Today’s Outcomes

- Describe in what ways digital humanities programs differ at early, established, and high-capacity stages
- Identify existing and needed professional IT and library roles to support DH at an institution
- Take specific actions to move a DH program to a higher level of institutional capacity
Using GIS and other tools in many disciplines

http://invasionofamerica.ehistory.org/
3-D Representations

http://mappinggothic.org/
Institutional support means bringing the many stakeholders into conversation.

And there are more potential partners than you realize.
Value of collaborating to provide DH services
Why ECAR and CNI?

- 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 has convened meetings and produced white papers focused on DH
Coalition for Networked Information (CNI)
www.cni.org

▪ Founded in 1990 - Joint program of ARL and EDUCAUSE

▪ Focus on content, organizations, technologies, and policy in the Internet environment – related to scholarly communication and teaching & learning

▪ CNI/ARL Digital Scholarship Planning Workshop
  November 8-10, 2017
  Brown University, Providence, RI
Digital Humanities

Scholars in history, classics, literature, and other humanities disciplines have been creating and curating digital content for decades. Their efforts have focused on encoding schemes, semantic analysis, and providing rich collections of primary source materials. In more recent years, some digital humanities scholars have employed data-intensive e-research methodologies. CNI has worked with partners since its founding to ensure that attention is paid to the needs of researchers in digital humanities and has made the work of many digital humanities projects more widely known. CNI also addresses collaboration issues, including those that support projects developed jointly by scholars, librarians, and others in digital scholarship centers.

Recent Publications/Reports/Presentations by CNI Staff

Library & IT Partnerships with Campus Museums & Archives (January '17)
View Online
View more information

"Planning a Digital Scholarship Center 2016" (August '16)
Author: Dane Goldenberg-Hart
View Online
View more information

"Supporting Digital Humanities" (May '16)
View Online
View more information

"Digital Scholarship Centers: Trends & Good Practice" (December '14)
Authors: Joan Lippincott & Diane Goldenberg-Hart
View Online
View more information

Recent Project Briefings & Plenary Sessions from CNI Meetings

Capacity Building for Digital Scholarship Services (March '17)
Ashley Sanders, Claremont University Consortium
Louisa Lam, The Chinese University of Hong Kong Library

A CAVElab in the Library: The At-Risk Cultural Heritage and the Digital Humanities UC Catalyst Grant (March '17)
Declan Fleming, University of California San Diego

A Linked Data Approach for Humanities Data (March '17)
Sayed Choudhury, Johns Hopkins University
Jaap Geraerts, University College London

Digital Humanities Collections and Technologies (November '16)
Sayed Choudhury, Johns Hopkins University
Mark Patzou, Johns Hopkins University
John B. Howard, University College Dublin
Sharon S. Prado, University College Dublin

Digitized Manuscripts (November '16)
Benjamin Albritton, Stanford University
Shella Raban, International Image Interoperability Framework
Alexandra Bollintineau, University of Toronto
Stan Meikle, University of Toronto

View all CNI Project Briefings & Plenary Sessions on this topic

Recent Videos

A CAVElab in the Library: The At-Risk Cultural Heritage and the Digital Humanities UC Catalyst Grant (March '17)
Declan Fleming, University of California San Diego
View more information
EDUCAUSE Center for Analysis and Research (ECAR)

www.educause.edu/ecar

▪ Top 10 IT Issues and Strategic Technologies
▪ Student and faculty research
▪ CDS survey and benchmarking
▪ Research Hubs
▪ ECAR Working Groups:
  ▪ Begun in Summer 2013
  ▪ 200+ institutions & 500+ individuals
  ▪ Address converging challenges
  ▪ Provide guidance
DH projects have less external funding and **rely more on institutional support**

- DH projects employ many of the **same technologies** and have **similar needs** to other disciplines
- 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**

ECAR/CNI Working Group on Supporting Digital Humanities

Working Group Members
16 members, 14 institutions, 2 associations

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

- A practical framework for capacity building to develop institutional DH support for IT staff, librarians, administrators, and faculty with administrative responsibilities.
- Addresses the cultural shift from a solo-practitioner research model to one based on collaboration.
- Each facet is described in three stages of capacity: **early stage**, **established**, and **high capacity**.
What is in the Paper?

- **Getting Started**
  - Environmental Scan
  - Needs Assessment

- **Organizational Models**
  - Centralized Services
  - Hub-and-Spoke
  - Mesh Network
  - Consortial

- **Measures of Capacity:**
  - Funding & Institutional Investment
  - Governance
  - Infrastructure
  - Roles & Capabilities
  - Communications & Outreach
  - DH Acceptance & Support
Capacity-Building Framework

Not one-size-fits-all: Likely not feasible to be high-capacity in all areas

- **Early stage**: Interested individual or group, grassroots initiative, often siloed
- **Established**: DH champions emerge, public identification of work in DH efforts, departments/groups tasks with DH support (and typically supported by library and IT units)
- **High capacity**: DH is fully supported by the institution through sustainable funding, support, and academic and political commitment
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<tr>
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<tr>
<td><strong>Communication</strong></td>
<td>DH projects are mostly ad hoc and at a grassroots level. No IT or library personnel are dedicated to DH projects, but interested partners begin to emerge.</td>
<td>Key players begin to be identified, namely technical experts and curricular and pedagogical champions. Additionally, there is commitment from IT and library for storage and preservation.</td>
<td>A formal DH or digital scholarship center/program is established, with dedicated faculty and staff for software development, hosting, and long-term preservation of projects. The DH program is a model for IT-library-faculty (intercampus) collaboration.</td>
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<tr>
<td><strong>Outreach</strong></td>
<td>There is informal curricular infusion of DH concepts, but it is often isolated and without coordination. A few instructors begin to incorporate DH methods and hands-on projects into their courses.</td>
<td>Courses appear with DH or digital scholarship in their titles/descriptions.</td>
<td>There is broad curricular buy-in across multiple disciplines; formal credentialing, certificate, or degree programs are offered.</td>
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# Moving from Interest to Implementation: Roles & Capabilities

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<td><strong>Education and Training</strong></td>
<td>Individuals begin to form support groups and share ideas around DH. However, formal lines of communication are lacking, as is campus awareness of DH events and meetings.</td>
<td>Formal user groups meet to share knowledge and experience; workshops and professional opportunities are promoted through formal communication channels. Additionally, collaborative partnerships are formed between departments and campus units to support DH.</td>
<td>Collaborative partnerships offer student assistantships and fellowships, and original contributions are produced with high grant-award capacity.</td>
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<tr>
<td><strong>Recognition</strong></td>
<td>A few faculty emerge as potential content innovators, but there is no formal recognition of their efforts; digital humanities may not be considered in promotion and tenure decisions.</td>
<td>There is support for generating new forms of DH scholarship, and digital humanities is considered in promotion and tenure decisions.</td>
<td>The institution recruits top DH scholars and formally recognizes DH scholarship in its promotion and tenure decisions.</td>
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Closer Look at Roles and Capabilities: Communication

Early Stage

- 5-7 years ago, DH projects mostly ad hoc and at grassroots level
- No dedicated personnel or resources in library or IT, but interested parties were beginning to emerge
Closer Look at Roles and Capabilities: Communication

Established

- Pedagogical champions emerge through our Center for Excellence in Teaching and Learning (CETL), including one key “champion of engagement”
- New library hires and org changes allow us to provide new services in support of DH projects
- Library and CETL begin to work more closely together
Closer Look at Roles and Capabilities: Communication

High Capacity

- Getting there
- Biggest challenge: figuring out storage/hosting/long-term preservation
- Great physical space!

**CURVE: Collaborative University Research & Visualization Environment** located in the main library
Closer Look at Roles and Capabilities: Education and Training

Early Stage

- 5-7 years ago, mostly informal associations
- Very few campus workshops on DH or DH pedagogy
- Awareness and interest, but no large-scale interdisciplinary projects or initiatives
Closer Look at Roles and Capabilities: Education and Training

Established

- Formal user groups meet and share knowledge (around themes such as community-based and city-based DH)
- Broader sharing through blogs and social media
- Increased workshop offerings catered specifically to faculty, staff, and students
Atlanta Studies is an open access, digital publication of the Atlanta Studies Network that features work from scholars, writers, artists, and activists who are writing the next chapters in our city's story. Examining Atlanta from a wide range of perspectives, we offer thoughtful analyses of the metro region's past and present for a public audience. We aim to be critical when addressing Atlanta's problems and a tad boosterish when assessing its possibilities.
Omeka In-Depth: Publish Online Catalogues, Archives, Collections, Exhibitions

Omeka is a multi-purpose digital platform for present research, student projects, digital collections, and other scholarly work. Many scholars, teachers, and organizations use Omeka for public projects, including Georgia State University Libraries, Georgia E-Resources Archives & Repository, University of Illinois Libraries, Library of Virginia, the American Antiquarian Society, the award-winning projects Browzne History Archive and Histories of the National Mall, and many more.

Join us for a full morning of training on Omeka in the largest training room in Library North on October 5th, 2017, from 9:00 am to 1:00 pm.

Virtual Reality and Education-Fall 2017

With the release of Oculus Rift, Hololens, and HTC Vive, VR is moving from the world of science fiction to our living rooms and classrooms. In this session, we will discuss VR basics and available GSU resources. Come try on an Oculus Rift and check out some GSU projects. Hosted by Dr. Brennan Gillies. Apparal lists for Faculty and Graduate Students.
Text Analysis: Mind vs. Machine

Analysis of text-based resources can be very time and labor intensive. Consequently, many computational text mining tools and methodological approaches have arisen, aimed at using machine-learning to more quickly and systematically parse the meanings and themes in text-based materials. Not these machine-driven tools often cannot be tailored well enough to recognize the nuanced and contextual themes and meanings in the texts, and thus tools that facilitate the human-driven analysis of the text are also necessary.

In this hands-on workshop we will use two specific text analysis tools: Visual and Who, to explore the processes and concepts of computational text mining and present new text. Attendees will gain familiarity with these tools and may use them in their own research.

Presentation: Spencer Roberts, Digital Scholarship Librarian, and Molly Baggett-Holzhauser, Team Leader for Research Data Services

Event Organizer

Photogrammetry and 3D Scanning Workshops: Part One

Photogrammetry and 3D Scanning are two methods used to capture digital representations of physical objects. This Joint workshop series will provide an introduction to the concepts and training to use the equipment and software needed to successfully create 3D models of real-world objects, such as architectural artifacts, archival objects, or monuments.

Workshop 1: Introduction to 3D Capture
Workshop 1: 3D Capture and Workflow (Register here)
Workshop 2: Processing and PostProcessing (Register here)

The workshops will:
1. Introduce participants to the concepts and approaches to 3D capture;
2. Introduce participants to the equipment and software for 3D capture;
3. Introduce participants to large-scale digital projects to provide an overview of their creation.

Date: Wednesday, October 11, 2017
Time: 12:45pm - 2:30pm
Location: CUNY
Campus: Downtown Campus Library

Begin Registration

The Logsics and Logistics of Qualitative Research

The Logsics and Logistics of Qualitative Research: A Framework for Exploring Conceptions, Dimensions, and Relationships in Qualitative Data using NVivo Research Software

In this presentation, Dr. Rand Lafford, Associate Professor of Sociology, and Dr. Spencer Roberts, Digital Scholarship Librarian, will discuss the NVivo qualitative data analysis software. They will introduce the basic features of NVivo qualitative research software that complement and facilitate these analyses. They will also discuss opportunities for collaboration and discussion.

Date: Wednesday, October 11, 2017
Time: 11:30am - 1:45pm
Location: CUNY
Campus: Downtown Campus Library

Categories: Data Services Workshops, Faculty Workshops, Graduate Workshops

Begin Registration
Closer Look at Roles and Capabilities: Education and Training

High Capacity

- Collaborations and projects involving intra-university and inter-university partners (Georgia State, Emory, Atlanta Studies Network, Georgia DH)
- Student Innovation Fellowship Program, now in its 4th year
- Increased grants activity
MAPPING THE STORIES OF YOUR CITY

You can explore and layer historical maps and data collections from Emory, GSU and other institutions and scholars. Users are encouraged to make connections among the data to gain insight into Atlanta’s history and development. Explore our existing map and data collections or login to save and share a project.

START EXPLORING
Areas of Focus

Active Learning Pedagogy
Committed to innovations in hybrid learning, digital literacy, online citizenship and more, these projects are redefining the classroom experience. READ MORE»

Atlanta Connections
Seeking to enrich the world around us by utilizing technology for such purposes as building historical memory, community engagement and more. READ MORE»

Data Mining and Visualizations
Big data is one of the most important transformations of the connected age. SIF fellows support a number of projects exploring new ways of telling stories through data. READ MORE»

Digital Humanities
Innovations in the rich world of humanities including interactive learning materials, expansive digital archives, and relationship modeling. READ MORE»
Institutional Capacity Building: Funding & Institutional Investment

▪ At what stage is your institution?
▪ What current funding sources and staff/institutional support exist?
▪ What is your institution’s ideal stage?
▪ What resources and key players do you need in order to move to a higher stage?
# Moving from Interest to Implementation: Funding & Institutional Investment

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<td>Researchers largely receive funding for DH activities as part of grants headed by other institutions, although a small number of local researchers may receive ad hoc funding for projects (from grants or similar) or may conduct DH projects without external funding.</td>
<td>A small internal grant program may support some digital scholarship or use of DH within some courses. Expertise exists in research services offices to support researchers in applying for DH project funding.</td>
<td>Dedicated, ongoing institutional funding exists specifically for DH projects. Clear paths exist for collaborations with other disciplines in order to access funding outside traditional humanities funding (NEH, SSHRC). Major grants for digital humanities are held by faculty at the institution.</td>
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### Moving from Interest to Implementation: Funding & Institutional Investment

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<td><strong>Staff Support</strong></td>
<td>Institutional technology and library services have little to no experience with DH projects. No financial resources exist for student, staff, or faculty training on DH tools or methods.</td>
<td>There are identifiable IT and library staff who have some DH expertise but have not been hired for a DH-specific role. The institution financially supports sending students, staff, and faculty to DH training but does not offer it in-house.</td>
<td>The institution funds technical staff specifically for DH researchers. The institution financially supports sending students, staff, and faculty for DH training and offers in-house DH training.</td>
</tr>
<tr>
<td><strong>Institutional Support</strong></td>
<td>No formal financial institutional support exists.</td>
<td>Institutional resources—such as site licenses for software, labs, and services—can be accessed for DH projects but are not aimed at DH.</td>
<td>The institution funds space, labs, and/or equipment for DH researchers and may also offer local project grants for researchers.</td>
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Institutional Capacity Building: Funding & Institutional Investment

- At what stage is your institution?
- What current funding sources and staff/institutional support exist?
- What is your institution’s ideal stage?
- What resources and key players do you need in order to move to a higher stage?
Discussion and Q&A

• How might you use this paper in your institution?

• What do you think about the capacity building framework?

• Are there follow-on activities that would be of value to you and your institution?
Need help? Contact us!

- Looking for advice on how you can use this report?
- Want support starting discussions with local partners?

- Joan K. Lippincott, Coalition for Networked Information
  www.cni.org/about-cni/staff/joan-k-lippincott/
  joan@cni.org

- Bryan Sinclair, Georgia State University
  www.bryansinclair.org
  bsinclair@gsu.edu

- Karen A. Wetzel, EDUCAUSE, @eduwetzel
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