

TASK FORCE ON DIGITAL DIRECTIONS IN THE HUMANITIES

Final Report

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We believe that digitally enabled research in the humanities and in humanistic education will substantively change how the human race understands and interacts with the human record, because the technology—made properly useful—can aid the human mind in doing what it uniquely does, and that is to generate creative insight and new knowledge. (Frischer 2006).¹

¹ Frischer, Bernard *et al.* 2006. *Summit on Digital Tools for the Humanities: Report on Summit Accomplishments*. Charlottesville VA: Institute for Advanced Technology in the Humanities. www.iath.virginia.edu/dtsummit/SummitText.pdf. Note that KU's Arienne Dwyer was part of the planning committee for this summit.

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I. Executive Summary

In the fall of 2008 Deans Joseph Steinmetz of the College and Lorraine Haricombe of the Libraries and Director Victor Bailey of the Hall Center for the Humanities formed a task force on Digital Initiatives in the Humanities. The charge to the task force was 1) to evaluate the current climate for digital scholarship at KU, 2) to make recommendations for encouraging a culture of digital scholarship at KU, and 3) to plan and hold KU's first Digital Scholarship Summit in 2009.

The third charge, the Digital Summit, is almost complete. The Summit will be held in the Kansas Union and the Hall Center on March 8 and 9, 2010. It will feature presentations by two invited speakers from the outside and some sixteen presentations reporting on digital humanities projects currently under way, twelve by KU faculty members and four from other institutions.

The first charge, evaluating the climate, is complete. The task force investigated the resources in digital humanities currently available on campus, and conducted a survey to measure how well faculty understand and how much they use them, and the degree of their interest in enhanced use of digital resources in their teaching and research. Survey results demonstrated an imperfect awareness of currently available resources, and a large degree of interest in more opportunities and assistance for digital projects. In other words, KU has far to go in this area. We also investigated the state of digital humanities scholarship on other campuses and found that it is flourishing in numerous places. There is widespread recognition that the digital approach is an important development presently and will be more so in the future, with the potential to make an important impact on our basic understandings of the nature of humanistic research. Again, in the light of what is happening elsewhere, KU has far to go.

We are convinced that the possibilities in this field are virtually unlimited. Careful planning and support could produce results of great significance to the growth of new modes of scholarship on this campus. This brings us to our second charge. ***The primary recommendation of the task force is to form an Institute for Computing in the Humanities at KU.*** Its goals would be:

- To provide ongoing educational opportunities for faculty and graduate students in the utilization of digital technology for humanistic inquiry.
- To develop and support research initiatives that use technology to pose and answer research questions about the human record.
- To work proactively to build a flagship project that demonstrates the value and viability of innovative digital approaches to research,
- To support the use of technology and web-based digital media to publish peer reviewed research in new forms and to encourage all faculty and administration to recognize the valuable transformation occurring in humanities scholarship through the application of computing technologies.

Leadership of the Institute would be provided by two co-directors. One, drawn from the College faculty, would be primarily concerned with the scholarly contribution of research projects and educational programs. The other, from the Libraries, would focus on the digital realization of scholarship and the access, organization, and preservation of sustainable digital research content working with various campus partners.

Funding and resources for the Institute would initially come from the three sponsoring partners (the College, the Libraries, and the Hall Center) in the form of release time for the co-directors, administrative support, sponsorship of seminars and speakers, seed grants for promising research projects, and funding to support technology-infrastructure. As the Institute becomes established its funding would increasingly come from external granting sources.

II. Why the Digital Humanities? Why Now?

The powerful impact of automated information technology on all facets of contemporary society is producing major repercussions in scholarship in the humanities. The 2009 UCLA Mellon Seminar on the Digital Humanities describes “an array of convergent practices that explore a universe in which: a) print is no longer the exclusive or the normative medium in which knowledge is produced and/or disseminated; . . . and b) digital tools, techniques and media have altered the production and dissemination of knowledge in the arts, human and social sciences.”² This succinctly captures the dual nature of the scholarly and technological transformation most often referred to as the “digital humanities.”

Digital humanities points to a profound shift in the tools of humanities scholarship. “Cyberinfrastructure”³ is a tangible network and means of storage in digitized form; it is discipline-specific software applications and project-specific data collections. But it is also the less tangible layer of expertise, best practices, standards, tools, collections, and collaborative environments that can be shared across communities of inquiry.

Digital humanities also signals a transformation in the kinds of questions that drive research and practices of scholarly production.⁴ The scale of available information, the tools that its analysis and presentation involve, the standards that digital production and preservation require: all these imply forms of collaborative work—involving humanistic scholars, technologists, librarians, archivists, designers and publishers—that necessitate moving beyond the lone scholar model.

² The Digital Manifesto 2.0 (2009) www.stanford.edu/~schnapp/Manifesto%202.0.pdf

³ Our Cultural Commonwealth: The report of the American Council of Learned Societies Commission on Cyberinfrastructure for the Humanities and Social Sciences (2006) http://www.acls.org/uploadedFiles/Publications/Programs/Our_Cultural_Commonwealth.pdf.

⁴ Amy Friedlander, “Asking Questions and Building a Research Agenda for Digital Scholarship” (2008) www.clir.org/activities/digitalscholar2/friedlander.pdf

In the pages of the Winter 2009 special issue of *Daedalus*, James J. O'Donnell asserts that "Someday, we will no longer speak . . . of the 'digital humanities.'"⁵ He is referring not to the passing vogue of a subfield, but to the inevitability of a structural transformation. Signs of this inevitability are visible in various corners of the scholarly universe. They are suggested by the growing number of digital humanities centers;⁶ by the increased government (NEH) and private (Mellon) funding being designated specifically for digital humanities research and infrastructure; by specialized graduate training (e.g., University of Virginia's digital humanities MA program), and an increasing number of targeted hires. Cross-institutional work is growing in magnitude, including such groups as centerNet, Project Bamboo, and HASTAC. All these institutions, research teams, and consortia are actively engaged in defining the field, as well as developing creative responses to the numerous challenges it poses. Not least among them are difficult questions about open access, peer review for digital work, tenure and promotion processes, and the curation and preservation of digital work. The University of Kansas has a distinguished record of outstanding contributions to humanities scholarship. It is clear that the time has come for us to embrace the new digital reality of humanistic scholarship and to invest in the cyberinfrastructure of a rapidly approaching future.

III. The Digital Scholarship Summit

The Summit will be held on March 8 and 9, 2010 in the Kansas Union and the Hall Center for the Humanities. Its purpose is to showcase humanities digital scholarship underway at KU and elsewhere. The summit has received national attention as a featured link on the National Endowment for the Humanities Office of Digital Humanities web site.

There will be fifteen research presentations: eleven from KU, one from Emporia State University, one from UMKC, one from the University of Nebraska, and one from Germany. The interest in digital research is visible in the broad range of KU proposals, coming from German, Geography, Spanish, Film and Media, Classics, Journalism, the Spencer Museum of Art, the Dole Institute of Politics, and the Spencer Research Library. The keynote address will be given by Alan Liu, Professor of English at the University of California Santa Barbara and a leading figure in new social-networking and other socially-oriented technologies. He will also discuss the new RoSE (Research-oriented Social Environment) that his group has been building.

⁵ James J. O'Donnell, "Engaging the humanities: the digital humanities," *Daedalus* (Winter, 2009): 99-104.

⁶ Leading Digital Humanities Centers with year of their founding:

92 University of Virginia, Institute for Advanced Technology in the Humanities (IATH); 1997 University of Nebraska, Center for Digital Research in the Humanities (CDRH); 1999 University of Maryland, Maryland Institute for Technology in the Humanities (MITH); 2004, University of Illinois, Institute for Computing in the Humanities and Social Sciences; 2004-5 Stanford, Humanities Research Network (<http://humanexperience.stanford.edu/digital>)

The second day of the Summit will include a presentation and “mock panel” exercise with Senior Program Officer Jennifer Serventi of the Office of Digital Humanities at the National Endowment for the Humanities. The NEH’s Digital Humanities Start-Up Grant program is a key source of funding for digital humanities projects. Faculty will have the opportunity to meet with Serventi individually to discuss specific project ideas.

IV. Current On-Campus Resources and Perceived Needs

The task force solicited information from the offices at KU that currently provide assistance with matters relating to digital resources regarding the problems and issues that are brought to them and the degree and nature of coordination between them. Responses were received from EGARC, IDS, CTE, the College, IT, RGS, and KU Libraries’ Scholar Services, and Instructional Services. Those responses, together with a side-by-side list of Services and Features of most of these together with ITTC and the Hall Center for the Humanities may be found in Appendices C and D. The most general conclusion to be drawn from this information is that a coordinated means of addressing digital research in the humanities is lacking and that much of what is provided addresses primarily desktop computing support such as creating digital files (audio, video, text). KU lacks sufficient technology infrastructure and support for innovating humanities research at levels beyond desktop and classroom technologies.

Well-coordinated technology and support infrastructure is also desired. The task force circulated a survey to Humanities and Social Sciences faculty in the College, faculty in the Law School, in Fine Arts, and the Libraries. 113 responses were received. Complete results of the survey are found in Appendix E. The most salient findings were:

- 1) **Faculty interest in using digital technologies exceeds the actual use of them.**
 - 81% of respondents indicated quite a bit or very high interest in using digital technologies in both their research and teaching, but just 59% report actually using them to some degree or quite extensively in their research, and 40% report using them beyond the basic applications of Blackboard in their teaching.
- 2) **Many faculty express a desire for more transparent technical support to assist them with their particular needs.**
 - Technology support for faculty is currently decentralized. (see figure 1) Some faculty make use of institutional resources like Instructional Development and Support (24 respondents), the KU Libraries (14 respondents), the Academic Resource Center (EGARC; 10 respondents), or departmental specialists (5 respondents). 21 respondents reported they rely on colleagues at KU or in other institutions and 5 of them said they rely on students. Another 21 reported that they work entirely on their own, making use of resources they find on the Internet. Some indicate they do not know where to go for help.

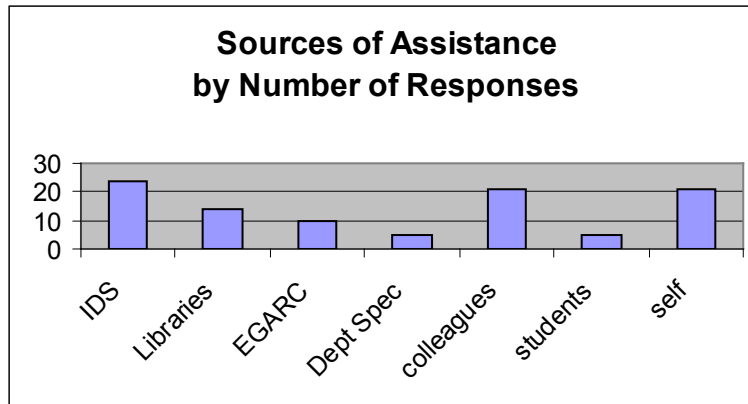


Figure 1. Sources of technical assistance for KU faculty

- Some express an interest in knowing what digital technologies KU colleagues are using for what purposes.
- 3) **Current faculty uses of digital technology in research are remarkably diverse, and they express needs for more.**
 - These include website development, digital publishing, data mining, online surveys, multimedia applications of all sorts, to name just a few.
 - Faculty want KU to maintain and enhance digital and online facilities such as KU ScholarWorks, e-reserve, electronic access to journals, databases, archives, multimedia resources, and digital repositories of all sorts.
 - Faculty desire funds for hardware, software and other purposes to further their individual research projects.
 - 4) **Concern exists about perceptions of the scholarly value of online publishing, creation and use of websites, databases, archives, multimedia resources, and other digitally oriented research.**
 - Specifically, what is the standing of such research in evaluations for promotion and tenure and merit salary increases? What effect does this standing have on the inclination of faculty, especially junior faculty, to engage in such research?
 - 5) **In the realm of teaching, the items mentioned most frequently were the need for more media classrooms, improvements to Blackboard, development of online courses, and software to detect plagiarism.**

V. Centers in Other Universities

The “external review working group” included members of the Digital Directions Task force (DDTF) charged to review and report back to the DDTF on models of support for digital humanities at other universities and to suggest those elements of successful programs that could be adopted at KU.

The variety of organizations, collaborations, and entities that consider themselves “digital humanities centers” runs the gamut from staff that sustain some particular digital resource, to IT desktop support entities, to more general programs designed to foster and sustain the application of technology to humanities research. The group worked from the 2008 Council on Library Information Resources (CLIR) report on digital humanities centers⁷ to identify centers in the United States, to review their web sites and key projects, and to compare program elements such as mission, sponsorship, funding, and staffing. A group of nine task force members also visited the University of Nebraska and met with the co-directors, the Dean of Libraries, and affiliates of their Center for Digital Research in the Humanities.

Well-known humanities centers focused on research computing initiatives and outcomes that are of most interest as models for KU include: Maryland, Virginia, the Stanford Humanities Lab, Illinois and Nebraska.

Most university centers that support research computing initiatives are built on partnerships between sponsoring organizations and individuals who provide leadership. Diane Zorich, as author of the CLIR report, observes that “Digital humanities centers partner with individuals and groups in just about every community imaginable” through formal and informal arrangements.⁸ Partnership is a natural expectation given the nature of the work that many centers strive to support. Zorich offers these essential elements for success adapted below:

- ***Readiness to partner, to working together*** on projects, to garner the support and the approval of parent organizations, and to work outside of professional boundaries and organizational systems.
- ***Shared values – a common vision*** and goals. Partners must own an intellectual stake in the shared success of a research project or program.
- ***Available infrastructure*** including physical space, stable staffing, quality projects and participants, appropriate content, and the technologies necessary to do the job.
- ***Due diligence in examining the potential partnership*** – a look at each partner’s strengths and weaknesses.
- ***A plan*** that identifies expectations and documents agreements on a regularly reviewed basis. Zorich also endorses ***formal agreements and memoranda of understanding***.
- ***Nurturing the collaboration*** to appropriately manage relationships and projects over time.

Successful centers such as those mentioned above address these elements for success, more or less perfectly and in different ways. We urge that these elements form the

⁷ Zorich, Diana M. *A Survey of Digital Humanities Centers in the United States*. The Council on Library and Information Resources (2008)

⁸ *ibid*

foundation and initial priorities of any initiative for the digital humanities at KU. A more complete comparison of Digital Humanities Centers that the subcommittee reviewed is included in Appendix F.

VI. Core Recommendation

The University of Kansas should create an Institute for Computing in the Humanities. Its mission would be to promote the use of computing technology to advance humanistic scholarship across disciplines, to publish and disseminate scholarly research through new web-based models, and to study the impact of technology on society and on the scholarly record. The Institute would focus on research. It would not be involved with the application of established digital methods in teaching, which is the province of other currently existing units including EGARC and IDS. These applications rely on different technologies and standards to achieve different results. However, we do see the Institute as playing a role in those research projects that seek to develop and assess new digital teaching methods.

Such research should be more than just putting texts and multimedia materials on the web. It should make full use of digital technologies to reveal interconnections among diverse bodies of information and to assist in their analysis by means of powerful, often innovative, computer applications and humanistic theory. Probably the most distinctive feature of digital research is that it is of necessity highly collaborative, requiring a range of knowledge and skills that are very rarely if ever concentrated in a single person. We have incorporated the need for and value of collaboration at numerous points in these recommendations.

VII. Goals of the Institute

Educational opportunities for faculty and graduate students in the use of technology for humanistic inquiry.

The Institute should foster a supportive atmosphere and an environment that provides learning opportunities for faculty and graduate researchers, that recognizes the value of digital research in the humanities and allied fields, that encourages connections to a network of national and international scholars, and that identifies and eliminates barriers to innovation and collaboration through education. To that end, the institute should:

- establish and integrate humanistic computing topics with existing Hall Center activities, such as faculty seminars, graduate workshops, and programs for new faculty;
- sponsor speakers from both KU and elsewhere to share their research insights and findings;

- sponsor workshops designed to train faculty in emerging standards for digital research and new media publishing.

Develop and support research initiatives that use technology to pose and answer research questions about the human record.

The Institute should be widely advertised and promoted as a place where faculty who wish to incorporate a digital dimension in their research can take their needs, problems, and ideas and get advice and assistance with research design and realization. Institute staff would:

- provide ongoing support and consulting of faculty on an appointment and perhaps a “walk in” basis;
- help faculty evaluate and refine their research ideas into research proposals and, with sufficient staffing, create visual prototypes;
- provide seed grants (in the neighborhood of \$5000) to get promising projects started and bring them to the point of competitive applications for external funding;
- support graduate students who are working with digital formats of scholarship.

Support for faculty research initiatives should also focus on sustainable infrastructure, including standardization and stabilization of the digital content and code as well as the development of plans for the long term stewardship of digital works. Otherwise, early and innovative projects may not endure for future scholars.

Proactively pursue a flagship project.

Our examination of digital humanities centers around the country reveals that each got started on the basis of one or two projects assiduously pursued by faculty investigators. The University of Virginia digital library program notes that “The [information] community needs at least one dedicated, charismatic faculty leader who can organize and motivate colleagues across institutional boundaries...”⁹ to be successful. We propose building a flagship project, *The Peopling of Kansas* under the leadership of a faculty member who can dedicate significant time to its collaborative creation. This would be a family of digital resources that makes information available about the human diversity in the state from the prehistoric era to the present. The advantages of such a project are:

- It would include the research of many faculty and staff members in a variety of fields who currently study Kansas issues;

⁹ Ruotolo, Christine. Academic Libraries and Information Communities: New Models for Supporting Digital Scholarship. http://mustard.tapor.uvic.ca/cocoon/ach_abstracts/xq/xhtml.xq?id=179

- It would appeal to state government, secondary schools, and citizens of Kansas in general;
- It would provide a means of furthering KU's links with other institutions, such as the Kansas Humanities Council, the Kansas Historical Society, county historical societies, libraries, and other colleges and universities in the state.
- It would provide immediate engagement of the Institute in producing digital scholarship.

The distinctive feature of *The Peopling of Kansas* is that it would not be a single resource, but a connected body of scholarship, interactively linked, so users could conveniently explore and search all of them simultaneously. This would provide a rich experience for the lay user, a large variety of projects for high school and college students, and a source of new and unexpected connections among data that would enhance the advanced research of humanities scholars. The idea of an integrated family of resources in various digital formats (text, audio, video), each with its special focus but all linked by powerful and user-friendly technologies would put the Institute, and KU, at the forefront of research in the digital humanities and “enhance the university’s scholarly and research profile.”¹⁰

Preliminary inquiries have identified several projects that might be part of *The Peopling of Kansas*. A research team has been formed from the libraries and faculty in the College and in Computer Science to pursue two of them: the German dialects of Kansas and their associated social history, and the experience of the Kickapoo and Potawatomi tribes in the state. The team intends to submit an application in February, 2010 to the National Science Foundation program in Software Development for Cyberinfrastructure.

Support the use of technology and web-based digital media to publish peer reviewed research in new forms and encourage all faculty and administration to recognize the valuable transformation occurring in humanities scholarship through the application of computing technologies.

Instead of simply duplicating print and analog publications on the web, the Institute would encourage efforts to move to the next level of harnessing the power of digital technologies for new kinds of peer reviewed publications. Success requires university faculty to recognize the value of digital works as scholarship contributing to tenure and promotion and to evolve models for interpreting and articulating the quality of scholarly digital media. One representative model of peer reviewed scholarly media is *Vectors: Journal of Culture and Technology in a Dynamic Vernacular*, developed by Professor Tara McPherson at USC.¹¹

¹⁰ Chancellor Bernadette Gray-Little’s in *Charting the Future* November 9, 2009. <http://www.chancellor.ku.edu/messages/2009/november9.shtml>

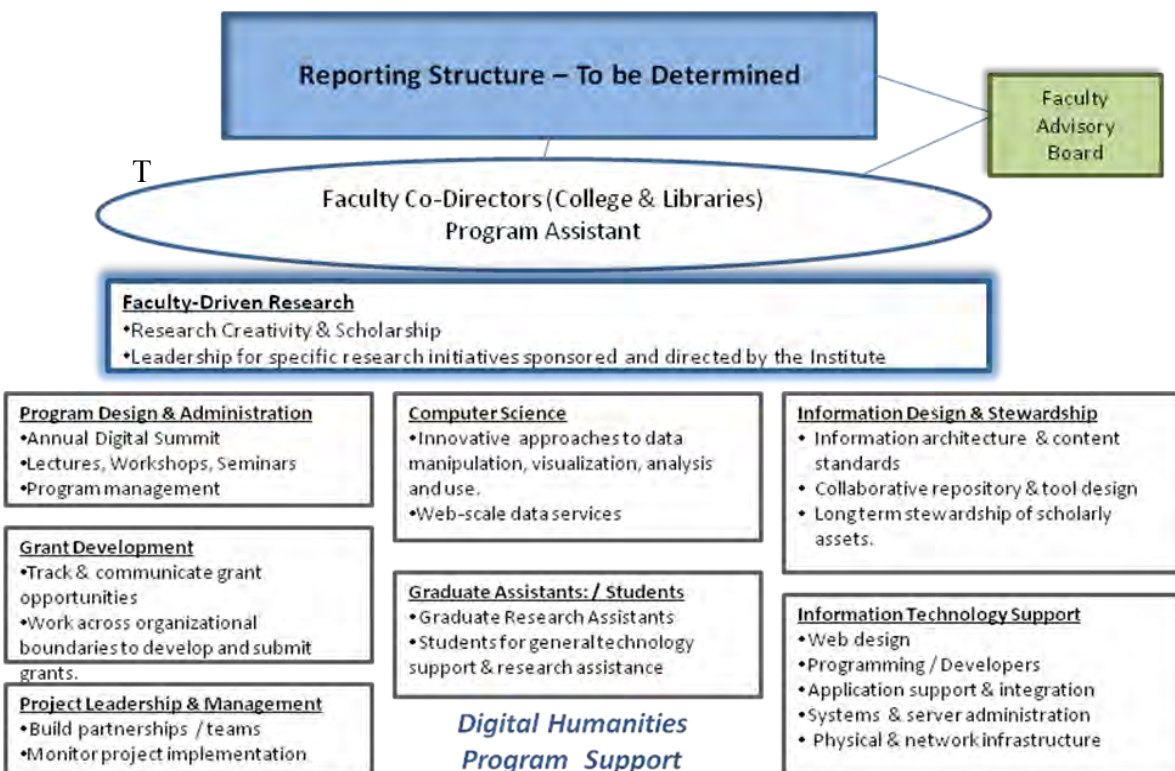
¹¹ *Vectors Journal Introduction* <http://www.vectorsjournal.org/journal/index.php?page=Introduction>

Faculty at KU have shared anecdotes that indicate they have been discouraged in conducting digitally oriented research or publishing in digital forms. This has a particularly dampening effect on younger faculty, who are in the best position to pursue such research but who may be dissuaded from doing so because they perceive it would not be valued in decisions about promotion and tenure. The Institute should encourage KU faculty and administration to recognize the important place of digital research in humanities scholarship today. To this end the Institute should assemble material found in persuasive sources such as “A Manifesto for the Humanities in a Technological Age” by Cathy N. Davidson and David Theo Goldberg (*The Chronicle of Higher Education*, February 13, 2004) and actively seek to change any prevailing negative views that may linger at KU. In our review of existing programs, we were particularly impressed with the work that the University of Nebraska has done in documenting criteria and standards for peer review of digital humanities research.¹²

VIII. Leadership and Organization of the Institute

A successful Institute will thrive on strong leadership able to establish collaborative relationships, bridge gaps between researchers in different disciplines and offer a broad spectrum of expertise and technology support for research. Figure 2 shows the overall organizational design and support proposed for the Institute.

Figure 2 Proposed Organizational Structure & Program Support



¹² CDHR. *Promotion & Tenure Criteria for Assessing Digital Research in the Humanities* (http://cdrh.unl.edu/articles/promotion_and_tenure.php)

The *Faculty Advisory Committee* would advise on matters of policy and review applications for seed grants and workshops.

The *Co-directors* should be knowledgeable about digital research methods, computing, grants, digital publication, and information policy, with the capacity to establish strong working relationships between various departments at the University and work in complementary roles. The co-director model is in place at both the University of Nebraska and at the University of Virginia with a librarian and a faculty member serve together as co-directors. Virginia has a computer scientist serving as the faculty co-director whereas at Nebraska the co-director is a professor of English. Both centers are physically located in university libraries.

Each co-director would have a half-time position in the Institute with summer salary provided to faculty on a nine-month appointment, enabling them to dedicate equal and adequate time to the work of the Institute. The director drawn from the College faculty would be primarily concerned with research design and content development, faculty consultation, grants and funding. The director drawn from library faculty, would focus more specifically on information architecture and design, with the online realization of research outcomes, with access and longevity of digital scholarship (standards, organization, dissemination, curation and preservation of research over time), and on the underlying development of information policy. Where appropriate, each director would act as a principal investigator for grants based on his or her strengths and knowledge.

We think it is essential that both directors be fully involved in the activities of the Institute and that they work together in a coordinated fashion. The optimal balance of designing research methodology, development of scholarly content, technical innovation, sustainable digital stewardship, faculty education and support, and policy development can be best realized when the co-directors are both fully engaged in accordance with their specializations and have backgrounds that complement one another. This, of course, is highly dependent on the credentials each brings to the partnership, the working relationship they establish with each other and with the key partners. Success also requires the provision of sufficient time and resources for the directors jointly to develop the Institute and meet its goals.

A *Program Assistant* should be considered as a permanent member of the Institute staff. This individual would be responsible for coordination of workshops, seminars and speakers, budget and grant accounting, overseeing expenditures for research assistants and other purposes, securing and managing copyrights and authorizations, meeting and events scheduling, and other tasks related to managing research projects.

Information Technology support must be planned and allocated for the Institute as it begins work on actual research projects. Support is needed beyond the desktop level for server-based computing projects and web application programming. It should be possible to utilize centralized IT staff for server hosting, but there simply must be sufficient technology resources assigned to the Institute to provide web design, to

implement technological approaches to research studies, to build or adapt tools to conduct research, and to manage the computer applications that provide enduring access to the resulting scholarship.

IX. Operating Procedures

Basic operation

It is inevitable that researchers and their projects will come to the Institute through various channels. A faculty member might begin with a discussion at the Hall Center of a research initiative for grant funding. He or she may visit the Libraries' Center for Digital Scholarship (CDS) to consult on digital publishing or to pursue a research project using the available scanners, cameras, or audio-visual equipment. These basic channels of support and assistance with digital scholarship currently exist.

Many digital humanities research projects, however, have more complex needs and require more formal and coordinated approaches not readily available at KU today. This is where the Institute would make its unique contribution. For example, a researcher may need help and resources to obtain the necessary permissions and to digitize a substantive body of unique scholarly work. He or she might want help designing an innovative new format of web-based scholarship or require assistance in considering how such works might be peer-reviewed. She or he might be interested in data mining or textual analysis applications.

The faculty director from the College would take the lead in initially working with the Principal Investigator to assess the potential scholarly impact of ideas or proposals. The director from the libraries would assess the potential for deploying a digital strategy using existing tools or repositories or the opportunity to build or adapt new technologies, working with campus IT or other campus technology partners. While the most important consideration should be scholarly merit, technology strategies must also be considered in determining the potential of a project to attract outside funding. Technical exploration should include discussion of standards, tools, and support needed to create and/or analyze the research data, the appropriate formats for the data, and the desired presentation of the research outcomes.

Researchers with projects that appear feasible to the co-directors, and who need start-up funding, would be encouraged to apply for seed grants in the neighborhood of \$3000 to \$5000 to demonstrate their approach and undertake the initial research design. Seed grants could provide support for undergraduate or graduate assistance, travel funds, digitization services, web design, or modest acquisition of software and equipment not presently available on campus. The Institute's advisory committee would form panels to review the grant applications and select those to be funded.

For seed grants approved by the advisory committee, and for other promising projects that do not need seed funding, the PI would work with the co-directors to review

needs and assemble a research team. This team is crucial because these projects will inevitably require collaboration among people with different skill sets. A research team should ideally include the PI, one or both co-directors, and, as needed for the particular project, research assistants, and the necessary technologists such as a web designer, programmer, or software engineer. Research team members could include students and/or faculty in humanities disciplines pertinent to the project. Other members might come from Electrical Engineering and Computer Science, from the Information and Telecommunication Technology Center (ITTC), from KU Libraries, from the College IT office, from Research Technology Computing, or from other research centers.

The number of projects in which the Institute can collaborate at any particular time will be a factor of resources available and the ability to creatively build effective research teams.

Technology support and capacity for research projects

Any faculty member today can engage in digital scholarship at some scale. Using technology to conduct research, to communicate and collaborate with colleagues, to collect and analyze results, or to compile and to publish electronically is within grasp. More challenging are those research initiatives that require significant coordination of infrastructure. The KU Institute for Computing in the Humanities will require substantive technology support, either dedicated or from multiple partners, to be successful. Digital humanities sites can be extremely complex and are built “more like virtual museum exhibitions than like books. These projects usually include large collections of digital versions of primary resources with a network of complex interrelationships interwoven with original scholarly commentary.”¹³

Successful digital humanities centers have ongoing support for computer applications, which is often open source, and networked servers and storage. They have programmers and web developers who can create front doors to research projects, develop algorithms for improving discovery of data, and build new tools that allow researchers to ask new questions about data and to share tools with inter-connected global communities of interest. Successful centers have content specialists who understand how to format and describe digital objects and who can help researchers develop these objects into sustainable collections of research data. They make provision for staff to help translate research products, sometimes in analog and print forms, into digital forms of usable scholarship.

The combination of algorithms, architecture, and infrastructure needed to build and sustain digital humanities initiatives does not represent a one-time expenditure. Grants can pay some initial technology development costs, but a plan must also be developed by the co-directors of the Institute to ensure that the capacity to meet the

¹³ University of Virginia Library Digital Initiatives web site. <http://www.lib.virginia.edu/digital/resndev/> [actual PDF report is ironically no longer viewable]

research goals of the Institute can be realized with a group of willing partners and that it can contribute meaningful impact to scholarship at KU.

It is equally important to consider how we will extend the lifecycle of the resulting digital scholarship for future generations in the same ways that print scholarship has been kept accessible for centuries. In 2005, KU librarians wrote:

Print endures with relatively modest upkeep and can be read without intermediary technology. We can set aside a paper document and reasonably expect to find it readable years later.... Digital information is not so forgiving. Digital objects cannot simply be encapsulated and set aside; they are never permanently preserved like pickles in a jar. Digital objects reside on physical media (tapes, disks) that are fragile and susceptible to corruption. More important, digital objects ... [can] fall out of synchronization with the tools needed to use them. Without a planning program for continued access to and usability of digital information, there can be no reasonable expectation that digital information created today will remain usable in a few years.¹⁴

Academic research libraries have a critical role to play in digital research. Today's research is tomorrow's body of knowledge. Libraries have traditionally been responsible for the organization, access and preservation of traditional forms of scholarship. More recently, libraries are stepping forward to support research faculty engaged in digital scholarship and this trend may accelerate as grant-funded humanities computing projects of all shapes and sizes look to libraries to aggregate, disseminate and preserve their materials over the long term.¹⁵ KU Libraries is an effective partner with researchers in creating and sustaining scholarship through its development of KU ScholarWorks, Journals@KU, Luna Insight image collections, and digital publishing services. The Libraries are committed to serving KU to advance humanistic scholarship as do their counterparts at Nebraska, Maryland, Virginia, or Stanford.

KU's Research Computing Technologies (RCT) unit serves as "part of a university-wide effort to enhance support for advanced computing applications in research and works with the central IT organization and academic units to plan and develop core research computing resources and services."¹⁶ The co-directors of the Institute, working in partnership with KU Libraries, RCT, the College and campus IT departments should develop a roadmap, analyze costs, and formalize agreements for supporting and sustaining the infrastructure and resources necessary for digital humanities research as a first step to build appropriate infrastructure.

¹⁴ Fyffe, Richard, Deborah Ludwig, & Beth Warner. "Digital Preservation: A Campus-Wide Perspective" ECAR Research Bulletin, Vol. 2005, Issue 18.

¹⁵ Ruotolo, Christine. Academic Libraries and Information Communities: New Models for Supporting Digital Scholarship http://mustard.tapor.uvic.ca/cocoon/ach_abstracts/xq/xhtml.xq?id=179

¹⁶ KU Research computing web site. <http://www.rct.ku.edu/0020>

Facilities

While it would be ideal to have all program components located together, existing facilities are adequate to accommodate the Institute. The director from the College might be housed in the Hall Center for the Humanities. The director from the Libraries would likely be housed in the Libraries in proximity to the Center for Digital Scholarship and the Scholar Services staff.

Programs, workshops, and educational seminars could be held in spaces in both the Hall Center and the Libraries. Small group meetings can also be scheduled in both facilities.

Facilities for actual work on digital projects would be made available within the KU Libraries' Center for Digital Scholarship (CDS) along with consultation on digital media and publication and training on digital standards and the use of equipment. Video conferencing and a small instructional facility are also located adjacent to the CDS.

X. Funding

Financial resources will be necessary for the Institute to accomplish its work and must come from a combination of university resources, shared investment by sponsoring partners, incoming grant support, and public and private donations. This is apparent in looking at successful centers for humanities computing elsewhere which pair significant external income and sponsorship with university contributions.

Funding can be envisioned in two stages. The first stage would coincide with the establishment of the Institute, would come from university sources and would consist of:

- Support for the two half time co-directors and a program assistant.
- Seed grants for promising projects, to be used for research assistants, travel, digitization of documents and audio-visual materials, web and programming development, and other research expenses. The seed grant would be used to bring projects to a stage where PIs could submit strong applications to external sources.
- Funds to support lectures and workshops provided by visiting scholars.
- Funding for a second digital summit in 2011.
- Funding for additional technology infrastructure necessary to develop small prototypes for digital projects on a modest content development platform such as Omeka.¹⁷

A business plan should be developed by the co-directors to analyze and articulate first stage funding needs over two years.

¹⁷ <http://omeka.org/>

The second stage of funding would come primarily from external grants directly to the Institute, as well as from indirect costs connected with grants to individuals and research teams. This would become possible as the Institute becomes productive, and would include:

- Expanding the seed grants
- Acquiring permanent staff as the Institute grows.
- Travel grants for KU staff to present papers at professional meetings or attend seminars and workshops.
- Fellowships providing released time to engage in digital research.
- Supporting sustainable information infrastructure and technology development

In the best of all possible worlds, the second stage of funding could commence sooner rather than later. Two avenues of external support for the *Peopling of Kansas* project are currently being pursued. One, mentioned above, is a grant application for \$500,000 to the National Science Foundation Software Development for Cyberinfrastructure. An interdisciplinary team of faculty is currently preparing the application, to be submitted in late February, 2010. Other possibilities are a major gift from private donors solicited through the KU Endowment Association and two NEH Challenge Grants under preparation by the Hall center.

A significant responsibility for the directors would include development and grant activities to ensure incoming funding over time, working with the Institute's sponsors. It will also be important to make the case for ongoing allocation of KU sources of funding and in-kind contributions. The University of Nebraska, for example, invested \$1.7 million as part of its own "Programs of Excellence" funds for its Center for Digital Research in the Humanities (CDHR) from 2004-2010, in addition to the significant grant funding received from numerous sources. This has allowed CDHR to acquire more permanent staff to attain more ambitious goals.

XI. In Conclusion

The task force visit to the University of Nebraska in December 2009 and our review of other digital humanities centers made us aware that we lag seriously behind many of our peer institutions in digital humanities research. We believe it is important for the future of KU to move forward immediately.

We do not have to start from scratch. Some funding will be required, but a strong beginning for the Institute could be achieved by building on the collective resources and positive working relationships that already exist within the College, the Hall Center, and KU Libraries

APPENDICES

Appendix A. Digital Directions in the Humanities Task force Members

Allan Hanson, Anthropology; Task Force Co-Chair
Deborah Ludwig, Libraries, Task Force Co-Chair

Ann Cudd, College of Liberal Arts & Sciences; Executive Committee
Kristine Latta, Hall Center, Executive Committee

Arienne Dwyer, Anthropology
Arvin Agah, Electrical Engineering and Computer Science
Dan Bernstein, Center for Teaching Excellence
Frank Baron, German
George Gibbs, Libraries
Isidro Rivera, Spanish and Portuguese
Jon Giullian, Libraries
Jonathan Perkins, EGARC
Mark Reaney, Theatre
Marsha Haufler, History of Art
Maryemma Graham, English
Nancy Baym, Communication Studies
Rick McMullen, Research and Graduate Studies
Sarah Goodwin Thiel, Libraries
Scott Hanrath, Information Technology
Scott McEathron, Libraries
Sofia Galarza Liu, Spencer Art Museum
Steve Goddard, Spencer Art Museum
Susan Zvacek, IDS
Van Kelly, French and Italian
Wade Garrison, Libraries

Appendix B. Charge to the Task Force

The charge to the task force was to evaluate the current climate for digital scholarship at KU, to make recommendations for encouraging a *culture* of digital scholarship at KU, and to plan and hold KU's first *Digital Scholarship Summit* in 2009. The task force is to consider and report on:

- Faculty readiness to engage in digital scholarship, particularly in the arts, humanities, and social sciences;
- Opportunities for multidisciplinary research that builds on the gains already attained through the application of technology to research and instruction in the scientific, engineering, and medical fields;
- Educational opportunities to create understanding and advancement of digital creativity and scholarship at KU and with regional partners;
- External funding possibilities for digital scholarship;
- Delivery of new models of scholarly communication to a global audience;
- Integration of digital scholarship with graduate and undergraduate research and education;
- Review models for Digital Centers at other institutions and make recommendations for meeting the technology support and infrastructure needs for digital scholarship through facilities, programs and services.

Appendix C. KU Centers Supporting Digital Scholarship

(Some current KU resources for assistance with digitally-related issues.

Also see appendix D for more comparative information.)

from Jonathan Perkins, EGARC

the kinds of problems and issues that are brought to you

We fill requests from all over the map:

- normal equipment requests – laptops, video cameras, iPods, digital recorders, PowerPoint clickers
- odd equipment requests – dictation machine, typewriter, reel-to-reel player, U-matic player
- audio conversions – reel-to-reel, LP record, audio cassette, CD, mp3, wav
- video conversions – Umatic, PAL/SECAM to NTSC, VHS, DVD, web formats
- webpage design (the Slavic Department is our most recent work)
- project support - audio recording for textbooks, on-line survey tool for Linguistics, placement exam for Japanese, on-line platform for cultural exchange with Costa Rica, *Acceso* project (an online Spanish textbook and supporting instructor area with wiki for materials creation and discussion board for participants)
- instructional support – duplication requests (audio and video), digitizing requests (audio and video), scanning (images and pdfs), teleconferencing support (Skype and Polycom), computer access for instructors (faculty development area) and classes (three computer labs), conference room, small group viewing area.

whether you are able to provide solutions

We either solve the problem or find someone who can.

if or how you coordinate with other offices in providing the assistance

We work as closely as we can with the College IT office and Instructional Development and Support. Phil Hauptman and I speak/e-mail frequently about EGARC and the needs of faculty that are not being met; his office solves a LOT of problems that get brought to us ... we may occasionally solve a problem brought to him. I know everyone at IDS on a first-name basis and wish only that they had more staff and more resources to do their job.

From Susan Zvacek, Instructional Development and Support

Instructional Development and Support (IDS) has developed a reputation for attentive customer service in working with our client base of faculty (and other instructional staff)

at KU. Our clients come to us for assistance with two types of problems, typically. The first kind of problem has to do primarily with hardware or software and can be resolved with a piece of equipment, the addition of specialized software, or some other tangible resource. Some examples might include providing a digital video camera to document classroom activities, or enabling the use of an audio-based online discussion board for foreign language classes.

The other kind of problem we see is related to instructional practice – that is, problems related to teaching and learning that are separate from hardware or software. The difficulty with these issues is that they frequently masquerade as technology problems, not instructional problems. In these cases, we work with the instructor to identify their goals (what they hope students will gain from the instruction), focusing on what students are doing to learn, before moving on to what the faculty member is doing to teach. In this way the use of hardware/software is brought into the equation only when and if it's appropriate.

Typically, we are able to provide solutions to the problems our clients bring to us, especially the easier problems that can be resolved with hardware or software. The conceptual problems related to instructional strategies or course design present a greater challenge but frequently result in a more significant benefit in the long run.

Both types of problems (or challenges, to use a more positive word) frequently require the coordination of more than one campus unit. We have, in the past, worked with various IT units, the Libraries, CTE, FO, DCM, Student Success, EGARC, and the Writing Center to address issues and offer assistance. This collaboration can range from a brief meeting between campus support units to the development of new procedures or policies to facilitate improved teaching and learning.

From Dan Bernstein, Center for Teaching Excellence

One area in which we have a great need is in basic web management for representation of teaching and learning. Our Center has a gallery of digital course portfolios that give rich examples of teaching and learning in KU courses. These learning objects are the center of our work with faculty members, and it takes a lot of time to turn traditional intellectual work into navigable, visually appealing hypertext documents. We have generally followed the lead of humanities projects elsewhere (e.g., Visible Knowledge Project) in building our own portfolio shell; this has been labor intensive, but it has also allowed maximal flexibility for our colleagues who author portfolios in the gallery. We are close to reaching our limit in productivity, and we have not yet solved the issue of selecting those items to be part of a smaller community in Scholarworks. It takes all our time and energy to work with faculty members in writing about their teaching, and there is no human resource left over to go one another layer meta about the work.

When I recruit faculty to write about teaching and learning, I note that I never learned how to set type or bind a journal issue; those skills were handled by other professionals whose performance enabled my work to be visible. We are trying to do the

same with digital representations, so our center has absorbed the role of digital publishing house working with intellectual content from colleagues. It would be very, very valuable to our work if there were more centralized (and I hope more efficient) ways of doing the work of making faculty learning visible. We are now starting to pay LSS for web services since our in house web-production capacity is currently exceeded by the flow of completed intellectual work. It was cheaper to hire web people in the center, but the long term stability of that solution is not great, so we are trying to work with a central resource.

With regard to the questions themselves, faculty members who come to CTE with questions about their teaching typically do not seek technological answers; they are more concerned with how to measure students' understanding, how to engage students in doing class reading and assignments, and how to use students' time better. Some of those issues are well served by technology, but not uniquely, and in most cases faculty members we see are underutilizing the potential of Bb as a tool for engaging students. So the easy answer is to demonstrate ways that existing enterprise course management software can be used to enhance student learning. Once we demonstrate the potential, we often partner with IDS, sometimes by jointly holding sessions but mostly by directing colleagues to existing IDS sessions and consulting on technical details.

The area of in-class technology has been handled largely by IDS, since the hardware and audience-response systems were consolidated in that office a few years ago. We no longer field much traffic on those two topics, and typically we refer to IDS.

In the area of out of class technology, we have been more active in hosting conversations about digital projects as student intellectual products for a class. We have had several sessions in which KU and visiting faculty show examples of student multi-media work, focusing on how those projects engage students and demonstrate intellectual content (not just technical skill). So far, the few faculty members at KU who have assigned digital stories have found sufficient technical support in IDS and the facilities in Budig One, the library technical lab. I don't think those resources are scalable, meaning that they would be insufficient if even 50 KU teachers wanted substantial multi-media involvement by students, but for now the demand is very low and the resources are adequate.

There are a number of contexts in which a shell for easy mounting of web-based portfolios would be valuable; for students in their majors and for departments to collect evidence of their productivity. There are many commercial enterprise portfolio products, but none of them seem flexible enough for the KU mentality; they are typically driven by desires for efficient assessment report writing, and thus are not very faculty friendly. There is the Sakai open source portfolio tool, but it so far seems very difficult to manage and not readily usable. One unit has been trying for over a year to make it accessible to students, so far without success. This is an important function that many people would like, but the programs and their functions are changing rapidly. Even the Sakai platform is nearly obsolete even before it is operative, and there are new web 2.0 versions of shells for representing intellectual work appearing all the time. CTE sponsored the importation of a very simple, user friendly, open-source portfolio tool (now packaged as KU KeepToolkit), and that has gotten a lot of use. It quickly became a couple generations behind its source since there was no one in Information Services who could give it the time to update regularly. It still is useful, though, and works better than

the more far-reaching and pretentious versions. It is not an interactive tool, though, and as such will be obsolete soon as the 2.0 world becomes the normal world.

There are also a few stand alone products that are useful in teaching (such as MapleTA), and so far the Math Department license has been big enough to handle the demand. In general we find that faculty members are unwilling to engage with new technology in their teaching since it usually requires upfront learning about the system and developing or adapting the intellectual content to place in any new system. Time for developing teaching (by technology or by other practices) is in shorter supply than the hardware space or software to manage the change. I am not sure how that can be addressed, given the ever increasing expectations on us all, but maybe there could be conversations about how to make engaging with digital scholarship more inviting. Perhaps it needs to be more inviting than print media to get people to endure the cost of learning a new form of representation of intellectual work.

From Phil Hauptman, College of Liberal Arts and Sciences

The requests that we receive are as diverse as the College. The requests run the gambit from needing assistance formatting images or documents, scanning or design for a presentation to complex endeavors such as faculty wanting to conduct class from remote locations around the world or creating documentary movies. The College is well prepared to provide solutions for faculty and staff generally through College resources. At times we may have to collaborate with other campus units like IDS or Central IT to effect solutions.

From Rick McMullen, Research and Graduate Studies

1) the kinds of problems and issues that are brought to you

Our view of Research Computing includes computing for research in the sciences as well as applications of advanced computing and communications technologies in scholarly and creative activities across all disciplines.

The Research Computing Technologies group within Research and Graduate Studies engages in the following activities in support of Research Computing at KU:

- Planning for computing infrastructure and services, including shared facilities and support for high performance computing, large scale data file storage and databases, visualization, collaboration technologies and networks;
- consulting with individual faculty and staff to assess and find ways to meet their research IT needs;
- partnering with research intensive units across KU to identify areas of need in IT infrastructure and services for research, scholarly activity and clinical practice, and to develop strategies for meeting these needs in a sustainable way;

- partnering with research collaborations dependent on advanced computing to enhance KU's competitiveness in external funding opportunities, and, conversely, leverage external funding to enhance KU's research computing infrastructure;
- engaging in outreach, training and education activities to build expertise in advanced computing technologies and their application within the KU community;
- trialling new technologies and fitting these into an overall technology roadmap in support of research and creative activity at KU;
- providing and managing focused IT infrastructure and services in support of the missions of KUCR/RGS, RGS Core Labs and designated Centers.

The RCT Group also play a central role in the planning and development of research technologies in the larger context of academic and enterprise systems across the University in cooperation with Information Technologies and academic units.

2) whether you are able to provide solutions

Yes. For larger projects, solutions are based on partnerships with faculty, staff and unit administrative leadership. Some solutions we are working on include:

- A virtual machine facility for research applications that provides a safe, secure and managed environment to replace under-desk PCs used for project databases, project web sites and similar day-to-day applications.
- A large memory statistics server to support analyses of very large data sets, primarily in the social sciences. This server is based on the virtual machine facility and can be reconfigured and scaled easily.
- A large computing cluster for computationally intensive applications in any field.
- A campus-level file system for research. This file system provides storage to desktop computers and computing clusters, and can serve as a common file space across many systems for sharing data and making it available through many applications.
- Portals and virtual data centers to support interdisciplinary groups in diverse fields such as archaeology, chemistry, geology and ecological research.
- Visualization facilities for real time interaction with large data sets.
- TeraGrid Champions program at KU to help faculty and staff use national high-end computing centers for scientific and humanities computing projects.

Other projects are in the works and we are interested in further ideas to enhance KU's research computing facilities and services.

3) if or how you coordinate with other offices in providing the assistance

RGS and IT are developing and refining a process for prioritizing, planning and implementing research IT infrastructure and services. We also partner with the College, Schools and departments to develop research IT solutions.

From Training and Instructional Services, KU Libraries

Training and Instructional Services

The Training Department is a department within Instructional Services.

Purpose: Provide software training and support to staff, faculty, and students at the University.

Staff: Jeff, Kathy, Gretchen, and Kim

Activities:

- Train staff, faculty and students on how to use software to increase their efficiency and make their jobs easier.
 - Open workshops for Microsoft Office Suite, Adobe Software, citation software and others (e.g., HawkDrive).
 - Customized Classes - work with KU faculty, instructional staff, and GTAs to incorporate research and/or technology components into coursework, providing customized instruction during a normal class session. Examples include:
 - Excel for charts and statistics.
 - Dreamweaver for creating student web pages.
 - Word Press and Sea Monkey for E-Portfolios.
 - Endnote and RefWorks for citations and bibliographies.
 - Luna Insight to support research with digital images.
 - PowerPoint for student presentations.

Custom training is also available to other groups of six or more people within the KU community, including KU offices and departments, registered student organizations, and retiree groups.

- Provide deskside coaching for faculty, staff, and graduate students working on a project involving the software we support.
- Create user documentation for university supported software.
- Troubleshoot problems with software.
- Tier II software support for the Help Desk.
- Act as a technical consultant on projects.

From Scholar Services, KU Libraries

Scholar Services provides expertise and tools to facilitate the creation and use of digital scholarship to enhance research, teaching, and learning at the University of Kansas.

- The Scholar Services program supports an evolving research environment by promoting best practices, innovative methods, and appropriate modes of information management.
- We work cooperatively and collaboratively with researchers to manage scholarship throughout the research cycle, including the creation, synthesis, organization, analysis, distribution, and preservation of scholarly data.

Scholar Services is a program of Information Services (KU Libraries and Information Technology). Program areas include:

BudigOne Digital Workspace

The BudigOne Digital Workspace supports KU faculty and graduate students in the development of digital projects for teaching and research. Through this workspace, users are offered specialized instruction, staff expertise and access to equipment necessary for creating and editing digital images, sound, video, and text. Digital content created in BudigOne can be integrated into appropriate web, course-delivery, and digital library systems, stored in appropriate repositories and preserved for use over long periods of time.

Digital Initiatives

KU Digital Initiatives is responsible for designing and implementing digital services needed to create, display, discover, store, and preserve scholarly information in a digital format. Through standards-based technology, campus-wide collaboration, and external partnerships, the DI program is helping to build a rich set of digital tools and resources that can be accessed through an integrated digital library system.

GIS and Data Services

GIS and Data Services provide workspace for KU students, staff and faculty, as well as one-on-one assistance with numeric, geospatial, statistical and related data. The Lab, located on level one of Anschutz Library, supports GIS and statistics-related class work, teaching and research at KU.

Scholarly Communications

Creation of a system of scholarly communication that fully meets the needs of current and future researchers, teachers, and students requires the active cooperation of faculty, librarians, and publishers. We encourage the university community to learn with us about these issues.

Thomas R. Smith Map Collection

The Thomas R. Smith Map Collection is among the largest academic map collections in the United States. It was founded by the late Professor Thomas R. Smith of the Department of Geography. The map collection includes over 440,000 paper maps and air photographs. The KU Libraries have extensive holdings of maps and digital data on CD-ROMs, primarily from government agencies but also from other sources.

Some of our services include:

- Course integrated instruction
- Data analysis and management
- Data sharing and interoperability
- Design, implementation, and auditing of data repositories
- Digital library standards
- Digital preservation and storage services
- Digital publishing
- GIS mapping and visualization
- Hosting and delivery of digital collections
- Large-format scanning
- Locating and analyzing numeric data
- Media creation (Audio, Video, Multimedia)
- Project management
- Research consultation
- Research design
- Scanning and digital photography
- Tools for enhanced delivery of data through IT systems
- Workshops (GIS, statistical software, locating and using numeric data, working with digital images, etc.)

Appendix D. Features & Services of Selected KU Centers

University of Kansas Units and Departments That Support Digital Humanities Research

- College of Liberal Arts and Sciences - - Ermal Garinger Academic Resource Center (EGARC)
- College of Liberal Arts and Sciences Technology Office
- Information and Telecommunication Technology Center (ITTC)
- Instructional Development and Support (IDS)
- Hall Center for the Humanities
- KU Scholar Services (KU Libraries & Information Services)

The information in this section is primarily derived from staff-supplied data and from the organizations' web sites.

College of Liberal Arts & Sciences – Ermal Garinger Academic Resource Center (EGARC)

<http://egarc.ku.edu/>

Purpose Statement: EGARC's mission is to promote the learning and teaching of languages, cultures and humanities at the University of Kansas through the use of technology and other instructional media. In addition to housing a collection of approximately 12,000 audio and video items in over 60 languages, the Center contains three computer labs, a media-enhanced conference room, a soundproofed recording studio and a viewing area for small groups. We have a wide variety of portable equipment available for checkout, and provide instructors with a materials development area that includes the latest in hardware and software. We also offer training in new instructional technologies and support grant and research projects focusing on languages, cultures and the role of technology in the classroom.

Flagship Projects / Key Initiatives: EGARC has three major projects underway at present. We are collaborating with the Department of Spanish and Portuguese to create an online textbook for intermediate Spanish (<http://www2.ku.edu/~spanish/acceso/>). We are working with the Project on the History of Black Writing to provide a website and a web-based collaborative work area for an NEH-funded summer institute on Richard Wright (<http://wrightconnection.ku.edu/>). We are also working with the Center for Russian, East European and Eurasian Studies on the web component of an international reappraisal of Russian history during the First World War and the Russian Civil War (<http://www.russiasgreatwar.org/>).

Sponsorship, Partnership & Funding: Academic unit funded by the College. EGARC started out as foreign language lab, but was tasked with serving all humanities departments in 1987.

Administration & Staff: Director - Jonathan Perkins. Three additional full-time staff and 7-10 student technology assistants.

Clients & Services: Serves Humanities departments, and the Applied English Center. The lab facilities and resources are extensive.

EGARC also offers regular in-class student training for our VOIP language lab system and certain software (Audacity, MS Word, Wimba) used extensively in FL classes. We offer workshops for foreign language GTAs and give one-on-one technology assistance within our center. The Director has historically taught *LA&S 740, Computers in the Classroom*, but the course has not been taught since 2000.

EGARC sponsors monthly Language & Technology brownbag series for language coordinators on campus. While many of the presentations are by EGARC staff and language coordinators, outside guests have included Doug Golick (IDS), Phil Hauptman (CLAS IT) and Susan Zvacek (IDS). Bill Tsutsui, Associate Dean of International Studies and Director of the Center for Global and International Studies, is scheduled to meet with the group in late November to discuss language-related issues.

College of Liberal Arts & Sciences – IT department

<http://clas.ku.edu/faculty-staff/technology/index.shtml>

Purpose Statement: CLAS IT provides tech support for hardware and software issues, services for layout of publications, large format and volume printing, and web site design, development, and production. The College is working towards adding audio and video media production resources to assist faculty and staff. CLAS offers a wide gamut of digital services for media needs, including digital layout and/or printing of brochures, pamphlets, newsletters, magazines, or books, digital image capturing from slides or other media.

Administration & Staff: Director - Phil Hauptman, 12 FTE Support Technicians, 10 student technicians, 3 FTE in Digital Media Services (support mainly Humanities faculty), 4 FTE in Web Development (1 FTE specifically for the Humanities) [20 FTE total + student technicians]

Clients & Services: The CLAS Technology Office is available to help faculty, staff, and the academic and service units of the College and to assist faculty with technical aspects of projects and research. CLAS IT provides resources, technical expertise, or acts as liaison to other technology providers.

The College supports a number of small digital labs.

CLAS and the University offer deskside assistance with hardware and software purchasing, installation, and troubleshooting. Each CLAS Department is assigned a

technician who is familiar with the technology in use in the program, and who can offer advice or assistance.

Each CLAS Department has a designated web designer. The CLAS Web team is charged with overseeing Departmental and Program web development for the College, and offers design, development, and programming services to fulfill that charge. In addition, CLAS Web is charged with developing web-based systems and services to benefit the entire College. The CLAS Web team is also a resource for faculty in the development of faculty; research; and journal websites.

Hall Center for the Humanities

<http://www.hallcenter.ku.edu/>

Purpose Statement: The Hall Center is a designated research center. The Hall Center's primary mission is to stimulate and support research in the humanities, arts and social sciences, especially of an interdisciplinary kind, at the University of Kansas. The Center brings together faculty and graduate students with common interests from various disciplines to enable them to build on each others' ideas and to share their knowledge within the university and with the wider community. The Center's collateral mission is to sponsor special programs that engage the university and the wider community in dialogue on issues that bring the humanities to bear on the quality of life for all citizens. It creates events on and beyond campus that seek to understand our past, present and future, our values and identities and the essential issues we face as individuals and communities.

Flagship Projects / Key Initiatives: The Hall Center is currently working to restructure faculty seminars in such a way that they might better serve as incubators of interdisciplinary, collaborative work. Faculty seminars include both KU and visiting speakers. There are currently 13 ongoing seminars, though a spring application process may reduce that number. Fall faculty colloquia and various workshops also serve a kind of "think tank" function.

In the digital realm, projects include Kansas History Online, Shifting Borders E-Book although neither was conceived as "flagship."

Sponsorship, Partnership & Funding: KU Center for Research is the sponsor and funding comes from KUCR, Endowment, annual gifts from Friends memberships, and private foundations. The Hall Family Foundation is a significant partner. The Hall Center has been the recipient of funding from two NEH Challenge grants. Support for previous digital projects has come from outside grant funding or in partnership with community entities. Sources of funding administered by the Hall Center could provide some support for future project work: e.g., the Collaborative Research Group Grant.

Administration & Staff: Director - Victor Bailey; Associate Director - Kristine Latta; Humanities Grant Development Officer - Kathy Porsch; Program Coordinator; Accountant; Receptionist; and 5 part-time student interns. [6 FTE + interns]

Clients & Services: Clients are faculty and graduate students in the humanities and humanistic social sciences. There is a strong community-based constituency for HC public programming.

Incentives and Opportunities: Various grant competitions for both faculty and graduate students, many of which could support digital projects.

Information and Telecommunication Technology Center (ITTC)

<http://www.ittc.ku.edu/>

Purpose Statement: The ITTC Vision is: “To be a global leader and strategic partner in the creation and commercialization of innovative technologies in telecommunications, information systems, bioinformatics, and radar. The ITTC Mission Statement is:

- To advance knowledge and create innovative technologies in telecommunications, information systems, bioinformatics, and radar
- To educate and train students for technology leadership;
- To transfer knowledge and innovative technologies to Kansas companies and national industries—by providing an excellent interdisciplinary research and development environment.

“We excel in basic research, technology development, and technology commercialization through the support of the Kansas Technology Enterprise Corporation (KTEC), private industry, and federal and state programs.”

Flagship Projects / Key Initiatives: See web site, patents search, and sponsored research projects. The Information and Telecommunication Technology Center contains six laboratories on the University of Kansas campus. Probably the most pertinent to digital humanities is the e-Learning Design Laboratory (eDL). The e-Learning Design Lab is a joint creation between ITTC and KU's Center for Research on Learning, which is also in Dole. This unit responds to the emerging challenges and opportunities in online education. eDL studies and develops new learning environments and tools for students of all ages. This includes the study, development, and research of new designs, principles, practices, and policies.

Sponsorship, Partnership & Funding: Federal grants provide 72 percent of ITTC's funding, while the state invests 17 percent. Industry furnishes an additional 9 percent and a variety of sponsors make up the final category entitled "other" which provides 2 percent of the more than \$4.2 million annual budget.

Administration & Staff: ITTC has more than 45 faculty and staff researchers and 135 students who develop technologies and advance knowledge in the areas of bioinformatics, information technology, telecommunications, radar systems and remote sensing. ITTC staff includes the Director, Associate Director, Director of Laboratories,

Director of Technology Commercialization, Systems Specialist, Information Systems Analyst in Bioinformatics, Senior Network System Administrator, Network Specialist, RF electronics engineer, Information Specialist, Research Administration Specialist, Public Relations & Marketing Coordinator Postdoctoral Research Assistant, 2 Research Engineers, 2 Program Assistants, and a Facilities Coordinator.

Clients & Services: These come primarily from grant-funded research.

Incentives and Opportunities: ITTC is one of the primary locales for academic computing on campus. There is potential, if interest exists for development of high powered technologies for digital humanities projects. Among the persons who could help steer us in the most appropriate directions at ITTC are Digital Task Force members Rick McMullen and Arvin Agah (director of the Intelligent Systems Laboratory at ITTC), and ITTC Interim Director Perry Alexander.

Instructional Development and Support (IDS)

<http://ids.ku.edu>

Purpose Statement: Providing leadership in the use of technology to enhance instructional effectiveness and encourage innovation by: 1) assisting faculty in the integration of technology in their instruction; 2) focusing and coordinating the efforts of those who are involved with the integration of technologies into the teaching and learning process; 3) gathering and disseminating information related to instructional design, technologies, and learning; and 4) conducting ongoing analysis and planning for technology related teaching and learning needs.

Flagship Projects / Key Initiatives: Blackboard, course design support, classroom technology and media support, classroom clicker technologies.

Sponsorship, Partnership & Funding: A unit /program within KU Scholarly Support, IDS is centrally funded; all services are free (except materials for media duplication); no student fee allocations are received.

Administration & Staff: Director (Susan M. Zvacek) and 13 full-time staff with responsibilities in instructional design, media/video production, classroom technology troubleshooting and maintenance, videoconferencing support, electronics and equipment installation, and administration. [14 FTE total]

Collaborations with CTE, EGARC, DCM, FO, Libraries, IT, and Writing Center.

Clients & Services: All Lawrence campus KU instructional staff (faculty, instructors, TA's, etc.) IDS provides deskside coaching for online instructional development, media production, and related consultations. Methods of support include telephone, e-mail, and walk-in support provided 7:30am to 5:00pm Monday-Friday

Equipment is available within IDS for digital photography/graphics production and video/audio production, as well as equipment available for check-out (video cameras, for example).

Workshops are available on Blackboard (basic and advanced), video production, graphics, and related topics.

Incentives and Opportunities: Stipends for faculty who participate in the Course Redesign Colloquium (typically 8 faculty members per year); occasional funding to support related activities.

KU Libraries – Scholar Services program

<http://www.scholarservices.ku.edu/>

Purpose Statement: Scholar Services provides expertise and tools to facilitate the creation and use of digital scholarship to enhance research, teaching, and learning at the University of Kansas. The Scholar Services program supports an evolving research environment by promoting best practices, innovative methods, and appropriate modes of information management. The program works cooperatively and collaboratively with researchers to manage scholarship throughout the research cycle, including the creation, synthesis, organization, analysis, distribution, and preservation of scholarly data.

Flagship Projects / Key Initiatives:

- KU ScholarWorks (the university institutional repository)
<http://kuscholarworks.ku.edu>
- Journals@KU (scholarly journal publishing generally favoring open access)
<https://journals.ku.edu/>
- Electronic Thesis and Dissertation submission support for graduate students and the catalog of online theses and dissertations through KU ScholarWorks
- Consulting and advice on digital projects and letters of support for grants
- Numerous online image collections for research and teaching
(<http://www.lib.ku.edu/imagegateway/>)
- Development of encoded archival finding aides catalog for Spencer library to record information about special collections
(<http://etext.ku.edu/search?route=ksrlead;brand=ksrlead>)
- Over 20 unique KU digital collections
- Pilot project / investigation on data curation within DSpace
- Scholarly communications policy development and support, including leadership for the campus open access policy.

Sponsorship, Partnership & Funding: The KU Scholar Services program was formed in 2006 and grew out of the Digital Library/Digital Initiatives programs and numeric and

spatial data initiatives. Funding is provided primarily by KU Libraries with IT support largely provided by campus IT.

Scholar Services has actively collaborated with faculty and staff from a wide variety of university departments, and with university departments including the Center for Teaching Excellence, Dole Archives, Instructional Services (Libraries/IDS/IT), the Hall Center, IDS, IT, Spencer Museum of Art, the Writing Center. Outside of KU, the Scholar Services unit has partnered with the Kansas Historical Society, with local artists, with the KU medical center, and with other Kansas universities on digital projects and programs.

Administration & Staff: Program head [vacant]; scholarly communications librarian, digital imaging librarian, digital publishing librarian, digital humanities librarian, data librarian [vacant], digital information specialist, geographic information services specialist, maps librarian, statistical computing consultant. Additional technology support comes from the libraries' web services unit and from partnership with campus IT as part of the Information Services organization. [6.75 FTE + 2 FTE vacant positions]

Clients & Services: The program works with faculty and graduate students interested in developing digital forms of scholarship or disseminating research through the web. We have a new Center for Digital Scholarship in Watson library that has incorporated digital and media production facilities from our former outpost, BudigOne, with consulting, training, and expertise in research creativity and scholarship.

The program also hosts or participates in sponsoring events and exhibits. An example is the new Editors Forum for journal editors at KU. In the past we have created various faculty advisory groups around new technology services to facilitate implementation. We have also been involved with Hall center speaker series.

Incentives and Opportunities: We have at several times in the past offered competitive mini-grants for content development and digital projects. We offer partnerships and provide some resources. We train faculty and graduate students in the use of digital technologies and support grant development.

Appendix E. Faculty Survey, Complete Findings

The questionnaire

Dear colleagues,

The Deans of the College and the Library and the Director of the Hall Center have established a Digital Directions Task Force to recommend ways to evaluate and enhance the current climate for digital scholarship in the humanities and social sciences at KU. One of our tasks is to gather information about how you are currently using and/or creating digital resources and tools and what improvements would contribute to your success. Please take a few moments to answer the following questions. Although university funding is currently restricted, the Provost and sponsors of this task force understand that KU is lagging in the vital area of information infrastructure. Thus, even in the present climate, there is good reason to hope that substantial advances can be made in the near future. Even if you use digital resources very little your responses will be very helpful as we gauge the extent to which such resources are currently used and explore ways to enhance your access to the most pertinent and powerful electronic technologies.

Many thanks,
Allan Hanson
Professor of Anthropology
Digital Directions Task Force Co-chair

1. How would you rate your overall interest (regardless of your level of expertise) in the use of digital technologies for research purposes?
 - A. None
 - B. Limited
 - C. Quite a bit
 - D. Very high

2. How would you rate your overall interest (regardless of your level of expertise) in the use of digital technologies for teaching purposes?
 - A. None
 - B. Limited
 - C. Quite a bit
 - D. Very high

3. Other than email and wordprocessing, how do you use digital technologies in your research and publication?
 - A. Not at all.
 - B. Nothing beyond using the library's online catalog, accessing literature available in digital form, and using search engines and electronic databases to find information

- C. To some degree, such as, in addition to the above, blogs and other online discussion groups, teleconferencing, etc.
- D. Quite extensively, in ways tailored to my own research, such as data mining and organization, linguistic, visual or musical recognition programs and archives, image or video editing, geographic information systems, statistical or mathematical programs, or sharing my research by creating my own databases, indexes or programs, multimedia publication.

If you selected either C or D, please give a specific description of how you use digital resources in your research.

- 4. Other than email, how do you use digital technologies in your teaching?
 - A. Not at all.
 - B. Powerpoint presentations and limited use of Blackboard for posting announcements, syllabi, and other documents and recording grades.
 - C. Broad use of Blackboard to establish student feedback, discussion groups, joint projects, and programs to detect plagiarism.
 - D. Quite extensively, in other specialized ways tailored to my courses.

If you selected either C or D, please give a specific description of how you use digital resources in your teaching.

5. When you create digital products, either for use in teaching or as a means to distribute the results of your research, to whom do you presently turn for help with creation of the product, for help in making materials accessible, and/or for help with any policy issues such as understanding copyright and licensing involved in distribution?

6. A major goal of the task force is to identify information technologies, resources, and expertise that, if available, would create a climate for successful digital scholarship. If you had a magic wand and could redefine the current KU environment with new tools, resources, or expertise, what would the future look like?

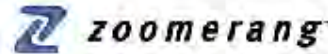
7 Please tell us any other thoughts you have about using and creating digital resources for the humanities and social sciences and things the task force should take into account.

_____ Your name (optional, but helpful)

Results, questions 1-4

Digital Directions Taskforce

Results Overview



Date: 2/12/2009 7:21 AM PST
 Responses: Completed
 Filter: No filter applied

1. How would you rate your overall interest (regardless of your level of expertise) in the use of digital technologies for research purposes?

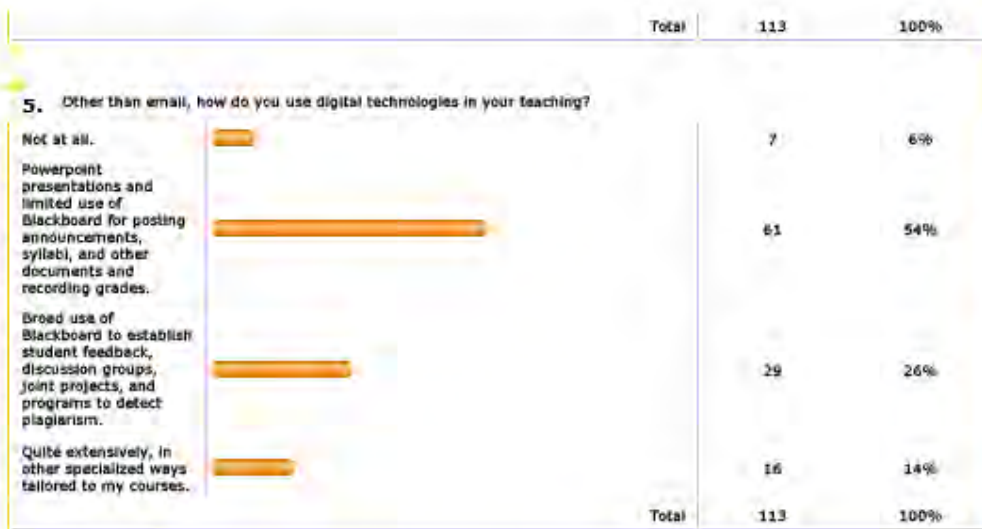
None		1	1%
Limited		20	18%
Quite a bit		40	35%
Very high		52	46%
Total		113	100%

2. How would you rate your overall interest (regardless of your level of expertise) in the use of digital technologies for teaching purposes?

None		1	1%
Limited		20	18%
Quite a bit		44	39%
Very high		48	42%
Total		113	100%

3. Other than email and word processing, how do you use digital technologies in your research and publication?

Not at all.		1	1%
Nothing beyond using the library's online catalog, accessing literature available in digital form, and using search engines and electronic databases to find information.		45	40%
To some degree, such as, in addition to the above, blogs and other online discussion groups, teleconferencing, etc.		26	23%
Quite extensively, in ways tailored to my own research, such as data mining and organization, linguistic, visual or musical recognition programs and archives, image or video editing, geographic information systems, statistical or mathematical programs, or sharing my research by creating my own databases, indexes or programs, multimedia publication.		41	36%



Results, questions 3-7 (by number of responses)

Question 3: Current research usage

Online communications	22
Website development	3
A. Virtual writing studio	1
B. Editing/publishing	9
Multimedia	3
Data procedures (searching, data mining, etc.)	20
Online surveys	3
Statistical tools	5
Image database	1
Linguistic analysis	1
Database development	16
Graphic/video/audio	18
GIS in archaeology	1
Brain imaging, stimulus	2
Social effects of digital technology as topic of research	1

Question 4: Current teaching usage

Online class discussion on Bb	18
wiki	4
Reading assignments, images, links on Bb	9
Student submissions on Bb	6
Quizzes on Bb	5
II. Online course	2
Plagiarism detection	5
Use computer lab	2
EGARC facilities	1
Multimedia uses beyond PowerPoint	7
German dialect sound files on Internet	1
Student self-recordings	2
Video conferencing with distant places	1
Online statistical programs	1
Program to create lesson designs	1

Question 5: Where people go for help

No need for it	9
Self (incl. going to Internet)	21
Colleagues and students	21
Colleagues, presumably local	13
Colleagues outside KU	3
Students	5
Institutional resources	44
IDS	20

EGARC	9
Library	10
Department specialist	5

Questions 6 and 7: Wants, needs

Angry responses	3
Do nothing	3
Be cautious, don't compromise scholarship	3
Don't slight books, MS, art objects	1
Consider implications for P&T	
More support; coordinate it	32
Demonstrate what others are doing	3
List who's doing what in digital area	1
Access to available resources	1
For website design	2
Help w searching research notes	1
Individual, tailored instruction	3
Online instruction	1
Streamline redundant offices, be clear where to go	3
Provide digital research assistants for faculty	1
More training in graphics	1
Increase, maintain facilities	32
Video, recording facilities	5
Visual materials (art)	2
More media classrooms	12
Easier to learn tools	1
Integrate, coordinate tools	3
Access to more digital programs	2
Statistical software, e.g. R--	1
More full text online	11
Full text of classical literary works	1
Enable text comparisons	1
Subscribe to more databases, online journals	5
A. Don't terminate e-reserve	1
B. Improve look of KU ScholarWorks	
C. Create digital humanities center	1
D. Create oral history center	1
Hire faculty member in digital media studies	1
E. Support linguistic research	1
F. Put KU's own materials (e.g. Spencer) online	1
More access to online archives	6
Video, recording archives	2
More digital editing, publishing	5
Open access to published work	1
Respect it for P&T	4

- G. More online for class use 6
Integrate cont. ed., improve online courses 1
Don't change Bb in middle of semester 1
- H. Improve qualitative data analysis (atlas.ti cumbersome) 1
Address student plagiarism 1
Enhance psychological treatments 1

Selected constructive comments

8 There are few "experts" across campus who can assist researcher with various kinds of data analyses. I know the Center for Data Analysis is supposedly moving forward, but having experts who are proficient in multiple softwares/computing environments, who understand data needs of researchers in multiple disciplines (not just psychology) and having adequate facilities to teach students are most important in my view.

12 A few additional webmasters would be helpful. Also provide assistance to help make power points more creative; I had to learn this myself and my creations look fairly basic and unexciting. Perhaps there already is a class offered in this area along with Blackboard and web design. Just an hour class of advice would be great.

33 I would love to use more extensively digital resources but sometimes I don't feel I have the skills. It would be nice to have a better information network: where to go to sick for help, individual feedback, etc..

38 there should be training sessions for people of various levels. It would also be helpful to have a go-to person if we are having problems.

39 Could there be a way to encourage faculty in the humanities to learn and develop digital technologies by providing research assistants? Right now, research assistants are available only to a few chair professors or in fields other than the humanities. Humanities research is not seen as comparable to scientific research, where research assistants abound. Summer research programs (or semester or year-long programs, like sabbaticals) for faculty in the humanities could be created to provide those research assistants as part of proposed digital technology projects. Finally, investment in digital technology should not come at the expense of continued investment in library books, which in the humanities remains absolutely central, and will for the foreseeable future. Digital media cannot take the place either of rare books, manuscripts, art objects, etc.

There would be more presentations of exciting new uses of digital technologies across the curriculum and in different research fields, then IDS would offer workshops that follow up on these to help use the technology.

5 Three things: 1) combine the technology support and expert services that are scattered around the campus into a strong centrally located coalition; 2) create a technical environment where investigation, experimentation and innovation can occur

with minimal restrictions; 3) provide robust IT and information infrastructure to sustain the digital products faculty use or create.

8 As a scholar primarily of the humanities, I don't have the expertise to do much of the work that is needed for the presentation and storage of my material electronically or digitally. I would need much more access to people with expertise in computation and coding (XML, (X)1-I"fML etc.) for consultation or cooperation. I would suggest that KU takes a look at UNiversity of Michigan's Scholarly Publishing Office: <http://www.lib.umich.edu/spo/>

12 More assistance and resources for database development, archiving and data mining

22 central film, sound recording, digital and photography archives for course building and research purposes

23 1) Better tech support: numerous requests to LSS have gone unanswered or were replied to months later. Sometimes a second tech would arrive to fill a request that had already been filled by another tech.

2) No "tech-lite" classrooms -- all classrooms should be fully equipped and have wireless access.

3) Each faculty member should be provided with a desktop AND a laptop for classroom use, as well as a "clicker" (if requested) for powerpoints and a projector adapter (for MACs).

24 I would love to see greater support for the design and maintenance of faculty and research team website design. This is turning out to be a critical tool for recruiting students, recruiting research participants, and promoting one's work on a national/international level. But not all of us have the necessary expertise, or the time to acquire it.

25 I would invest in technologies that don't require their users to learn how to use the tools all over again for the first time every three to five years (it's why I've not used Blackboard, for example)

30 As a new faculty member, just knowing what resources exist and how I could tap into them would be useful.

34 Create a center for Digital Humanities with specialists in information technologies, software development, and design experts who are sensitive to the needs of humanities scholarships. Center would serve as an incubator and support center and assist in funding smaller projects and help develop proposals for larger projects.

39 It would include technicians and labs who are ready to facilitate development of media products; there would be lots of free time to work with new programs to convert old materials;

68 Integrate KUCE into the general framework to make our on-line offerings competitive with our geographic (KSU, MU) and other peer institutions.

71 First of all, I'd like to hire at least one faculty member with expertise in digital media studies or a related field. I would also like to see sufficient money available to fund online editing projects such as the Project on the History of Black Writing. I might even be interested in acquiring the skills to do an online hypertext edition of a literary text, if there were someone to teach me how and be there to answer questions along the way, but this would need financial as well as technical support--and a GRA to help. I can imagine other, more creative projects if people had encouragement (money, support, and credit, as in Promotion and Tenure). I don't know what specific tools would be necessary because I'm too technology illiterate.

75 IT would be great to have a dedicated person or office to help us with tech issues. I have no idea who I'd go to get information or help right now. Training would be useful too- I'd like to learn how to do some basic programming (e.g., HTML) so that I could have better web presence and I know many faculty could use help building exciting websites.

76 It is essential to have additional supporting staff so that faculty may focus on what they do best, namely, create the contents that will be used in research, scholarship, and teaching. Yes, there is IDS where one may learn much about technology; yes there are library and computing workshops. But these take much time, and they are only a starting point for which often there isn't sustained and easy support. Faculty must do all of their teaching, research, and service AND learn new technologies for which there may, or may not, be a future. In addition, faculty are expected to spend too much time and effort into the actual process of introducing the information, preparing the presentations, collecting and sorting out results. The current staff is unable to provide this kind of support typical of research assistants.

78 I would recommend starting a center for digital humanities and fashioning it after the successful ones at other major research universities, such as IA' TH at UVA.

79 Completely Mac friendly (Luna Insight, for instance--I still cannot access it on my Mac at home and the library has been unable to help). More and more consistent tech support for departments, i.e. less frequent turnover in College tech support staff. More "Graphics" and "Photoshop" workshops. Tutoring/guides to technical terms commonly used in foreign databases or other online resources that do not use the Roman alphabet.

41 an integrated approach to working collaborative that connects the tools we already use. Blackboard content management, sharepoint etc.

Appendix F. Other Digital Humanities Centers

The information is primarily derived from web sites and other sources such as HASTAC¹⁸. Nine task force members visited the University of Nebraska in December 2009.

George Mason University - Center for History and New Media (CNHM)

http://chnm.gmu.edu/

Purpose Statement: “Since 1994 under the founding direction of Roy Rosenzweig, the Center for History and New Media (CHNM) at George Mason University has used digital media and computer technology to democratize history—to incorporate multiple voices, reach diverse audiences, and encourage popular participation in presenting and preserving the past.”

Flagship Projects / Key Initiatives: Omeka software; Zotero software; The September 11 Digital Archive; World History Matters; Hurricane Digital Memory Bank; Liberty, Equality, Fraternity: Exploring the French Revolution; Who built America (1994, CD-ROM) and many more.

Sponsorship & Funding: CNHM is sponsored by the GMU Department of History & Art History. It was established with funding from the Alfred P. Sloan Foundation in 1994 and receives significant grant and foundation funding. Major awards and grants have been received from the American Historical Association, the National Humanities Center, the National Endowment for the Humanities, the Department of Education, the Library of Congress, the Institute of Museum and Library Services, the American Council of Learned Societies, and the Mellon, Sloan, Hewlett, Rockefeller, Gould, Delmas, and Kellogg foundations.

Administration & Staff: CNHM has a director and lists a very large staff of 55 staff people on its web page. <http://chnm.gmu.edu/chnmstaff/>

Clients & Services: CHHM seeks to “define digital humanities for a new generation of scholars, librarians and museum professionals.” The services are in three categories: “Teaching + Learning” “Research + Tools” and “Collecting + Exhibiting.” CNHM is a creator of award-winning open source software including OMEKA for building digital narratives and exhibits and Zotero for citation management. CNHHM offers some web content management services through Wordpress.

¹⁸ “HASTAC ("haystack") is a network of individuals and institutions inspired by the possibilities that new technologies offer us for shaping how we learn, teach, communicate, create, and organize our local and global communities.” <http://www.hastac.org/>

Incentives and Opportunities: According to the jobs section of the web site, “recent or soon-to-be PhDs are also encouraged to get in touch regarding possible post-doc opportunities.”

University of Illinois - Institute for Computing in Humanities Arts & Social Science (I-CHASS)

<http://www.chass.uiuc.edu>

Purpose Statement: Founded in 2004, “The Institute for Computing in Humanities, Arts, and Social Science (I-CHASS) at the University of Illinois at Urbana-Champaign charts new ground in high performance computing and the humanities, arts, and social sciences by creating both learning environments and spaces for digital discovery. I-CHASS presents path-breaking research, computational resources, collaborative tools, and educational programming to showcase the future of the humanities, arts, and social sciences.

“With an emphasis on identifying, creating, and adapting computational tools that accelerates research and education, I-CHASS engages visionary scholars from across the globe to demonstrate approaches that interface next-generation interdisciplinary research with high-performance computing. I-CHASS provides these researchers with world-class computational resources, both human and technical, to enhance their knowledge discovery and exploration. “

Flagship Projects / Key Initiatives: Projects include: 18thConnect, The Cartography of American Colonization Database (CACD), Countering Race-hate in Cyberspace, Emancipating Digital Data - Scanning and Image Analysis of the Lincoln Papers, The HistorySpace Project - Information Rich Virtual Environments (IRVEs) for Historical Scholarship, Immersive Reading - Gettysburg Comes Alive, and numerous others. See <http://www.chass.illinois.edu/Projects/Projects.html>

Sponsorship & Funding: I-CHASS is a partnership of the University of Illinois at Urbana-Champaign, the National Center for Supercomputing Applications, and the Illinois Informatics Institute. No specific information was located on its funding model.

Administration & Staff: The staff executive layer includes a director, executive director, founding director (serving as Advisory board chair), several associate/assistant directors, a project manager, and an external relations person. All total, 9 staff members are listed.

Clients & Services: I-CHASS serves "humanities, arts, and social science scholars." Services seem to fall into these categories: projects (“content-based digital scholarship and research or analytical frameworks common across all humanities disciplines”), events, and education in the form of courses and tutorials.

Incentives & Opportunities: (not discovered)

University of Maryland – Maryland Institute for Technology in the Humanities (MITH)

<http://mith.umd.edu/>

Purpose Statement: “Ultimately, MITH is a destination, a place to drop in, log on, create, think, write, and above all, connect. Since its founding in 1999, MITH has become internationally recognized as one of the leading centers of its kind, distinguished by the cultural diversity so central to its identity. Located in McKeldin Library at the heart of the campus, MITH is the University's primary intellectual hub for scholars and practitioners of digital humanities, electronic literature, and cyberculture.”

Flagship Projects / Key Initiatives: AXE an Ajax-based XML encoder; Shakespeare Quartos Archive; Soweto `76, A Living Digital Archive; Romantic Circles.

Sponsorship & Funding: MITH is a collaboration among the University of Maryland's College of Arts and Humanities, Libraries, and Office of Information Technology. MITH was made possible by a major Challenge Grant from the National Endowment for the Humanities and its corporate sponsors include: Apple, IBM, Sun. The Libraries and the College of Arts & Humanities contribute budgetary support and campus Information Technology contributes infrastructure support. <http://mith.umd.edu/about/sponsors.php>

Administration & Staff: Staff for MITH includes a director, Neil Fraistat, Professor of English, an associate director who is also an associate professor in English and nine additional staff members listed at: <http://mith.umd.edu/about/staff.php>.

Clients & Services: MITH lists a wide inter-disciplinary range of partners and clients, characterized as “scholars and practitioners of digital humanities, electronic literature, and cyberculture. “See: <http://mith.umd.edu/about/>. ; software selection; and other crucial components of any digital humanities project.

Incentives & Opportunities: Internships are available for students to participate in research teams. Fellowships are available to applicants from the University of Maryland's College of Arts & Humanities and from the University Libraries. Fellows receive server space and customized programming as well as consultation on project objectives, design, and management and have expectations for participation in MITH programs.

University of Nebraska – Center for Digital Research in the Humanities (CDHR)

<http://cdrh.unl.edu>

Purpose Statement: “The Center advances interdisciplinary research in the humanities by creating unique digital content, developing tools to assist scholars in text analysis and visualization, and encouraging the use (and refinement) of international standards for humanities computing.” The Center arose out of initiatives of the libraries and faculty members in 1997/98.

Flagship Projects / Key Initiatives: The Walt Whitman Archive; Willa Cather Archive; Journals of the Lewis and Clark Expedition; <http://cdrh.unl.edu/projects/index.php>

Sponsorship & Funding: CDHR is a joint initiative of the University Libraries and the College of Arts & Sciences. It began, according to the Dean of Libraries, with pooling of resources and it has successfully attracted grant funds for projects. Currently CDHR has university funding through “Centers of Excellence” program.

Administration & Staff: Co-directors are English Department and Library faculty. Total, there are 3 directors (one interim), 8 faculty, 7 staff, and 3 adjuncts (who provide server and systems administration from the library staff) listed on the web site. <http://cdrh.unl.edu/about/faculty/index.php>

Clients & Services: The CDRH primarily works with humanists, but will advise faculty in the social sciences and sciences engaged in interdisciplinary projects that may cross over into the humanities.

Incentives & Opportunities: Post-doctoral fellowships, research faculty fellowships, model internships for students.

Stanford University – The Stanford Humanities Lab (SHL)

<http://shl.stanford.edu/>

Purpose Statement: The Stanford Humanities Lab (SHL) was founded in 2000 and “is a loosely structured, self-supporting research collaboratory built around the work of its faculty leaders. It serves as a platform for transdisciplinary/post-disciplinary study dedicated to exploring innovative scenarios for the future of knowledge production and reproduction in the arts and humanities. . . . Beyond commentary and discussion, we build: new media, interactive archives, predictive models of social change, participatory research models, collaborative research workshops, art exhibitions, public art works. We are committed to a Big Humanities / Big Arts approach to humanistic inquiry and artistic practice, modeled along the lines of Big Science: large-scale, long-term, team-based projects that build big pictures out of the tesserae of expert knowledge.”

Flagship Projects / Key Initiatives: Preserving Virtual Worlds; How They Got Game; Life Squared; Public Knowledge at Stanford (PKP Project). A larger list is found at the main web site.

Sponsorship & Funding: The Stanford Humanities Lab is supported by a wide-ranging support set of relationships with entities and organizations both within and outside the University. Those “fundamental to the growth and success of the Lab since its inception” are listed at <http://www.stanford.edu/group/shl/cgi-bin/drupal/?q=node/33> and include corporations, funding entities, the Stanford Humanities Center, and Museums, Performance Spaces, Cultural Centers, and Libraries.

Administration & Staff: The SHL web site lists 4 directors (3 faculty and a curator from the Libraries), 2 faculty/staff affiliated with projects, and 2 core collaborators.

Clients & Services: The web site simply says its services are “Built around the work of its faculty leaders.”

Incentives and Opportunities: None are clearly identified from the web site.

University of Virginia – Institute for Advanced Technology in the Humanities (IATH)

<http://www.iath.virginia.edu>

Purpose Statement: Established in 1992, “IATH's central mission is to provide scholars in the humanities with the time, the tools, and the techniques to document and interpret the human record in electronic form. To that end, we select a small number of fellows each year through a competitive application process, and we provide those fellows with consulting, technical support, applications programming, and networked publishing facilities. The Institute sponsors dozens of different humanities research projects, in disciplines as diverse as anthropological linguistics, architectural history, history of science, British literature, and film, to name just a few. Professional staff and student researchers assist IATH's fellows.”

Flagship Projects / Key Initiatives: Virtual Williamsburg; Rome Reborn; Chaco Canyon: Building a Digital Research Archive; The Melville Electronic Library; The William Blake Archive; The Valley of the Shadow and many others.

<http://www.iath.virginia.edu/IathProjects/projects/homepage>

Sponsorship & Funding: IBM is a founding partner and other corporate sponsors provide support. University support entities include Information Technology. and Communication, The Libraries of the University of Virginia, the Office of the Provost, the Office of the Vice-Provost for Research, the College of Arts and Sciences, the Department of Computer Science.

Administration & Staff: Staff for IATH includes two co-Directors (one is professor of Computer Science and one has a library science degree and specializes in research project design with particular focus on information aspects such as the use of markup and database technologies). Staff includes programming expertise, systems administrators, and various information specialists (XML and marked text, graphics, media). Eleven total staff are listed including the two directors.

Clients & Services: The clients appear primarily to be IATH fellows, competitively selected.

Opportunities & Incentives: Faculty fellowships, visiting fellowships. One resident fellowship is awarded each year: “This fellowship is for a two-year period and will include: half-time teaching release in the first year, office space at the Institute, equipment and software, training, computer programming, budget resources, research assistants, and development assistance to raise additional grants and gifts to support the research project.”

University of West Virginia – Center for Literary Computing (CLC)

<http://www.clc.wvu.edu/>

Purpose Statement: Founded in 1991, “The Center for Literary Computing (CLC) rethinks literary studies for the digital age, developing interdisciplinary research projects in the poetics of new media and the media ecology of literary institutions, using web technologies, multimedia, hypertext, audio/video, and virtual environments.”

Flagship Projects & Key Initiatives: the Codework Resource Kit; the Gray Barker Project; the Looking Glass Project; Creative Reading Podcasts. see <http://www.clc.wvu.edu/projects> for a full list

Sponsorship & Funding: Support for the CLC comes from: Eberly College of Arts & Sciences at WVU and the WVU Department of English. The CLC is directed by Sandy Baldwin.

Administration & Staff: There appears to be one permanent staff person, an associate professor & director assisted by computing graduate and undergraduate interns. The CLC also employs several work-study students. Other people are listed as affiliates of the center.

Clients & Services: “We serve drop-in traffic from English Department faculty and students. It’s OK to let others use the lab, but people in the English Department or in English Department classes get priority.”

Incentives & Opportunities: Undergraduate and graduate internships. “The CLC Associates program recognizes people and organizations with ongoing affiliations to the CLC. The CLC Associates are an informal board of advisors and a resource for the development and direction of the CLC.”