
DH in the Kitchen: Scrumptious Recipes for Supporting Digital Scholarship

The Collective Conference

Friday, March 2, 1:30-3:00pm

Conveners:

[Nickoal Eichmann-Kalwara](#)

Assistant Professor & Digital Scholarship Librarian, University of Colorado Boulder

[Erica Hayes](#)

Copyright & Digital Scholarship Fellow, North Carolina State University Libraries

[Daniel Johnson](#)

English Literature & Digital Humanities Librarian, University of Notre Dame Hesburgh Libraries

[Wendy Perla Kurtz](#)

Digital Humanities Specialist, Gale

[Julie Vecchio](#)

Assistant Director, Center for Digital Scholarship, University of Notre Dame Hesburgh Libraries

Testing the Recipe: Problem-Solving Session

- **Group 1 Notes**
- **Group 2 Notes**
- **Group 3 Notes**
- **Group 4 Notes**
- **Group 5 Notes**

Improving the Recipe: Cooking up Success and Reducing Failures

- **Group 1 Notes**
- **Group 2 Notes**
- **Group 3 Notes**
- **Group 4 Notes**
- **Group 5 Notes**

Creating Your Own Recipe: Breakout Group Discussion

1. **Getting Started**
2. **Gaining a Seat at the DH Table**
3. **Creating Buzz**
4. **Managing Expectations**
5. **Fostering Partnerships**

Testing the Recipe: Problem-Solving Session

In the space below, write down questions, problems or dilemmas that you face when supporting digital scholarship or Digital Humanities on campus. Each group will address the questions for their table, then we will share collectively.

Group 1 (Erica)

- INSERT: Question/Problem/Dilemma:
 - Comments:
 - Problem: Small College, less resources, only 3 librarians interested in supporting Digital Scholarship
 - Create a DH Libguide page with collected resources
 - Start small with the strengths of your librarians
 - Important to know your students' populations (hire graduate assistants)
 - Pulling students from different disciplines to work on a digital scholarship project
 - If you have a Digitized Special Collections, leverage those resources (using the content from your campus) to propose a DH project, Digital Story
 - Invite outside speakers, faculty to teach a workshop
- INSERT: Question/Problem/Dilemma:
 - Comments: Not enough server space, money, & support
 - Apply for DH grants
 - Other resources for supporting Digital Scholarship, Digitized Collections--[Reveal Digital](#), [Gale Scholars Lab](#), [Quartex](#)
 - DH Commons
 - SquareSpace, Wordpress, Scalar (doesn't have to be fancy) to host student work
 - [Adverts 250](#) example of a wordpress DH site
 - [Scalar.usc.edu](#)
 - [How a Small Library Can Support Digital Scholarship... Without a DS Center or Anyone with DS in Their Job Title](#)
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Group 2 (Nickoal)

- INSERT: Question/Problem/Dilemma:
 - How support diversity of projects and interests with limited staff

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- Growing interest in DS - Digital Liberal Arts - building an IR - diversity of focus (archaeological data, 3D Scanning)
 - Consortial approach - difficult because all at different phases
 - Finding out what faculty are doing - what staffing do we have to support it
 - Skill gaps but primarily little staffing / time
 - Challenge - institutional collections distributed, want things in an IR
 - Desire to have vendors do underlying work
 - Digitization figured out, but tools less so
 - Free tools available, tutorials and training
 - Maximum data transparency (OCR and XML)
 - Helpful to have tidy data / metadata and OCR
 - Expectations and capacity
 - Folks who want to be in full digital project life-cycle, but need support throughout it, usually from libraries
 - Challenge of DH covering broad range
 - Solution needs to be multipronged, multi-option, based on pedagogical focus
 - Teach folks how to fish
 - Distributed learning, roadshow of workshops
 - Base knowledge is helpful
 - DS / DH has applications across disciplines - rely on subject specialists' expertise

Group 3 & 4 (Dan and Wendy)

- INSERT: Question/Problem/Dilemma:
 - Replacing lost personnel in DH (especially if support not there to replace).
 - Other librarians learn the most popular tools, as a first start
 - Create a committee to take over some of the roles of the lost personnel
 - Tap listserv knowledge
 - Flex your departmental faculty buy-in: can help make the case for resources
 - Starting up DH programs with little support.
 - Have a point person to reach out to other units on campus that might be able to collaborate on teaching, etc.
 - Where do I get examples of projects to show people?
 - Environmental scan: go through conference calls [DH Dirt](#), (might be down??), DH librarian libguides
 - But what about sample data?

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- <http://humanitiesdata.com/>
 - Stanford Spatial Lab has good data that you can use.
 - [The Magazine Of Early American Datasets \(MEAD\)](#)
 - [Alan Liu's DH Toy Chest](#)
 - [Text Creation Partnership](#)
 - Are we using DH Tools because they're helping research, or because they're "cool"? Can be a tension. How do you cultivate a culture which shows what DH might mean? How can we devote limited time to learning DH ourselves?
 - Again, learning how to modify the most popular tools without having to get too deep into the woods might be manageable. Out-of-the-box tools rather than programming-intensive tools.

Group 5 (Julie)

- **Question/Problem/Dilemma:**

- A lot of digital services are scattered across units, so a DH librarian is in one unit, but hands-on tech support is in, e.g., the Learning Commons - **how to bridge interdepartmental departments, including with subject liaisons to support users.**
 - Go to unit meetings,
- **We are a new area, so it's been hard to fit into org structure; what components of librarianship fit into it; other places on campus started doing DS, so now pockets are happening, how to navigate that.**
 - Partnership/co-sponsorship on events - work together, in a way that's not encroaching/threatening.
 - What sets you apart/can disambiguate your services? Is there a way to collaboratively communicate/conduct outreach around that.
 - Go to unit meetings.
- **There aren't that many people who think they are doing DH, but they are doing work that falls under that umbrella.** They also don't think about involving the libraries at an early stage. When they come to us late in the planning, they've already said what they're going to do. So a big challenge is getting that message out early and getting people to think about what they're doing as a DS thing.
 - Get into workflow for Office of Research, if possible?
- **Lots of DH workshops, lots of library participants, but not many external participants.**
- **Similar but different problem, mostly engineering students attend not the humanities groups we're trying to connect with.**

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- Graduate program or certificate in DH, if available on campus - provides cohort/captive audience.
 - Occasional classes do touch on tools/methods, but it's mostly PhD students studying how the tools work, but they're not using tools for other things.
 - **Problem of perception of departments/faculty on campus re: relevance of DH/DS to P&T.**
 - Go to job talks and ask relevant questions when possible to demonstrate campus interest both to candidate and campus attendees.
 - With the tenure process there is so much pressure to publish, so the tendency is to stick with what they know rather than risk getting behind on tenure
 - Library can help - if librarians are tenure track, set that example and be transparent about it and share that back out to campus.
 - Including valuation for Digital Projects, datasets, etc.
 - Generational change - wait it out.
 - Looking at what the departments value in terms of tenure track, what kind of publications are they looking for. What are the weights - find a way to clearly communicate that.
 - **Problem of perception of subject liaison to department,** faculty still see as book buying baby-sitter, teaching classes when they are at a conference.
 - **Pipeline for projects/visualizations, etc., dries up sometimes.**
 - E.g., Data viz screens; initially had visualizations due to emailing specific people we knew were working on this type of thing. Eventually pipeline dried up.

Improving Your Recipe: Cooking up Success and Reducing Failures

When we've undertaken new digital scholarship initiative or changed the dynamic of an established Digital Humanities program, it's important to not only share successful techniques, but also the changes we would make in hindsight. It is particularly important to share our failures and the insights gleaned from those less-successful endeavors. The Digital Scholars from the University of Alberta are hosting a conference that celebrates failures titled "[On the Benefits of Failure: A Symposium](#)." They write: "The topic of failure is not often discussed in academia. Failure is seen as something to avoid: a cause for anxiety rather than an opportunity for open discussion. Amongst scholars, there is a tendency to only report on our successes and avoid discussing when experiments go wrong . . . Without the willingness to take risks, there would be no creativity or innovation."

In the space below, table moderators will record successful initiatives that have been accomplished, as well as failures experienced by group members, and we'll wrap up with any advice you might have on successful/failed recipes.

Group 1 (Erica)

Successes	Failures	Advice

Group 2 (Nickoal)

Successes	Failures	Advice

Group 3-4 (Dan and Wendy)

Successes	Failures	Advice

Group 4 (Wendy)

Successes	Failures	Advice

Group 5 (Julie)

Successes	Failures	Advice
Integration with credit-bearing classes (e.g., Partnership with history faculty member who is teaching faculty (history of tech class to engineering students - sold him on idea that it's the only class that comes into the library soph/jun years so ideal for scaffolding/refreshers on info/dig literacy) - able to do data viz / GIS b/c tools useful to engineers, can sell that back to C Eng as effective.)		Find faculty in a collaborative unit or unit with many sections to teach. Good chance of word of mouth spreading effectively with groups sharing that type of culture/teaching load.
Grants/money for faculty research/fellowships.		Leverage student worker time if possible/not able to apply other funding options.
Asking guest instructors (especially from external or special organizations) often attracts more participation. (e.g., Census data workshops typically get good faculty attendance/get people in the door initially.)		Partner with other units on campus to afford / make arrangements if possible - gain resources, including outreach potential.

Creating Your Own Recipe: Breakout Group Discussion

Drawing inspiration from the presentations of the panelists, we've prepared these questions for the breakout group discussions. Sit with the group that represents the question you find most compelling to your needs. Every small group will discuss all the questions in order to participate in a lively discussion with the larger group, but each table will be responsible for moderating their question of choice.

1. Getting Started (Erica):

How can you leverage your institutional strengths in order to build support for emerging digital scholarship initiatives?

Group 1:

Group 2:

Group 3:

Group 4:

Group 5:

2. Gaining a Seat at the DH Table (Nickoal):

How can the library play a role in not just providing research materials, but also the tools and knowledge with which to analyze them?

Group 1:

Group 2:

Group 3:

Group 4:

Group 5:

3. Creating Buzz (Dan):

How can library leadership raise the awareness of their DH support and align it to institutional goals?

Group 1:

Group 2:

Group 3:

Group 4:

Group 5:

4. Managing expectations (Wendy):

How can you best scope faculty expectations in your support of their research or projects? How can you be realistic and yet supportive? It doesn't mean saying "no" to everything but to lot of things.

Group 1:

Group 2:

Group 3:

Group 4:

Group 5:

5. Fostering Partnerships (Julie):

What are the most effective ways to drive collaboration and partnership between the library, faculty and students?

Group 1:

Group 2:

Group 3:

Group 4:

Group 5:

- **Integrate with credit-bearing classes when possible. Particularly in units with many sections/good internal cohesion/collaboration.**
 - Partnership with history faculty member who is teaching faculty (history of tech class to engineering students - sold him on idea that it's the only class that comes into the library soph/jun years so ideal for scaffolding/refresher on info/dig literacy) - able to do data viz / GIS b/c tools useful to engineers, can sell that back to C Eng as effective.
- **Grants / money talks if possible.**
 - Including, e.g., student worker time spent on projects if possible
- **Place more value on outsider coming in - special, couldn't have arranged themselves.**
 - E.g., Census data gets good faculty attendance; used to have Census Bureau give workshop; gets people in the door.
 - Did similar with Reaxis for campus, brought in expert - successful.
- **Go to other unit meetings (internal/external) to learn what's going on / get informed.**
- **Partner with other units to pool resources.**