job responsibilities which may be shared with other UCL departments/units. The team would function as a model of cooperation, agility, effective communication and collaboration.
- Works collaboratively and collegially with UCL staff and faculty to identify and shepherd digital projects from inception to completion. Acts as a “broker” to support RLL and other department digital humanities projects as needed, bringing the right people to the table to see projects from inception to completion.
- Keep abreast of new models of research within the humanities and emergent best practices in digital humanities, including programs, tools, and technology.
- Plays a leading role in identifying and writing digital humanities grant funding proposals for UCL or in collaboration with UC faculty and staff.
- Goes beyond the UC community to build national and international connections for global outreach in digital humanities, seeking out innovative approaches and potential intra-university /intra-library collaborations. Explore opportunities for reaching out to the community for collaborative digital humanities projects.
- Through outreach programs (such as the Philosophers’ Café model), explore innovative ways to engage humanities scholars at UC with the UC community and the public to enhance the vital connection between scholarly work and the issues of the day.
- Acts as a resource on copyright and fair use, digital scholarship in general and digital humanities specifically for UCL staff and faculty and members of the UC community involved in these issues.
- Serves as the liaison for the Romance Languages & Literatures (RLL) Department. Selects materials; engages with faculty and students to a deep understanding and of research and instruction needs. Continues to assist with bringing RLL early adopter projects into the IR. Identifies unique materials and niche collections for potential digital curation, such as the Panama Collection, the Ruben Dario Collection, and Nicaraguan poetry and prose.
- Actively participates in Management Council, library committees, meetings and workshops as appropriate.

**REQUIRED QUALIFICATIONS:**

- Master’s degree or doctorate in a humanities discipline or an equivalent field or an information science/management degree or a comparable combination of experience.
- Knowledge of research methods, tools and challenges of humanities scholarship generally as well as digital humanities.
- Proven successful experience in collaboration both within library organizational structures, and also with faculty and staff in the university community.
- Demonstrated ability for strategic thinking, embracing change and a new organizational structure, risk-taking, collaborative working, embracing ambiguity, and thinking beyond the internal library organizational structure to identify and support what is important to students and faculty.

## UNIVERSITY OF CINCINNATI LIBRARIES

### Digital Humanities Strategist

- Proven ability to lead groups within a matrix library organizational structure that are not direct reports and work at a high level of collaboration and communication.
- Experience with working successfully on strategic university-wide groups. Ability to form positive and respectful relationships with faculty and staff across UC.
- Evidence of knowledge of minimum of one Romance language.
- Experience in, and understanding of, higher education outside of the United States. Ability to form positive international relationships in the digital humanities.
- Exceptional written and oral communication skills.
- Ability and interest in fulfilling the university's requirements for reappointment, promotion and tenure. Commitment to professional growth and development.

#### **PREFERRED QUALIFICATIONS:**

- Experience with a Research Commons or Digital Scholarship Lab.

## UNIVERSITY OF GEORGIA LIBRARIES

### Digital Humanities Coordinator

**RANK:** Academic Professional Associate

**POSITION:** Digital Humanities Coordinator

**DEPARTMENT:** University Libraries -- Willson Center Digital Humanities Lab

**PURPOSE AND SCOPE:**

The Digital Humanities Coordinator is responsible to the Deputy University Librarian for helping to administer and coordinate the diverse activities and programs of the Willson Center Digital Humanities Lab (DigiLab) of the University of Georgia in support of faculty and student projects and the undergraduate digital humanities certificate program (DIGI). Duties include collaborating with the other departments within the University Libraries, UGA Press, Willson Center For Humanities and Arts, New Georgia Encyclopedia and other project partners, as well as working closely with the DigiLab Steering Committee Chair. Duties associated with coordination of the DIGI program include establishing a relationship with academic departments and support units in the Franklin College of Arts and Sciences and other colleges and units; supporting the work of the DigiLab Steering Committee Chair, and maintaining the DigiLab website and social media presence.

The position will also participate in and coordinate training activities in digital humanities for faculty, graduate, and undergraduate students, as well as plan campus activities and events designed to increase interest and involvement in digital humanities across the campus in cooperation with other university units.

**DUTIES AND RESPONSIBILITIES:**

Provides coordination, advising, and instruction as needed for the DIGI undergraduate certificate program.

Facilitates operation of the DigiLab Advisory Committee and local DigiLab Steering Committee.

Solicits guidance/feedback from DigiLab Advisory Committee members, external advisors, and other authorities identified via site visits and other means for the purposes of assessment and strategic planning.

Organizes interdisciplinary dialog among UGA and other faculty to establish the DigiLab as focal point/common ground for the digital humanities activity of UGA.

Coordinates with the University Libraries, UGA Press, Willson Center For Humanities and Arts, New Georgia Encyclopedia and other project partners on operation of the DigiLab at the Main Library.

Consults with humanities faculty and students on digital tools and methodologies to support their research projects and coursework.

Plans digital humanities activities and events across campus.

Communicates and promotes the projects and work supported by the DigiLab.

Stays current with technology, scholarship, and other issues impacting digital humanities. Works with regional, national, and international colleagues and digital humanities labs/centers.

Prepares a white paper studying the University of Georgia digital humanities infrastructure and services and developing recommendations for future management and ongoing evaluation.

Maintains flexibility and assumes other similar duties and responsibilities as assigned.

**QUALIFICATIONS:**

**Required Qualifications:**

- Master's degree in a humanities-related field;
- Post-Baccalaureate training in digital humanities or two years of relevant experience;
- Experience in digital humanities project management;
- Working experience with at least one set of digital humanities research tools and approaches (e.g., text mining, data visualization, image analysis, GIS, web applications);
- Familiarity with research methodologies across a variety of humanities disciplines;
- Excellent written and oral communication skills;
- Demonstrated ability to work independently within a framework of assigned responsibilities;
- Demonstrated ability to collaborate and communicate with a broad range of stakeholders;
- Excellent interpersonal skills and demonstrated ability to work with diverse faculty, students and colleagues

**Preferred Qualifications:**

- Knowledge of relevant programming languages;
- Experience working in interdisciplinary, collaborative teams is highly desirable;
- Experience writing grants.

**Digital Scholarship Liaison and Instruction Librarian and Assistant Professor, University Library**

The Digital Scholarship Liaison and Instruction Librarian is responsible for developing and sustaining the dynamic programs and partnerships on which the Scholarly Commons services are built, and leads the educational programs in the Scholarly Commons. This position works collaboratively with leads and partners to develop, sustain, and assess Scholarly Commons programs, reporting to the Head of the Scholarly Commons. The incumbent also leads the development, implementation, and assessment of education and instruction programs in the Scholarly Commons. Responsibilities:

- Leads the planning and implementation of new and existing services in the Scholarly Commons that support digitally-enriched scholarship, based on current best practices and on scholar needs.
- Develops partnerships with faculty, research groups, and units around courses or research methods, integrating Scholarly Commons resources and services into research and/or teaching.
- Assesses Scholarly Commons partnership programs, working collaboratively with the Head of the Scholarly Commons and with partners.
- Engages technologies emerging as critical to research and teaching to meet the evolving needs of faculty, students, and staff. Serves as a liaison with other Library digital scholarship programs including the Grainger Engineering Library's Design Center, and the Undergraduate Library Media Commons.
- Leads Scholarly Commons and Office of Research educational initiatives and instructional programs that focus on digital scholarship resources, methods and services, including the Savvy Researcher workshop series, (co-sponsored by Research and Information Services and the Scholarly Commons), and other educational initiatives in the Office of Research, including teaching as part of the initiatives.
- As the Library's liaison to the Office of Undergraduate Research, instructs students and faculty in publishing student work across the disciplines, including undergraduate research journals, the Image of Research – UR Edition, undergraduate theses in the institutional repository, and other related activities.

Qualifications:

- An accredited MLS or advanced degree in the social sciences or humanities, or equivalent combination of education and experience.
- Familiarity with digital scholarship research methods and their associated technologies, and a demonstrated understanding of current initiatives and trends in digital scholarship in an academic setting.
- Ability to articulate the opportunities of digital research to scholars in a variety of disciplines.
- Successful experience working effectively with faculty and students on educational and research initiatives.
- Experience in designing, leading, and evaluating instructional programs.
- Teaching experience in a classroom or workshop environment
- Interest in usability and user-driven design.

9 September 2015



## UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN LIBRARY

### English and Digital Humanities Librarian

#### **English and Digital Humanities Librarian Assistant Professor of Library Administration University of Illinois at Urbana-Champaign**

The University of Illinois at Urbana-Champaign seeks a knowledgeable and dynamic individual to provide library services for English Literature and Digital Humanities in a rapidly evolving academic environment. Working closely with other librarians and stakeholders, the English and Digital Humanities Librarian will take an active role in designing and implementing a new configuration for existing and emerging library services for literature, languages and linguistics.

The position requires a diverse set of skills encompassing deep knowledge of the subject area, instructional skills, the ability to master and keep up with constantly evolving technologies. The individual must have the ability to work in a team setting and to demonstrate leadership in the face of rapid change.

**Duties and Responsibilities:** Reporting to the Interim Head of the English Library, the English and Digital Humanities Librarian is responsible for:

- Building and curating collections in multiple formats in the area of literatures in English, including relevant aspects of interdisciplinary campus programs such as Medieval Studies, American Indian Studies, and the Unit for Criticism and Interpretive Theory;
- Developing and providing instructional and reference services and materials in support of teaching, learning, and research;
- Developing and implementing projects involving digital technologies in collaboration with other subject librarians, teaching faculty and graduate students in various humanities fields; maintaining awareness of changing models in scholarly communications and evolving technologies and standards in digital humanities and research.

The English and Digital Humanities Librarian will serve as a liaison to several campus departments and programs, such as the Department of English, interdisciplinary programs listed above, the Illinois Program for Research in the Humanities (IPRH), the Institute for Computing in Humanities, Arts, and Social Science (I-CHASS), and the Illinois Informatics Initiative (I3). The incumbent works closely with librarians in other humanities disciplines, digital content services and the Scholarly Commons.

**Qualifications: Required:** Master's degree from an ALA-accredited library school or equivalent; knowledge of trends, issues and resources in humanities research, experience in providing reference and instructional services in an academic environment, experience in Web development; excellent interpersonal and written communication skills; demonstrated ability to be flexible and collaborative in the work environment; preparation and commitment to conduct independent scholarship consistent with a tenure-track faculty appointment and ability to meet the promotion & tenure requirements of the University; evidence of a commitment to professional development, research, and service.

**Preferred:** undergraduate or graduate degree in literature or other humanities discipline, working knowledge of a Western European language.

**Environment:** The University of Illinois at Urbana-Champaign (UIUC) Library is a leader in the delivery of user services, and active programs in information, instructional, access, and scholarly services help the Library to maintain its place at the intellectual heart of the campus. The Library also holds one of the preeminent research collections in the world, encompassing more than 11 million volumes and a total of more than 23 million items. The Library is committed to maintaining the strongest collections and service programs possible, and to engaging in research, development, and scholarly practice – all of which support the University's missions of teaching, research, and public engagement. The Library employs approximately 100 faculty members, and more than 300 academic professionals, staff, and graduate assistants. For more information, see: <http://www.library.illinois.edu/>

### **Digital Scholarship Specialist**

#### **Position Summary:**

The Sheridan Libraries of Johns Hopkins University seeks a creative, technologically-savvy, and visionary person to establish and grow a dynamic, multifaceted program to address the increasing demand for digital scholarship support. S/he must have an interest in the artifacts of scholarship, such as books, manuscripts, or maps, and an understanding of how the traditional research methods applied to these artifacts can benefit from the application of digital tools, particularly in the areas of linguistic, spatial and visual research.

S/he will look holistically across the university to identify faculty and programs that would benefit from the application of digital tools to advance scholarly investigation.

The Specialist will work collaboratively with liaison librarians, curators, and GIS and data specialists involved in facilitating faculty and student digital projects, and will conduct regular environmental scans of the campus environment to identify emerging areas of interest.

The Specialist will also be an active scholar and teacher in his/her area with good publication and teaching records. S/he will thus lead by example in creating innovative teaching methods and carrying out original scholarship in a digital environment.

This is an evolving specialization that requires a combination of strong academic background in the humanities with technical knowledge and curiosity about how technology affects research, to build a vibrant future for the humanities.

#### **Responsibilities:**

Advocate for the application of digital scholarship approaches to research

Coordinate information about digital scholarship across the university to connect scholars and facilitate interdisciplinary research.

Coordinate events and meetings to connect scholars and technologists and create meaningful dialog to foster projects in the digital humanities.

Attend conferences in her/his field, digital humanities, and library technology, and present regularly at these conferences advocating for the research being carried out here at Hopkins.

Liaise with academics and librarians at other institutions to create cross-institutional collaborations, helping to de-silo repositories and enable robust infrastructure to be built and maintained.

Working closely with the information fluency librarian, develop workshops to help students acquire skills and understanding of basic tools for, and approaches, to digital scholarship

Serve as a strategist and resource person for the Libraries on trends in digital scholarship

Keep abreast of developments in digital scholarship to investigate and recommend adoption of appropriate complementary and successor technologies

Explore opportunities to teach intersession, summer session and/or semester courses that incorporate digital scholarship

Carry out original digital scholarship in his/her area of specialism, thereby leading the way in library-based digital scholarship

**Required Qualifications:**

Advanced degree in the humanities

Proven broad knowledge of technologies and methods appropriate to digital scholarship

Demonstrated experience working in a digital scholarship research context

Demonstrated knowledge of most of the following; mastery of at least one is required:

- Text-mining, encoding, and analysis tools and methods
- GIS tools and methods
- Network analysis (familiarity with graph theory and use of analytical tools, e.g. GEPHI)

Ability to work dynamically, effectively and successfully within a team structure

Familiarity with data visualization tools and techniques applied to humanities research

Demonstrated ability to work collaboratively with faculty, students and colleagues to advance digital scholarship

**Desired Qualifications:**

Ph.D in a humanities discipline

Experience in developing a multifaceted program for an interdisciplinary constituency



University of Nebraska-Lincoln  
University Libraries

**POSITION DESCRIPTION**

**Digital Development Manager**

**Major Responsibilities:**

Responsible for researching, testing, and recommending open source technologies and approaches for the Center for Digital Research in the Humanities in collaboration with the technology team. Manages professional and student programmers in the Center for Digital Research in the Humanities. Coordinates tasks and milestones in the technical team to efficiently complete projects in support of the Center's mission. Designs, creates, and codes accessible and usable interfaces for Center research projects utilizing HTML, CSS and Javascript. Responsible for presentation of data stored in eXtensible Markup Language (XML) for web access utilizing modern frameworks and technologies. Creates search interfaces and designs search indexes using open source technologies such as Apache Solr.

**Duties:**

Manages 2.00 FTE programmer/analyst IIs and student programmers in CDRH. Determines staff assignments based on priorities established with the directors. Trains various graduate and undergraduate student workers in design and UX. Helps them develop an understanding of the linkages of public interfaces with back-end architecture created in Java, Python, node.js, C++, and Ruby on Rails or databases developed for GIS purposes.

Utilizes various open source search applications, such as Lucene, Solr, or XTF, to create searching indexes, and creates prototype search interfaces with a focus on user experience and usability.

Researches, tests, and recommends open source technologies and approaches for the Center for Digital Research in the Humanities in collaboration with the technology team.

Provides technical advice and information to CDRH faculty, graduate students, and project personnel, and works collaboratively with programmer/analysts and systems administrators to ensure that information architecture for projects is highly functional.

Researches, tests, and recommends open source technologies and approaches for the Center for Digital Research in the Humanities in collaboration with the technology team



University of Nebraska-Lincoln  
University Libraries

**POSITION DESCRIPTION**

**Metadata Encoding Specialist**

**Major Responsibilities:**

Responsible for encoding texts, finding aids, images, or other digital materials using various metadata schemes, such as the ext Encoding Initiative (TEI), Encoded Archival Description (EAD), Metadata Encoding and Transmission Standard (METS), Metadata Object Description Schema (MODS), Dublin Core, and RDF, and using extensible Mark-up Language (XML). Folio\ international metadata standards or best practices for encoding. This position requires highly technical skills. Work will be posted on highly visible websites on the Internet.

**Duties:**

Responsible for encoding documents and images using a variety of metadata schemes, such as the Text Encoding Initiative (TEI) document type definition (OTO), Encoded Archival Description (EAD), Metadata Object Description Schema (MODS), Dublin Core, Rich Data Format (RDF), Metadata Encoding and Transmission Standard (METS), METS/ALTO, Geographic Markup Language (GML), MARC, and extensible Mark-up Language (XML). Responsible for learning and communicating international standards for metadata creation of others affiliated with CDRH and DISC. Involves working with humanities scholars and pther Center for Digital Research in the Humanities faculty and staff on innovative research projects relating to digital scholarship, including grant funded projects. Serve on research teams to help define and implement metadata encoding guidelines or standards, schemas, tagging elements, subject terms, and versioning needs of projects. Help define fields for databases.

Assist in project management of research projects in the Center for Digital Research in the Humanities.

Provide assistance to faculty and graduate students in understanding encoding, ranging from theories to software used for encoding, such as Note Tab Pro or oXygen. May involve training, classroom presentations and one-on-one consultation.

Supervise student assistants, graduate research assistants, and volunteers in the Center. Responsible for hiring, training, scheduling, evaluating, and terminating student employees. Maintains student budget for E-Text and CDRH.

UNIVERSITY OF ROCHESTER LIBRARIES  
Digital Humanities Sr. Technical Assistant

**POSITION CLASSIFICATION** – Senior Technical Associate (exempt)  
**FUNCTIONAL TITLE:** Digital Humanities Sr. Technical Associate  
**SUPERVISOR:** Assistant Dean for IT, Research, and Digital Scholarship  
**POSITION CODE–** 1750      **GRADE** - 54  
**DEPARTMENT:** Digital Humanities Center  
**STATUS:** Full-time  
**DATE:** September, 2015

**POSITION SUMMARY:**

The Digital Humanities Archivist Programmer (DHAP) collaborates with library staff, faculty, and graduate students to develop and deploy innovative technological solutions in support of research, pedagogy, and scholarly publication. Reporting to the Head of the Digital Humanities Center, the DHAP is expected to research, analyze and evaluate potential projects; provide advice and consultation on technology frameworks and applications; and design and develop projects in collaboration with research teams. Current initiatives in the College of Arts and Sciences at the University of Rochester include the Seward Family Papers Project, led by History Professor Thomas Slaughter, to create an online scholarly edition of the family letters of William Henry Seward; and Visualizing Temporal Narrative, led by English Professor Joel Burges, to create a data visualization framework for temporal narrative. Other projects may include database and interface design, web-based application development, and tools to enable online discovery of scholarly content, and the creation of 3-D models for architectural study and research. The ideal candidate will have a record of innovation and creativity in making technology accessible, understandable, and appealing to an academic audience.

**SPECIFIC RESPONSIBILITIES:**

- Providing technology support to the ongoing design and development of River Campus Libraries Digital Humanities Projects, including the Seward Family Papers and Visualizing Temporal Narrative Projects.
- Guiding (both formally and informally) DH research teams in the use of Web technology, including on standards, best-practices and technological possibilities.
- Assisting in the design and development of technological frameworks to support digital humanities research.
- Troubleshooting existing systems or systems in development.
- Developing database applications for data collection operations.
- Developing and integrating applications and tools to support both immediate project goals and longer-term project goals.
- Provide expertise and support for the production of multimedia formats, including audio, video, and 3-D modeling.
- Participation in research team meetings with library staff, faculty, and students.
- Maintaining a superior knowledge of Internet, database, and programming technologies, both software and hardware, by attending seminars, classes, and conferences; visiting relevant Internet sites; reviewing current literature.

**Technical Qualifications, Requirements, and Experience (Required)**

- Degree in Software Engineering, Computer Science, Film Studies or equivalent combination of education and experience (5+ years)
- Significant experience and expertise with multiple programming and scripting languages (i.e. Java, JDBC, PHP, JavaScript, Ruby, Perl, etc.)
- Drupal and/or other Website CMS

## UNIVERSITY OF ROCHESTER LIBRARIES

Digital Humanities Sr. Technical Assistant

- LAMP (Linux, Apache, MySQL, PHP)
- HTML and CSS
- Multimedia Production and development, including 3-D modeling
- Multimedia production and development
- Excellent communication and interpersonal skills
- Demonstrated ability to work collaboratively and engage with stakeholders
- Ability to work independently and in a team environment with a high degree of accountability

**Technical Qualifications, Requirements, and Experience (Preferred)**

- Familiarity with AJAX Technologies (Javascript, Google Web Toolkit, rss, json)
- Coldfusion, SQL
- Storage and management of metadata – Dublin Core, MARC
- XML, XSLT, TEI
- HTML 5

**THE UNIVERSITY OF TENNESSEE, KNOXVILLE, LIBRARIES  
FACULTY POSITION DESCRIPTION**

POSITION TITLE: Data Curation Librarian  
DEPARTMENT: Scholars' Collaborative  
NAME:

**1. GENERAL FUNCTION**

Reporting to the Associate Dean for Research & Scholarly Communication, the Data Curation Librarian:

- leads new initiatives in data curation and works collaboratively on new research initiatives and campus technology innovation;
- strengthens the University's capacity to secure highly competitive grant funding;
- contributes to the development of long-term data management infrastructure;
- assists faculty in the discovery of relevant existing data sets and other information;
- serves as a PI, co-PI or grant team member on externally funded projects;
- participates in collaborative projects with other librarians and provide consultation and assistance to researchers;
- provides data services assistance to researchers on campus;
- is responsible for learning and engagement, research and scholarly communication, and stewardship and collections activities for Architecture; and
- engages in research and professional activity at the national and international level.

**2. SPECIFIC DUTIES**

**DATA RELATED SERVICES**

- Assist faculty with development of data management plans for grant applications and general data stewardship
- Working closely with other liaison librarians, incorporate support for data management, citation, and preservation into library services
- Maintain an awareness of emerging trends and best practices in e-science, data curation, and e-scholarship in all disciplines
- Develop services to enhance data discovery and access
- Maintain awareness of subject or disciplinary repositories of potential interest to the UT research community
- Maintain awareness of tools and algorithms for computationally centered, data-driven science (data mining, visualization, text mining, etc.)
- Actively participate in university-wide initiatives to develop and design policies, services, and infrastructure to enable faculty and students to preserve and make available their research data
- Partner with internal and external units to implement data management and publishing services and workshops

Position Description  
August 18, 2015

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- Train researchers on the use of relevant tools, such as digital research and publishing tools, data management planning tools, and data sharing and preservation tools, including UT's Trace digital repository
- Represent University of Tennessee Libraries as Official Representative to data consortia such as the Inter-university Consortium for Political and Social Research and the Roper Center and promote their services to campus researchers
- Provide collection development and management support for research datasets the Libraries purchases for researchers.
- Provide referrals to other campus units that provide research data support, such as Office of Information Technology and the Office of Research and Engagement.
- Participate in the Scholars' Collaborative planning and operation

#### LEARNING, RESEARCH, AND COLLECTIONS

- Perform liaison duties for the College of Architecture in the areas of learning and engagement, research and scholarly communication, and stewardship and collections.
- Understand the curriculum, research needs, and emerging trends in the assigned liaison area
- Provide research support, including referrals, that addresses needs within assigned areas
- Maintain a working knowledge of the acquisitions process, collections budget structure, and library cataloging and discovery systems
- Participate in general research assistance, including virtual reference and desk shifts

#### SCHOLARSHIP AND SERVICE

- Conducts research, presents and publishes in relevant areas
- Participates in service to the university and the profession.

#### 3. QUALIFICATIONS

- ALA-accredited Master's degree in Library and/or Information Science, or doctorate in a relevant field.
- Demonstrated knowledge of issues and technical challenges related to the life cycle of research data
- Familiarity with two or more commonly used repository platforms
- Strong commitment to public service and ability to work well with diverse population of faculty, students, and academic colleagues
- Strong communication, interpersonal, and presentation skills
- Ability to initiate and manage collaborative projects and develop policies
- Ability to think creatively in developing and promoting the use of library services and collections through a variety of outreach efforts
- Familiarity with funding agency requirements for data management plans
- Familiarity with Reference Model for an Open Archival Information System (OAIS) (ISO 14721)
- Ability to meet the requirements of a tenure-track librarian position

Position Description

August 18, 2015

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**GIS and Map Librarian, York University Libraries**

York University Libraries seeks an enthusiastic and service-oriented librarian with excellent communication skills to fill the position of GIS and Map Librarian. The successful candidate will be a creative and self-motivated person who works well with colleagues in a challenging and dynamic environment.

York University offers a world-class, modern, interdisciplinary academic experience in Toronto, Canada's most multicultural city. York is at the centre of innovation, with a thriving community of almost 60,000 students, faculty, and staff who challenge the ordinary and deliver the unexpected.

Located in the Scott Library, the Map Library supports a print collection of 112,000 maps, 5,000 aerial photographs and 6,600 atlases and books, as well as an extensive digital geospatial data collection. This library is staffed by the GIS and Map Librarian along with an additional 1.5 full-time employees and 6 part-time student assistants. Services include reference, reserves, circulation, collection development and maintenance, as well as cartographic information literacy.

The candidate will lead in the teaching, reference, collection and liaison activities for geospatial and map resources. A priority for the library is working with faculty to integrate library GIS data resources and maps into the curriculum. The librarian will have special responsibility for the Department of Geography collection, liaison, and, information literacy activities at the undergraduate and graduate levels. The candidate will provide research and teaching support in the use of map resources and geospatial and non-geospatial data to researchers across the disciplines including social science, humanities, science and engineering. The GIS and Map Librarian will liaise with the broader geospatial community: campus, provincial, national and international. The candidate will work closely with the York Data Librarian.

The position includes the management of the Map Library, its services and collections. The incumbent will inspire and foster innovation in the delivery of frontline and virtual service to the user community, and will provide leadership in developing optimal access to geospatial and map resources. The incumbent will supervise staff in the Map Library, prepare annual budgets and other reports, and advise on processing print and electronic materials including metadata standards for digital resources and cartographic materials.

The successful candidate will have the following qualifications:

- An ALA-accredited MLIS degree or equivalent with up to seven years post-MLIS experience.
- Educational background relevant to geography, GIS and Maps.
- Extensive knowledge of and expertise with the use of geospatial data and GIS software packages.
- Will have completed some courses in geomatics or GIS.
- Expertise with non-spatial data resources, and statistical software packages.
- Demonstrated understanding of developing linkages between spatial and non-spatial data.
- Evidence of leadership and professional initiative.
- Ability to work with a large and diverse clientele.
- Extensive knowledge of print map resources and principles of organization including indexes and cataloguing standards.
- Knowledge of information sources relevant to the map library user community.
- Demonstrated managerial skills.
- Experience in web authoring and web support technologies.
- Demonstrated understanding of the concepts, goals, and methods of information literacy instruction and ability to teach in a variety of settings and formats.
- Effective analytical, written and oral communication skills, including demonstrated skills in training, and public communications.
- Demonstrated ability to multi-task and be flexible in a dynamic work environment.
- A demonstrated commitment to developing, maintaining and sharing technical expertise

## YORK UNIVERSITY LIBRARIES

### GIS and Map Librarian

- A demonstrated ability to work creatively and effectively, both independently and collaboratively as a team member.
- Willingness to undertake library and university committee responsibilities, professional development, research and scholarship.

The GIS and Map Librarian is a continuing tenure-stream appointment at the Assistant Librarian level and appropriate for a librarian with up to seven years post-MLIS experience. The length of term for head of the Map Library is up to five years with possibility of renewal.

Librarians at York University have academic status and are members of the York University Faculty Association bargaining unit (<http://www.yufa.org/>). Salary is commensurate with qualifications. The position is available to commence December 1, 2010. All York University positions are subject to budgetary approval.

York University is an Affirmative Action Employer. The Affirmative Action Program can be found on York's website at [www.yorku.ca/acadjobs](http://www.yorku.ca/acadjobs) or a copy can be obtained by calling the affirmative action office at 416-736-5713. All qualified candidates are encouraged to apply; however, Canadian citizens and Permanent Residents will be given priority.

York University resources include centres relating to gender equity, race and ethnic relations, sexual harassment, human rights, and wellness. York University encourages attitudes of respect and non-discrimination toward persons of all ethnic and religious groups and regardless of gender or sexual orientation.

The deadline for applications is July 30th, 2010. Applications should include a cover letter relating the applicant's qualifications to the requirements of the position, a current curriculum vitae, and the names and contact details of three referees are requested. In addition, please have at least two of your three referees submit signed written letters of reference directly under separate cover by fax or mail by the deadline. Please ensure each referee is supplied with a copy of this position advertisement and asked to address the requirements of the position.

Applications can be sent to:

Chair, GIS and Map Librarian Appointment Committee  
York University Libraries  
310 Scott Library  
4700 Keele Street  
Toronto, Ontario  
M3J 1P3  
Fax: (416) 736-5451  
Email: [yulapps@yorku.ca](mailto:yulapps@yorku.ca)

Applications should be sent by mail, or email/fax with a mail copy following.



# Selected Resources

## Articles, Blogs, Reports, etc.

- Ayers, Edward L. "Does Digital Scholarship Have a Future?" *EDUCAUSE Review* 48 no. 4 (July/August 2013) <http://er.educause.edu/articles/2013/8/does-digital-scholarship-have-a-future>
- Brenner, Aaron L. "Audit of ULS Support for Digital Scholarship: Report of Findings and Recommendations." University Library System, University of Pittsburgh, September 2014. <http://d-scholarship.pitt.edu/25034/>
- Case Western Reserve University. "A Call for Participation and Action. Digital Scholarship at Case Western Reserve University: Advancing Innovation and Collaboration through Community-building Conversations." 11 February 2014. <http://library.case.edu/media/kelvinsmithlibrary/services/digitalservices/Digital%20scholarship%20proposal-2-11-2014.pdf>
- "White Paper: Envisioning Freedman Center 2.0: Campus Partnerships to Advance Faculty and Student E-Research Through the Freedman Center for Digital Scholarship Center at Case Western Reserve University." 13 May 2013. [http://library.case.edu/media/kelvinsmithlibrary/freedmancenter/FC\\_WhitePaper\\_13\\_may\\_2013.pdf](http://library.case.edu/media/kelvinsmithlibrary/freedmancenter/FC_WhitePaper_13_may_2013.pdf)
- CIC Digital Humanities Committee. "CIC Digital Humanities Summit Report, September 2012." <https://u.osu.edu/ulman.1/files/2012/10/CIC-DH-Report-Sept-2012-Final.pdf>
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- Lewis, Vivian, Lisa Spiro, Xuemao Wang, and Jon E. Cawthorne. "Building Expertise to Support Digital Scholarship: A Global Perspective." Washington, DC: Council on Library and Information Resources (October 2015). <http://www.clir.org/pubs/reports/pub168>
- Lincoln, Matthew. "Mis-evaluating Digital Scholarship in Art and Architectural History." April 1, 2015. Matthew Lincoln Blog. <http://matthewlincoln.net/2015/04/01/art-historians-struggle-with-digital-scholarship.html>
- Lippincott, Joan, Harriette Hemmami, and Vivian Lewis. "Trends in Digital Scholarship Centers." *EDUCAUSE Review* (June 16, 2014) <http://er.educause.edu/articles/2014/6/trends-in-digital-scholarship-centers>
- Liu, Alan. "DH Toychest: Digital Humanities Resources for Project Building." <http://dhresourcesforprojectbuilding.pbworks.com/w/page/69244243/FrontPage>
- Maron, Nancy L. "The Digital Humanities Are Alive and Well and Blooming: Now What?" *EDUCAUSE Review* 50 no. 5 (September/October 2015) <http://er.educause.edu/articles/2015/8/the-digital-humanities-are-alive-and-well-and-blooming-now-what>
- Maron, Nancy L., and Sarah Pickle. "Sustaining the Digital Humanities: Host Institution Support Beyond the Start-up Phase." New York: Ithaka S+R (June 18, 2014). <http://www.sr.ithaka.org/publications/sustaining-the-digital-humanities/>
- Muñoz, Trevor. "Data Curation as Publishing for the Digital Humanities." *Journal of Digital Humanities* 2 no. 3 (Summer 2013) <http://journalofdigitalhumanities.org/2-3/data-curation-as-publishing-for-the-digital-humanities/>
- . "Stewarding Digital Humanities Work on the Web at MITH." University of Maryland: Maryland Institute for Technology and Humanities, June 15, 2015. <http://mith.umd.edu/stewarding-digital-humanities-work-on-the-web-at-mith/>
- Nowviskie, Bethany. "Too Small to Fail." Keynote, Japanese Association for Digital Humanities, September 2012, <http://nowviskie.org/2012/too-small-to-fail/>
- Ohio State University Libraries. "Research Commons Task Force Findings and Recommendations." August 2013. <https://library.osu.edu/staff/administration-reports/RCTFReport.pdf>
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- . "How did they make that?" Miriam Posner's Blog, August 29, 2013. <http://miriamposner.com/blog/how-did-they-make-that/>
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## Serials on Digital Humanities

- Journal of Digital Humanities*  
<http://journalofdigitalhumanities.org/>
- Digital Humanities Quarterly*  
<http://www.digitalhumanities.org/dhq/>
- Digital Humanities Now*  
<http://digitalhumanitiesnow.org/>
- Journal of Open Humanities Data*  
<http://openhumanitiesdata.metajnl.com/>

## Organizations

- Alliance of Digital Humanities Organizations (ADHO)  
<http://adho.org/>
- CenterNet (international network of digital humanities centers)  
<http://www.dhcenternet.org/>

HASTAC (Humanities, Arts, Science, and Technology Alliance and Collaboratory)  
<https://www.hast>

ACH: Association for Computers and the Humanities  
<http://ach.org/>