



Building DH Capacity in the Library & Beyond

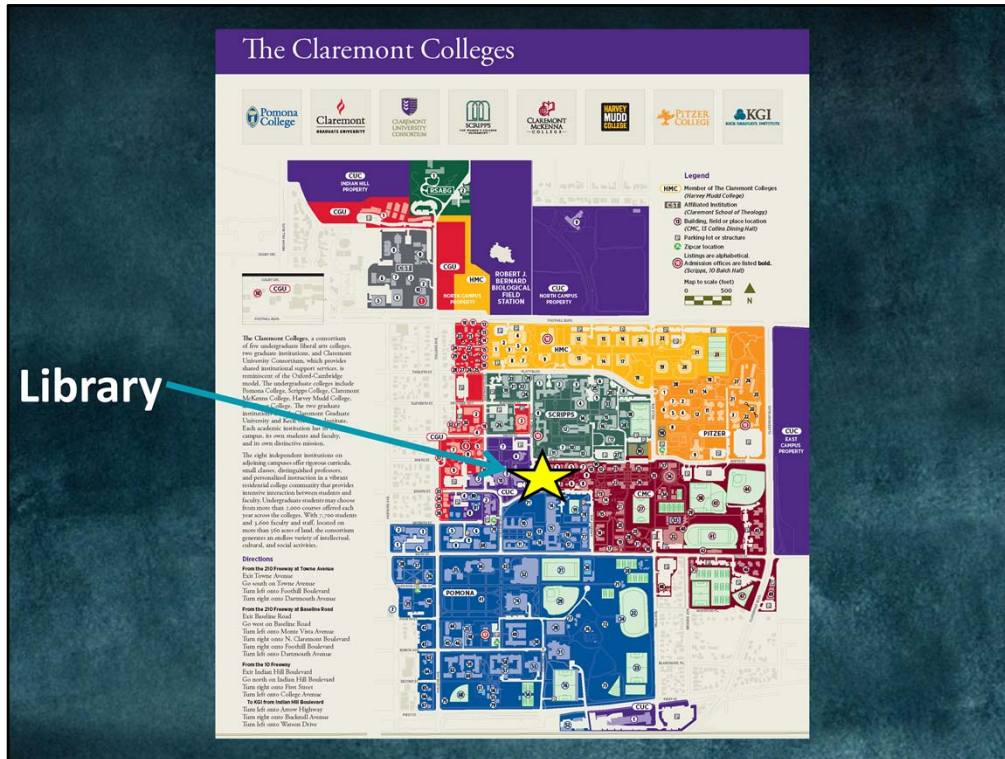
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CLAREMONT COLLEGES
LIBRARY • [VIT@L](#)



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

7 Cs (map in a moment)

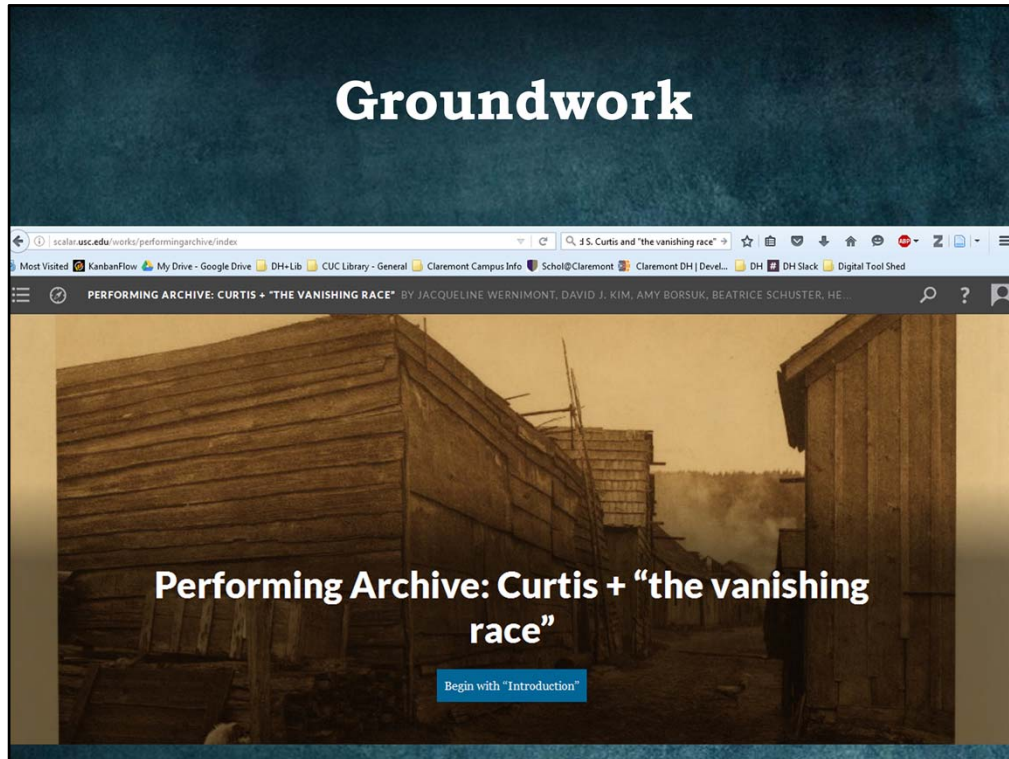


Library has become the heart of the DH community.



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 Craig Dietrich

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YOUTUBE IS ...

NOTES: [Origins and Context](#) | [See Also](#)

YouTube Is (as self-reflexive as my video-...

What is a "Video-book?"

[YouTube](#) is the subject, form, method, problem and solution of this [video-book](#).

Welcome! You can begin by taking a [YouTour](#) of sixteen [texteos](#) that briefly introduce what "YOUTUBE IS."

Or you can start with the [HOW TO USE THIS VIDEO BOOK](#) [YouTour](#) for step-by-step instructions about navigating LFYT, for example:

- Click a [blue word](#) with a camera icon beside it and a video will roll.

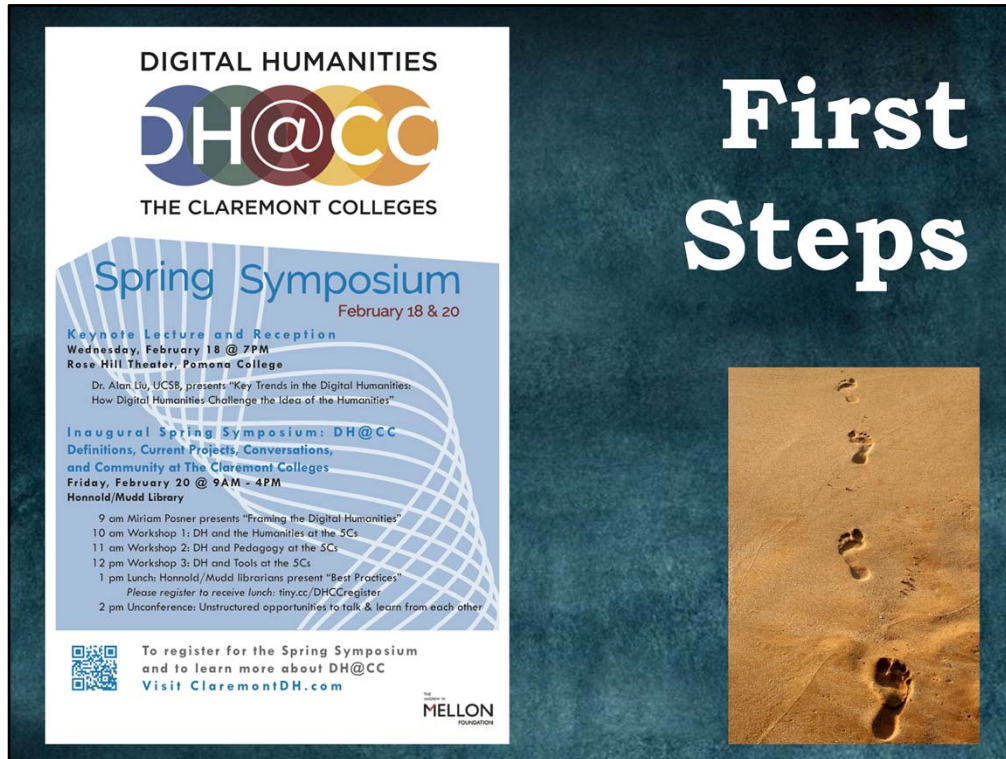
The MIT Press

The Andrew W. Mellon Foundation

NATIONAL ENDOWMENT FOR THE HUMANITIES

VECTORS

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.

DH@CC: 5-Year Mellon Grant



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Events Here **DH@CC 2016 Summer Institute Schedule** 13 May 2016

We are excited to announce our 2016 DH@CC Summer Institute Schedule!

The Summer institute will run daily from 10am-4pm the week of May 23-27. All Claremont faculty and staff are welcome to attend any sessions that are of interest. All morning sessions will run from 10am-12pm and all afternoon sessions will run from 1pm-4pm.

Location
The Institute will be held in the Claremont Colleges Library. All talks/lectures will be in the new [Digital Humanities Studio \(DHS\)](#) on the third floor of Honnold. All workshops will be held in the [Keck Learning Room \(KLR\)](#).

Please note that the second floor of the Library will be undergoing construction the week of the Institute. You will be able to access the building either from the front entrance or through the building's underground parking structure.


Highlights

Faculty Grants

Digital Humanities at the Claremont Colleges (DH@CC) offers competitive digital course development grants to SC professors who will use the funds to develop or redesign courses that focus on or make use of digital tools. Find out more in [Faculty Programs](#).

Digital Humanities Studio

Our inaugural undergraduate course, DH150: Digital Humanities Studio, will be held in the new Digital Humanities Studio.



ClaremontDH.com

The course development grant application is available here:
<http://bit.ly/CourseDevGrantApp>

DH@CC Faculty Programs

Faculty Programs **Announcing the 2016 DH@CC Grant Winners**

10 April 2016

Highlights

We are excited to announce the 2016 [Faculty Programs](#) Recipients!

The selection committee, comprised of faculty from across the 5C'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) takes an expansive and inclusive approach: scholars who use digital methods in their teaching, research or publication and/or are considering the digital, as humanists, in their teaching, research or publication.

The Summer Institute recipients are: Tanja Srebotnjak, Erika Dyson, Nancy Macko, Todd Honma, Paul Faulstich, Tamara Venit-Shelton, Sarah Sarzynski, Char Miller, Virginie Duzer, and Kyla Tompkins.

The Course Development recipients are: Vivien Hamilton, Anne Harley, Kathleen Yep, Harmony O'Rourke and Ruti Talmor, Ethel Jorge, Feng Xiao, Dru Gladney, and Jonathan Petropoulos.

Check back to hear more about their projects!

Faculty Grants

Digital Humanities at the Claremont Colleges (DH@CC) offers competitive digital course development grants to 5C professors who will use the funds to develop or redesign courses that focus on or make use of digital tools. Find out more in [Faculty Programs](#).

Digital Humanities Studio

Our inaugural undergraduate course, DH150: Digital Humanities Studio will provide students the opportunity to develop their skills creating Digital Humanities projects in collaboration with scholars, designers, and technologists. Find out more in [Student Programs](#).

Summer Institute

The DH@CC Summer Institute is our flagship event for 5C faculty interested in advancing their research in the Digital Humanities. The Institute is part of an ongoing series of programming happening at The Studio and other spaces around The Claremont Colleges. Find out more in [Events Here](#).

Faculty Programs **Apply for the 2016 Digital Course Development Grant Cycle!**

2 February 2016

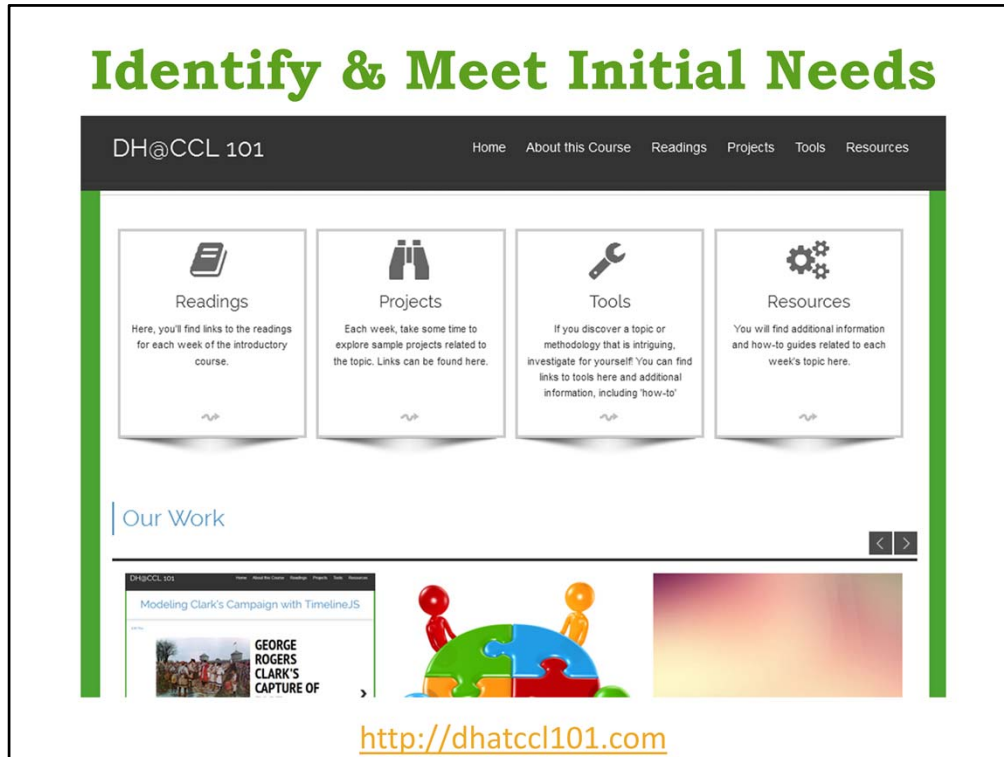
As the DH@CC Mellon grant is focused largely on pedagogy, one of its major activities is Digital Course Development. The DH@CC initiative offers competitive Digital Course Development grants of \$6,000 to 5C professors who will use the funds to develop or redesign courses that focus on or make use of digital tools. The grant cycles will take place over three years and result in a robust offering of up to 25 DH courses which will be taught at least twice during the life of the DH@CC Mellon grant.

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 Honnold Library staff, students and faculty will together design and implement digital media projects that further enable their DH courses to succeed in the classroom.



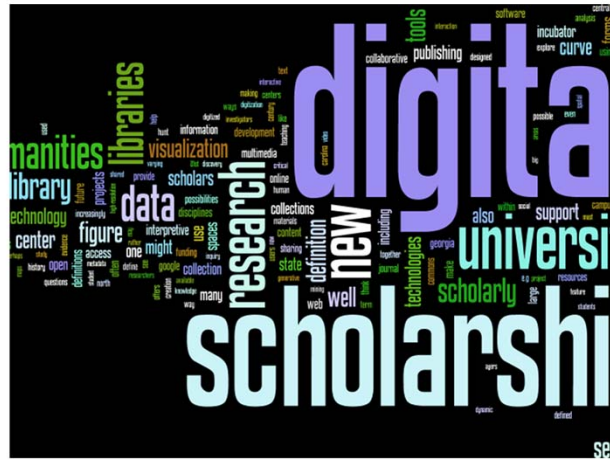
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DH project consultations, teach workshops as well as a 6-week “Intro to DH” course for faculty and graduate students

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.”]



Professional Development Opportunities

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 providers 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

- ✓ Evolution in scholarship
- ✓ Expanding
- ✓ Professional development needed
- ✓ Librarians as experts
- ✓ Librarian DHers
- ✓ “Making” in the Library
- ✓ Encouragement
- ✓ Support

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.

