Building Capacity for DH Work in the Library and Beyond

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Building Capacity for DH Work in the Library and Beyond

**Presenter 1 Title**
Digital Scholarship Coordinator

**Session Type**
Workshop

**Abstract**
Using the Claremont Colleges Library as a case study, this interactive, workshop-style presentation offers ideas and suggestions about how to build capacity within the library and the broader campus community to support and advance Digital Humanities (DH) projects, as well as digital scholarship more broadly. Through workshops, spring symposia, summer institutes, and introductory short courses for faculty, grad students, and librarians, the Claremont Colleges Library has become an integral part of the DH community and digital skilling process at the colleges.

To meet the needs of interested but inexperienced faculty members, Digital Scholarship Coordinator, Dr. Ashley Sanders, offers a six-week course to introduce Digital Humanities concepts and methodologies. Each week participants examine a different trend or methodology, including data visualization, spatial and temporal visualizations, network analysis, and topic modeling. To build capacity to support DH projects at the Claremont Colleges, she also facilitates a series of professional development workshops on a range of digital scholarship topics specifically for librarians, including a five-week course on DH (available at [http://dhatcc1101.com](http://dhatcc1101.com)), DH project consultations, digital identity and security, author rights, copyright and fair use, and more. The course and workshop series will be presented, along with commentary about what has worked well so far and lessons learned. Additionally, participants will have the opportunity to reflect on the ideas presented and begin an outline of topics and strategies that address some of the learning needs on their own campuses.

**Location**
KIPJ B

**Keywords**
Digital Humanities, DH, Digital Scholarship, Professional Development

This workshop is available at Digital USD: [https://digital.sandiego.edu/symposium/2016/2016/23](https://digital.sandiego.edu/symposium/2016/2016/23)
Building DH Capacity in the Library & Beyond

Ashley Sanders, Ph.D.
Digital Scholarship Coordinator
1 Library to serve them all!

Mellon DH Grant: $1.5M over 5 years. Focus on pedagogy

7 Cs (map in a moment)
Library has become the heart of the DH community.
I’m also working closely with the Claremont Graduate University, which does not directly benefit from the grant because Mellon focuses only on undergraduate education. This provides a nice contrast to the factors motivating faculty at the 5Cs to get involved in DH. As its name implies CGU is a solely a graduate institution and therefore has a different set of needs and interests. The faculty in the School of Arts and Humanities recognize that tenure track positions are disappearing and that they need to prepare their students for an array of career possibilities that include “traditional” tenure track jobs but also alternative academic positions, as well as careers outside of academia. Consequently, they are keenly aware that they need to inculcate digital literacy and technical skills among their students.

**We each have to identify what the motivating factor is on each of our campuses and leverage that.**
I was fortunate to step into an environment that was primed for DH. The groundwork laid by Jacqie Wernimont and Alex Juhasz, among others, and the infusion of funding inspired interest on the undergraduate campuses.

I want to recognize the interest that others had already generated through their own DH projects, such as Wernimont, et.al’s “Performing Archive: Curtis + ‘The Vanishing Race’”, which laid the groundwork for my successes.

**Funding, desire to revise a course that perhaps has become tired, to find more efficient research workflows or explore familiar sources/data in new ways, to advance and practice values of collaboration and openness, maybe even community engagement, or provide a variety of career options for graduate students, including the skills they will need should they decide to pursue tenure-track positions.
LEARNING FROM YOUTUBE
By Alexandra Juhasz • design by Greg Scholten

YOUTUBE IS ...

YouTube is an evolves as my video.

Welcome! You can begin by taking a "You" tour of instant instruction that brings together what "YOUTUBE IS.”

On your own, watch the "HOW TO USE THIS VIDEO BOOK.” You’ll be guided in step-by-step instructions about navigating YouTube, for example:

- Click a "free" link with a camera icon beside it and a video will roll.

The MIT Press
The Andrew W. Mellon Foundation
NATIONAL ENDOWMENT FOR THE HUMANITIES

Alex Juhasz
Our first event – a DH “Spring Symposium” brought in Alan Liu from UCSB to frame the trends in the field of DH and Miriam Posner to describe recent work and provide an analytical framework with which to approach these projects. The keynote drew a sizeable crowd on a Wednesday night, but Friday’s all-day event filled each room to capacity, and the lightning round sessions ran out of seating, so people willingly stood or sat on the floor.

** We had no idea what we were getting ourselves into or if anyone would even show up! Our second annual DH spring event, we called “Dharmony” this year drew a crowd, but not nearly as big as the year before, but that’s okay. I’d be more than happy to chat about this event if you have questions later, particularly its quirky name.
Begin to get a sense of what the needs are on campus. This process can be greatly aided if you have faculty on campus who already practice digital modes of research, teaching, and scholarship. Pick their brains! (not in the zombie sort of way though!)

DH was such a new field that many were interested but had no idea what it was, if it included (or could include) them, or how to get started, so that’s where I began. Right at the beginning.
The course development grant application is available here: http://bit.ly/CourseDevGrantApp
### DH@CC Faculty Programs

#### Announcing the 2016 DH@CC Grant Winners

We are excited to announce the 2016 Faculty Programs Recipients!

The selection committee, comprised of faculty from across the 3C’s and members of the DH@CC staff, received over thirty applications for our 2016 programs and choosing our final group of recipients was a difficult process. Digital Humanities at the Claremont Colleges (DH@CC) values an expansive and inclusive approach scholars who use digital methods in their teaching, research or publication and who are considering the digital, as humanities, in their teaching, research or publication.

- The Summer Institute recipients are: Tanda Srebri, Arika Dyson, Nancy Wechs, Todd Rempel, Paul Foust, Tim, Tamara York-Shemon, Sarah Szymanek, Char Miller, Virginia DeNee, and Kyle Templin.
- The Course Development recipients are: Jennifer Hamilton, Anne Harley, Kathleen Yoo, Harmony O’Keefe and Rudi Talmo, Ethel Jeng, Fong Xia, Ora Gladney, and Jonathan Reposa.
- Check back to hear more about their projects.

#### Apply for the 2016 Digital Course Development Grant Cycle!

As the DH@CC Summer Institute is focused largely on pedagogy, one of its major activities is digital course development. The DH@CC initiative offers competitive Digital Course Development grants of $2,500 to 5 professors who will use the funds to develop or redesign courses that focus on or make use of digital tools. The grant cycle will take place over three years and result in a robust offering of up to 15 DH courses which will be taught at least twice during the life of the DH@CC Summer Institute.

Faculty who are awarded Digital Course Development grants may also apply for funds to hire undergraduate or graduate student assistants to collaborate with. With the help of the Fermilab Library staff, students and faculty will together design and implement digital teaching projects that further stimulate their (or courses) success in the classroom.

The course development grant application is available here:  
DH project consultations, teach workshops as well as a 6-week “Intro to DH” course for faculty and graduate students

when I first arrived on the campus the immediate need was to build the knowledge and skills needed both for research and to take advantage of the Mellon money available for developing digitally-infused courses. [I use this terminology as one way to lower barriers to entry. It sounds less intimidating and more accessible than “DH course.”]
Within the Library, I have developed a two-year series of scaffolded professional development workshops that began with a 5-week “Intro to DH” course tailored specifically for librarians. [http://dhatccl101.com] Other workshops deal more with more traditional subjects within digital scholarship and scholarly communications – digital identity, security, author rights, open access, and more.
I know there have been a number of debates about the library and librarians as service provides versus collaborators. However, I find this dichotomy both too narrow and unhelpful. While I recognize the problematic nature of the “service-provider” perception and model, we also need to come to terms with this as part of what we do, even though it is not all we do. Since this session is about building capacity, it is important to note that service-provision, especially at the beginning of capacity building work is essential. At the same time, that doesn’t mean you have to clean someone’s data and process it for them.

Role of “experts” – don’t be shy about using this term!

Instruction and Training
- DH and the evolution we’re seeing in research methods and scholarship more generally are not going away. Eventually, we’ll be able to drop the “digital” in front of each of our terms. Then it will simply be the Humanities, Scholarship, and scholars workflows.
- Needs to happen both within the Library and with faculty and students. If staff members are also interested, open up your workshops and seminars to them as well! They can be some of your best advocates.
- Scaffolding
- Make it as easy as possible for all of your target participant groups to fit this into
their busy schedules. I lead the 6 week course discuss sessions and workshops during the common lunch time when no one is teaching on campus. Our Library Dean, Kevin, bought lunches for the librarians to participate in the 5 week course. Now I check everyone’s schedules through outlook to try to avoid as many conflicts as possible.

• At the beginning, offer a lot of introductory events and workshops. Over time you can mix up the levels. We’ll begin doing this next year.

Consultation:
Variety of ways of doing this. At first I made time to meet with everyone who requested a consultation at their convenience. However, that quickly became overwhelming, and I had no time to do my own work. Then I instituted office hours, but that didn’t work for many people. Finally, I went to a scheduling system. I schedule worktime in my calendar now. I also synced my Outlook to my Google calendar and then to Doodle and pay for a Premium account and set up a “Meet-me” page, so people can request meeting times that work for them and fit within my schedule. However, you’ll have to draft an answer to requests for meetings at 10pm on a weeknight or 9am on a Saturday morning because you will get them!

Fostering interdisciplinary collaboration:
Provide opportunities for faculty & students to meet librarians and colleagues from other disciplines to form project teams

Space:
Flexible workspaces for individuals and teams

Access to Technology:
• Qualitative & quantitative data analysis
  • MaxQDA
  • Atlas.ti
  • SPSS
  • MATLAB
  • Maple
• Visualization
  • Tableau
• Multimedia hardware & software
• Free & Open Source:
  • Gephi
  • R
  • Mallet
  • Palladio
• Voyant Tools
Role of Librarians:

• Is expanding, especially for those in public-facing roles as liaisons, subject specialists, instructors, and reference librarians, as well as in public/user services in circulation, etc.
• Need to be prepared to answer basic questions about what DH/DS is and what resources exist for those interested in exploring & building
• Front line project consultations before handing off to specialists
• Professional development
• Encouragement & support for librarians as they grapple with the changing nature of academia and their own roles as much as faculty are.
• Librarians, even if they don’t make a DH project, they need to at least have the experience of envisioning one and writing a project plan. Although there was initial resistance and trepidation when I asked for our librarians to work in teams to develop a project plan, once they got started, they were so excited that they started pulling me aside in hallways and asking further questions via email and in person. And then they started to ask if they could make the project they envisioned. 😊
• For those who actually want to build out their projects and others, we will be holding a Library DH Maker Week (week of July 11). Half-days (9-12) are set aside each day this week to learn any new skills needed for the project and to begin building with the guidance of experts available. This dedicated time is necessary
because even our summers get busy. It also communicates the importance of this work and the knowledge and skills that develop as a result.

- While the short course was mandatory for my division, a number of librarians from other divisions participated both in the short course and in the subsequent (optional) professional development DS workshops.
- Celebrate! When we launch our new spaces in August this year, we’re going to feature the work of our librarians on the new Steelcase Media:scapes and data visualization wall. Recognition is so important because so much of the work we do is either invisible or never makes it into scholars’ credits, and we rarely get to see how our work with professors plays out in the classroom. This is one area though where our work can and should be public and celebrated.
Q & A