SUPPORTING DIGITAL HUMANITIES:
REPORT OF AN ECAR/CNI WORKING GROUP

JOAN K. LIPPINCOTT, CNI
QUINN DOMBROWSKI, UC BERKELEY
RATIONALE

• Institutions need a framework and guidance for developing programs to support digital humanities
• More institutions need to move from ad hoc support of digital humanities to integrated, institutionalized support
• IT and library organizations provide infrastructure and partner with researchers and students on projects and programs
• ECAR convenes experts to produce white papers on a variety of topics; CNI occasionally partners
OVERVIEW

• Practical guide

• Audience
  • IT staff
  • Librarians
  • Academic administrators
  • Faculty with administrative responsibilities

• Capacity-building framework
  • Early stage
  • Established
  • High capacity
“This paper lays out a capacity-building framework for developing **institutional** digital humanities support, drawing on the experiences of **IT and library** staff from a broad range of colleges, universities, and national organizations. All major facets of **capacity building** are discussed, including the cultural shift from a solo-practitioner to a collaborative research model, organizational models, governance, and human and technical infrastructure.” (emphases added)
WORKING GROUP MEMBERS

- Kirk Anne, SUNY Geneseo
- Tara Carlisle, U. Oklahoma
- Quinn Dombrowski, UC Berkeley
- Erin Glass, UC San Diego
- Tasse Gniady, Indiana U.
- Jason Jones, Trinity College
- Joan Lippincott, CNI
- John MacDermott, U. Pennsylvania
- Megan Meredith-Lobay, U. British Columbia & Compute Canada
- Barbara Rockenbach, Columbia U.
- Annelie Rugg, UCLA
- Ashley Sanders, Claremont U. Consortium
- John Simpson, U. Alberta & Compute Canada
- Bryan Sinclair, Georgia State
- Justin Sipher, St. Lawrence U.
- Karen A. Wetzel, EDUCAUSE
PROCESS

• All online interaction among working group members

• Discussion of scope, key issues
  • Relationship of support for digital humanities to support for social sciences and sciences
  • Use of terms “support” and “services” as compared to “partnerships” and “providing expertise”

• Development of framework of stages of support for digital humanities
<table>
<thead>
<tr>
<th>Early Stage</th>
<th>Established</th>
<th>High Capacity</th>
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<tbody>
<tr>
<td>Researchers working on standard desktops with no support for research applications.</td>
<td>Dedicated support for research projects</td>
<td>Central dedicated DH lab space with dedicated staff</td>
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<td>Research is conducted 'off the side of the desk' with only basic tools</td>
<td>Faculty-wide access to software and hardware</td>
<td>Portal that informs and connects providers and practitioners with available resources/services</td>
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<tr>
<td>Researchers can take advantage of national high performance computing resources, but may not get campus support for onboarding.</td>
<td>Some physical space where researchers can access research resources, such as a dedicated GIS lab</td>
<td>Infrastructure facilitates seamless collaboration and access; no boundary constraints in networks and systems</td>
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<td>Researchers have to pay for their own specialized software.</td>
<td>HPC resources can be accessed on Campus with dedicated support how understand DH needs.</td>
<td>Data management and preservation practices and systems are operational with clear policies in place</td>
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<tr>
<td>Little to no guidance on data management or planning</td>
<td>Resources provisioned; DH practitioners know about available resources and how to access them</td>
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PROCESS

• Drafting of sections and review/editing
• Review by an advisory group
• Continued editing
• Publication/dissemination/follow-up activities
TOPICS

• Getting started
• Needs assessment
• Organizational models
• Community engagement (campus & local)
• Communications and outreach
• Funding models/institutional investment
TOPICS

• Governance
• Infrastructure
  • Technologies
  • Staffing – roles and capabilities
  • Facilities
• Acceptance and support (e.g. promotion & tenure policies)
A CLOSER LOOK AT INFRASTRUCTURE

- Significant diversity
  - Needs may be shared with all researchers
  - Needs may resemble researchers in the sciences
  - Needs may resemble art practitioners
- Physical spaces, collaboration tools
- Software licensing
- Research data management
- “Minimum viable infrastructure” includes both technology and people
  - Role for support staff at local and national levels
A CLOSER LOOK AT STAFFING

• “The successful DH team is, first and foremost, collaborative. It is comprised of unique individuals with individual strengths coming to the table with varying years of experience.”

• Technical experts

• Champions of engagement

• Content innovators

• Faculty, IT professionals, librarians, grad students, undergrads working in teams
EXAMPLES

• Examples of institutional or collaborative initiatives will be included as boxes in the report
• We are seeking more examples – see list of topics in previous slides
• Send to Karen, Joan, or Quinn
DISCUSSION

• Are there topics in the paper you would like us to describe in more detail?
• Do you have suggestions for follow-on activities? Webinars, presentations, workshops, articles?
• In your own institution, what are some characteristics of successful library/IT collaboration in supporting digital humanities? What are some challenges?
Planning a Digital Scholarship Center 2016

Planning a Digital Scholarship Center
A CNI-ARL Workshop
May 17-18, 2016 | Arlington, VA
#DSCW16

A report of this event is now available.

An increasing number of institutions are planning programs and spaces they call digital scholarship centers, scholars' labs, research commons, or similar names. Often these centers are located in and administered by academic libraries, in contrast to faculty-run institutes. While some centers focus on digital humanities, many work with a broader range of disciplines, supporting e-science and digital research in the social sciences. During the planning and early implementation process for a center, there are many decisions to be made about the mission, programs, partnerships, staffing, technologies, as well as the physical space of the center.
Supporting Digital Humanities: 
Report of a CNI Executive Roundtable 
Held December 7 & 8, 2014 
Published May 2016

Background and Synthesis

An increasing number of institutions are developing strategies to broadly address the needs of digital scholarship in the humanities. Evidence of this growing interest can be seen in the overwhelming response to a Call for Participation in a CNI Executive Roundtable on Supporting Digital Humanities, held in conjunction with CNI Fall Membership Meeting in Washington, DC. One-quarter of CNI’s member institutions requested a seat at the table, and even

https://www.cni.org/go/supporting-dh-er-report
RESOURCES - CNI

https://www.youtube.com/watch?v=8Dw7KG636Js
The University Library as Incubator for Digital Scholarship

by Bryan Sinclair  Monday, June 30, 2014  Editors’ Pick

By leveraging technology, we can open new

http://er.educause.edu/articles/2014/6/the-university-library-as-incubator-for-digital-scholarship
The "Digital" Scholarship Disconnect

by Clifford Lynch  Monday, May 19, 2014  In Print  Editors' Pick

The scholarly community needs to find new answers to the questions of organization, preservation, and evaluation in the digital...
THANK YOU!

- Joan K. Lippincott joan@cni.org
- Quinn Dombrowski quinnd@berkeley.edu
- Karen A. Wetzel kwetzel@educause.edu