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## Definitions/Terms

**F1:** “computational social science” and “digital humanities”. Definition (of DH): it’s a social group more than intellectual field.

**L2:** Trying to figure out who’s doing what. They use DH. Computational social science (L2 paired with F1). In [center name redacted], they talk about digital scholarship--to broaden it to other disciplines outside humanities.

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**F2:** Use digital humanities center, social science center. “We tend to focus on cultural heritage, so we also call it cultural heritage informatics.” “Digital humanities is a lot like making quilts, in the sense that it takes a lot of people working together.” “[DH] tends not to be highly respected within the institution, although it is a kind of transformative work to be done.”

**L6:** There are lot of different DH initiatives and groups on campus; history department, college of arts and letters, etc.

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**L3:** “The way we talk about it here is to refer to an initiative that the library and college of liberal arts are working on together, which they call ‘humanities in the digital age.’ [F4] wanted to promote digital research there but felt there was skittishness around the term ‘digital humanities’... ‘humanities in digital age’ is way to signify that what we’re working toward isn’t just working toward cool tools or databases or software, but there’s actually room for reflecting on, theorizing what it means for humanities research to engage, the way that culture is changing because of technological advances...”

**F4:** “I think of DH as the use of digital media technology to enrich and deepen humanities questions, or the study of humanities question. I tend to think... of the DH as a set of habits and virtues as opposed to a set of methods. And those habits include... collaboration, and being public. I think what the digital affords us is to make our work public and to be public with our work and to collaborate in ways we could not in the past.

**F4:** “There seems to be reticence to fully embrace DH on the part of humanities faculty. On the library side, there’s a huge interest in and willingness to embrace DH as the moniker under which we do our work. I have been trying to create a humanities in the digital age initiative and we’re having some success ... I call it that because I want humanities to be front and center, and to make sure humanities questions are driving our adoption of new technologies. It’s a collaboration with the libraries, we did a joint hire (as mentioned by L3)... also calling it ‘humanistic study of information’. The idea being information extends beyond just the digital.... no one is balking at ‘humanistic study of information’ but faculty are worried about ‘digital humanities’.”

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**L4:** Takes a pragmatic approach to DH; working with many disciplines and projects. “I don’t have the luxury of seeing DH as one specific thing.” 5 prongs: humanities scholarship that is presented as 1) digital forms, 2) enabled by digital methods/tools, 3) about digital culture, 4) building and experimenting with digital technology (building exhibits, building software, 5) critical of its own digitalness.

**F5:** Digital history. “I like the idea of digital humanities as an interdisciplinary concept; I think it helps to think about what digital technologies can do and cannot do from multiple perspectives.”

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**L1:** Different types of initiatives. Her responsibilities (as coordinator of a humanities research center) are primarily to work with grad students and faculty. Works along a spectrum.

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**L5:** The use of computational methods for humanities research and humanities questions... but equal, if not more, importance, on the tools themselves from a humanities perspective. The messiness of data: is the messiness that humanities people would be interested in, or would that be cleaved off to make visualization neater? Embracing digital scholarship to include departments beyond humanities.

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**F3:** “I think that most people as a group of colleagues use the term digital humanities. We don’t use the term humanities computing, we’ve actually been trying to actively phase that out of our course titles... others include ‘digital history’. I prefer to think of my own work in terms of digital literary studies or digital text studies, or even digital editing, because it is a little more specific and clearer than DH, which I think is getting so overextended that people don’t know what you’re talking about.”

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## Expectations and Capabilities

**F1:** pretty high and generally met. Computing support. HathiTrust most important source. Library provides access to databases, as well as going further (data), MARC records. “Librarians are directly colleagues” in that sense, his research is becoming library science.

**L2:** [center name redacted] most dedicated library space. They provide software like SPSS, ArcGIS, scanning, etc. Other units in library are starting to create spaces.

**L2:** Rare book and manuscripts library (e.g., special collections) are often used by DH scholars.

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**F2:** Expect basic hardline support for center, but mostly a soft money center, so it is garnered through donations, project and contract work.

**F2:** In terms of library: “We do projects with the library, particularly if it concerns digitizing, a lot of times we go to the library if they can digitize a format we can’t... they have particular expertise in fixing some of the old machines as well, so we’ll go to them for that. It’s primarily they’ll become partners on a grant, in some way.” “We don’t use collections, but we do use expertise [of librarians]. We have a good special collections librarian that we’ve worked with over the years... for digitizing.”

**F2:** As a faculty member, he’s primarily using library as a partner in changing curriculum. Talked about 2 new DH librarians, “they’ve come to our meetings regularly, they’re developing workshops that will be good for our students, as well as our [history] faculty members.”

**L6:** “One of the big areas that I’m trying to emphasize is the library as a collection of data, and not just books and journals... when I think about data, I don’t think about working through an established data for acquiring datasets... I think about it more in trying to expose, say, metadata about a collection, whether it’s administrative or technical, to describe aspects of objects themselves and exposing that and making it available for humanists to do computational analysis on large parts of the collection.”

**L6:** “I think...the library’s role... is more consultative. If [someone] has a question about things they can potentially do with certain types of media using certain tools or methods... our job is to winnow down the options based on their level of familiarity with different tools and guide them through the process.... and maybe work with them on the project... I see the [support role or collaborative role] as existing on a spectrum.”

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**L3:** “There’s this cliché about the library being the lab for humanists... which is true to some extent. We have a strong special collections library here... Special collections are different [from other library collections] because there are people interested in either literature of previous centuries, or history, or history of book, material culture around the book; those are people who find their way to special collections. There are a few people in English and History who have strong interest in having more collections in some digital form to use, manipulate, what have you... what can we do to support that? Do we have software, technology?... faculty want digitized material [including digitized letters for a historical project], but this isn’t the most common use of the library.”

**L3:** “They generally don’t use the space. We deliver to offices, desktops... there isn’t a call for people to come to the library unless it’s special collections... we’re looking into expansion and redevelopment of the space. We’ll use that to create some incentives for faculty to use it, whether we give them short term offices... or residency. Whether you call that a DH center or what, I don’t know... there’s a reason to bring faculty back into the library to have a working relationship with them.”

**F4:** “As faculty, I want to make sure I have enough computing power... not worrying about security needs, and being able to experiment and play around with new technologies to see what they can do with it.”

**F4:** “The library here has been terrific in terms of being a collaborator for the DH initiatives; there doesn’t seem to be the backlash against DH as such, it seems that there’s a culture, they recognize that it’s a culture, they recognize that it’s its own set of disciplinary expectations. It’s a much more mature discipline to librarians that it is often to the faculty. I see the role of the library as being to support faculty research and pedagogy, but I’m thinking now in research terms, to support faculty research, to support their ability to use technology to ask humanities questions that they need to ask. To pay attention to questions of archiving etc... we’ve gotten faculty excited about mapping and GIS; they’re adding what I would call spatial humanities component to literary studies... that’s where we see faculty getting excited, and their students getting excited.”

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**L4:** Physical space: center has a lab space, with the ability to digitize things, learn new tools, do OCR work. Collaboration commons area to work on projects together. When he first meets with faculty, he wants to first hear about their project, not start giving them advice on tools right away. It’s nice to meet in digital lab space because they can see what it takes to do digitization, to get text in digital form, digital research.

**L4:** “We tend to [host events] outside of the library, I’ve had most success spending time outside library, in the department, the institute for humanities.. we try to host them where faculty and graduate students. Increasingly I spend more time outside the library even in my daily work. I think people who have been here longer feel the need to host things in the library, but I don’t care... my concern is that we’re involved in the research.”

**F5:** “There’s a lack of a coherent vision for the intersection of digital research with humanities and history research... there’s a lot of jockeying for position; I’m not in a tenure-track position... it’s been challenging [because it’s decentralized], which means it’s hard to work across [department] boundaries.”

**F5:** There are disconnects between what faculty want to do and what administration want to do. “There’s a lot of distrust between different disciplines and schools... the payoff is not that much to do interdisciplinary work if you’re embedded in different departments. The way it’s set up is to not encourage collaboration across boundaries.”

**F5:** Library has limited resources, and has to decide on how to dole out those resources.

**F5:** [speaking about L4] L4 did his first work with faculty member with F5, and now has 10 other faculty he works with.

**F5:** “one of the interesting things in working with the library in working with this material is the analog material, or non-digital collection. One of the challenges of the class is the slow process of digitization with the existence of the archive.... [students] get to go in the special collections library... and move between working with machine and working with their hands, in person... But that takes a lot of coordination. It’s the digital librarians and the special collections archivist, among others... We have to coordinate among multiple parts of the library [for this class].”

**L1:** Use of collections: “It’s easy for me to get faculty and graduate students in touch with the appropriate librarian for access to databases, to run analysis on, rights, etc. I work closely with the libraries [as a postdoc]... working on a grant to help us secure a regular meetup location and time; we feel that if we’re going to grow a DH community on campus, we need a physical space to meet up at. Otherwise, connections and things don’t quite develop unless you have that regular opportunity to interact physically and move projects along... the programmers I see at [institute] on a daily basis, I notice that things move along much more quickly.”

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**L5:** “There’s a lot of people that are surprised that library is doing something like this [digital scholarship initiative]... it’s a consultation service on different projects, different tools, things that might not have access or knowledge of, and we can be low barrier access to them. It can be a hub for referrals, whether formal, or informal, like at an event and I... refer [a scholar] to someone else... It’s a consultative role, whether it’s someone’s research project, working with a class, etc.”

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**F3:** Expect that they value DH work in promotion and tenure, and provide reasonable support for equipment, space, training. “I also expect there to be an interdisciplinary community of faculty and graduate students that can share ideas and undertake projects together... it has more to do with social valuing of work than resource allocation.”

**F3:** Their DH center is housed in the library, so the [center name redacted] will provide help as needed with her archive. They help with scanning, coding, training student assistants, indexing, graphic design, hosting her project.

**F3:** “I work a lot with special collections, mostly with my teaching than in my research work. I partner with the archivist in special collections at least once a year when I teach a class on digital editing, so she trains my students on scanning, she helps give an overview on materials they can find in special collections, and helps them carve out materials that they will edit for their final projects.”

## DH services: are they an extension or something new?

**L2:** It is a continuation, to her knowledge. Computing (high) has been going on for a while, now bringing those services to the humanities.

**L1:** Had a faculty champion for DH that moved away. Different personalities play a big role in how DH develops on campus--faculty, individual-driven.

**L5:** “Extensions of things that have been going on. The libraries have long been experts to consult on campus. Referring people to other people... we don’t see it as new, we see it as branching into new areas, but fundamentally linked to earlier philosophy and practices of earlier librarians.”

# Planning

**F1:** Has organized a DH event. Ambivalent about events: easy to organize events that faculty don't attend. Often bringing people in from outside is more successful, but events can be oversold.

**L2:** DH is folded into the IT and teaching part of the strategic plan.

**L2:** Launching research data service, she is leading humanities area of it.

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**F2:** "Major thing we're doing is revamping the history curriculum, so it's more infused with digital history." Also, working with CIC as a whole for the way they can further DH efforts.

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**L3:** DH will be part of strategic plan in near future, in order to show a commitment.

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**F3:** On planning: Working within English department for planning, some more broadly in [center name redacted] in interdisciplinary ways. In English, we're trying to overhaul curriculum for a full slate for digital humanities courses, for students minoring in DH, and for newer faculty. Occasionally faculty from different departments and [center name redacted] staff have meetings on DH curricula in general, etc.

# Activities

**L2:** Computational social science workshop (given by F1). Fall DH symposium. She gives workshops on: OMEKA, XML, XSLT. Will ramp it up now. Wants to bring in other people now to teach the brownbags.

**L2:** "I think I have the support now to do it [practical tool brownbag workshops] on a much more sustained basis."

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**L6:** Planning on providing formal, more structured workshop series for getting started in DH. Network analysis, text analysis, metadata, digital curation. Have an advantage because they have 2 DH librarians at [institution name redacted], so neither has to be an expert in everything. "If we get certain demands from faculty, there's a framework in place to assist us to best serve faculty and grad students... as we move forward, we're looking to activate some expertise that exists in the library." Wants to promote the idea of library and collections as data that already exists; he wants to promote the use of that data.

**L6:** "An important component of DH in the library is advocating within the library. We'll do a demystifying DH session for other librarians. When we get faculty inquiries about research projects, it is inevitably a question based in a subject area, that's not my own. It's an opportunity to loop in subject librarian for that area. To the extent they want to be involved, that's up to them... I see the potential for all librarians to be involved in doing the work... I try to incorporate librarians whenever possible when working with faculty or graduate students... it's not rocket

science, it's about... making yourself available to people. Go to colloquia, go to brownbags, go to events; invite people to events at the library, think about creating events where you can have people from different departments be on a panel... All of those things have been successful for us in outreach."

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**L3:** In next year: DH activities will be hiring someone to take on role of DH research designer, which is librarian role, but funded in half by college of liberal arts. "Dual objectives: for the library, stronger foothold in supporting research for faculty and students, especially around DH. Someone who can sit down with faculty member with research question... if someone needs help in paring down the questions, figuring out tools to investigate... or might help in prototyping, showing them how to use something.... maybe help create database structure. We've never before in the library had a good mechanism or front end support... that kind of integrated discussion around the use of technology around specific research project [is new]... faculty are already asking to buy out his time, though he's not here yet. The dean of liberal arts will want to see specific things .... he'll talk to people in their own terms..."

**L3:** "We didn't have anything going on until two years ago... when I came here, the library wasn't set up to support it... it's been a slow evolution until some people wanted to form some community around this topic and see where it went... faculty had some use for technology in their research, but wouldn't have called themselves digital humanists. I think that goes back to the question of definition--very few people identify as DHers, but as historians, French, literature scholar, etc."

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**L4:** Did a lot of events when the center first launched. Brought in outside scholars to kick off DH discussions on campus. However, the library doesn't host a lot of events on DH because not a lot of people are working on it; more time is spent on projects.

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**L1:** Is moving away this summer for a different job, so hasn't planned for the future. In the past, have brought in lecturers, both from outside campus and within.

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**L5:** Doing a "camp", where people can get hands-on experience with tools. Hands-on style bootcamp, 5 day intensive, for training in some technologies. Working with different projects in archives and special collections... "it's focused on smaller to medium scale projects, then larger-scale is seeding knowledge through campus. So it's not just librarians doing this, or that we're responsible for everything, because we won't be able to do it. The route to sustainability is having more people do it... We're working on training librarians and liaison librarians to work with these tools and be able to facilitate the conversations with faculty and staff and students, but also seeding it as part of graduate school programs--possibly having a TA position through the department, and they would be the person people could call on if they have questions with digital tools. The second year of my fellowship is actually working on making this sustainable."

# Expertise

**F1:** Need to know programming (for his work), Python is good place to start. Experience in linguistics and statistics because he works in literature.

**F1:** Librarians do have a role in training graduate courses--they have a course in R. The library school will have a role in that soon: much expertise in DH in their library school.

**F1:** Everyone needs programming experience--it's very useful (when asked what skills librarians need). Translating one dataset to another. Programming is flexible.

**L2:** How do you engage with DH on campus? Helps scholars acquire textual data; helps them use different tools. Helping soc. professor use data mining and text. Someone else is doing topic modeling, other does viz; they each work on this project. Used the word "collaborate" frequently.

**L2:** Is on a project team with faculty. Also do consultations. On project team: facilitate with collection work. To some extent, tools. "I know some of the tools, but I don't have enough programming skills to write scripts or whatnot. Connecting them with some of the tools... approaches that I do know like XML or XSLT, or Omeka or Voyant. Or connecting them to people that do. Also, helping them disseminate the results."

**L2:** "It's really a case-by-case basis... No DH center with a robust workflow. A scholar comes to me or someone in the [center name redacted] or to someone they know who has the expertise and then we pull together the team who would be needed for that project. We're hoping to get a better workflow together. They come to the library with help for metadata and collections, but then they go to [computing center name redacted] when they need the computing power."

**L2:** Also teaches. In some courses, students will make an Omeka exhibit or a Scalar site instead of a paper; L2 teaches those.

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**F2:** So many different things across the board; large scale databases, digitization, best practices projects. "One of the problems we've found over the years is people in the humanities tend to use metadata...quite extensively, but they really don't understand it, they don't understand data modeling and best practices for working with their own data. One of the things that is needed to be successful in DH is to start with really solid infrastructure and really good data plans; it doesn't matter if you're working with media, text, what have you. Libraries have been indispensable partners. A lot of our early work has been with the digital library community, LOC..."

**F2:** "[Metadata use] has mostly been best practices. For the [project], first 7 years of that project was getting agreement on 300 core fields that describe an [object]. The most difficult part of a project is not the tech part, but the human part, of the DH that often make projects very difficult." "It's the practice of doing metadata that is the expertise we often need and work with."

**F2:** "Frankly, I think schools of information will be centers for digital humanities."

**F2:** On needed expertise for librarians: "We usually find the particular people in particular places, if we have an oral history project, we'll find an oral history librarian [somewhere else]..."



need good people skills, to go out and work with faculty members across campus. They also have pretty good digital chops, they know how to do more technical aspects of language processing, digitizing; if they don't know the answers--it's the most important part of digital people working with digital elements, they know how to find the answers."

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**F4:** "[For my work] traditional humanities scholarship is needed... I don't have a strong coding background, I know the basics of HTML and that sort of thing, but my work really involves using programs like Zotero, WordPress, social media, Twitter, Facebook, Google+, taking advantage of what those platforms can do for me, embedding things, sharing Zotero groups publicly... I realize what I know, I use programs well, and take advantages of affordances of different social media platforms. But I don't do coding, per se... If I had more time, I'd want to learn more of it. I know it's possible to do this with my WordPress blog, but I have to ask somebody... I'd rather spend my time thinking about larger humanities related questions than learning coding. I do consider myself a builder... a builder of communities, using social media."

**F4:** "Librarians need to have a good understanding of disciplines with which they're working, though you can learn that [without a subject degree]. You need to know the kinds of questions to ask your faculty to know what would help facilitate work in their research. I don't know that it's necessary for librarians to have high-level technical coding abilities... I think some great librarians are ones that can connect people to those that have that ability... I don't know if they need to do it themselves, all the time."

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**L1:** "Oftentimes, faculty and graduate students come to us and want to do some type of project. Sometimes it involves one-on-one training for software, going through their own personal dataset they've curated; I've trained faculty and students how to use Gephi, for example. Sometimes it's teaching software, sometimes it's more involved. Step one is archiving the material they have ownership of... routing them through the library's digital collections, where they can host their material... that leaves us free to do different types of analysis."

**L1:** "I'm sometimes the first contact for faculty, then we arrange a meeting with [staff in] digital collections, then we get together to find out the next step of project. And sometimes I work with programmers to design tools to analyze content we've accessed through a database."

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**L4:** Re-skilling--hired outside person to facilitate re-envisioning library. Possibly coming up with core competencies for everyone. "The real problem with that, which I confront with working with subject librarians, is that some might want to work with DH, but their job is full time as it is, and there's no impetus for them to find room in their job to learn new skills in DH in a more structured manner, or there's no top down initiative saying 'I think this is good for you to focus on'...people who do want to acquire those skills or at least start to be in conversations in DH don't have space to do that, which is tough"

**L4:** Oftentimes word of mouth or referral. "The reason the library got involved [with a digital history class and professor] is he was using [special collections material], he wanted to digitize some of the material for the class... it's taken off a lot more [since that class]." Sometimes referrals come from subject librarians, who can't handle the faculty request and pass them on to

him. A lot of the conversations happen outside the library, “I like going to talks, seeing the questions people are asking, and having conversations after the talks.”

**F5:** For his work: being open to other people’s expertise, and trying to work intellectually across their areas and perspectives and how they connect to his own interests.

**F5:** “I try to be open to learning new digital techniques. I don’t think I’m ever going to become a programmer in any advanced way, but I can look in on what a programmer is doing, even at the level of code, and try to ask questions that are useful.”

**F5:** On librarians’ expertise: “I think it would help librarians to do a little work in a scholarly mode... one of the things that’s been fun in collaborating with L4 is that he has a MA in American Studies, so he has a feel for what the area of scholarship I do is about, the issues, how people talk... he can combine that with his library science training in ways that give him special ability.”

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**L5:** “Part of it is getting in front of people, figuring out what people are doing, creating that community and hooking people up with each other, that are either doing similar projects, or could use each other’s expertise. The library has a similar role... the library can serve as a repository. But also looking at offering people different ideas and models for publishing, like Omeka or Scalar, or other kind of publication forms for output of research, open access, etc. We’re trying to engage with scholars at every stage of the research process.”

**L5:** The library has a monthly series of events ranging from makerspaces to critical code studies to data visualization to dissertation creation standards and platforms. Also more specific digital humanities event.

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**F3:** “I think mine combines a lot of technological work that’s mostly editorially oriented. I have expertise in XML, TEI markup, and to a lesser extent at XSLT... I feel like my expertise in the humanities has more to do with American literary history... and so most of the time whatever I’m working on combines different portions of that.”

**F3:** “The [DH center] has people who do XML all day long, so I can think through problems with them... when I have students doing projects, they can get support. Then I can turn to our subject librarian or our special collections department; they’re really great approachable resources in the library.”

**F3:** “Those skills [that librarians need] are specialized, and could be learned on the job... I would look for someone who is just generally aware, who knows what digital humanities is, what kinds of tools, methods, projects, are currently being undertaken, and has some kind of substantial enough experience working on a project like that. But I think the specifics of what kind of technology he or she should know... could vary a lot... Familiarity of the field is as important as any particular skill.”

## Collaboration/Colleague/Support

**F1:** Colleague role is more important. In a way they are training him (in MARC records). And they are doing things with HathiTrust that he can then use--colleagues again.

**L2:** “As DH is growing, and faculty members are starting to see librarians as more than just people who get the resources, and I think that’s critical for people who want to get into this, and [current] librarians, we are much more collaborators and researchers than just the point person for ‘get me this book or resource.’ So, it’s an exciting transition, we’re being welcomed, really, onto these research teams, and we have a lot to contribute. All librarians should at least dip a toe into exploring [dh].”

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**F2:** It depends on the need at the time--local projects, larger grants, classroom, they all demand different answers. “we’ve worked on many projects over the years where librarians have been PI... we see no problems with that at all... There’s often a sense where librarians aren’t appreciated for their expertise as real scholars, and I think that’s often true of the digital humanities, it’s not seen as real scholarship. So I think there’s natural partnership there, there tends not to be as much focus on rank and where you’re at, it’s more the expertise you bring to the table. We’ve always looked up to the library people we work with, whether it’s at our own institution, and we’ve got really good people in our library, or at the LOC and things like that, that are instrumental in many of the grants we’ve done over the years.”

**L6:** Working on a grant together: “It’s really valuable to have the opportunity to work with people you might not otherwise.”

**L6:** “You see snarky things happen on Twitter, about whether it’s support or collaborator... the way I think about it, it’s more a spectrum. You have someone come in [to the library], they have a research question already, they might ask if you want to collaborate...[happens organically]. We see it falling into four areas (fairly traditional): instruction, collection, consultation, collaboration. We’ve found that consultation often turns into to collaboration. Similarly instruction turns into consultation for the faculty you taught the class for, which can lead to collaboration. I don’t think support vs. collaboration is a useful distinction.”

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**F4:** “Ideally, librarians would be collaborators. But there’s a couple things that work against that in terms of institutional credentialing... we reward humanities faculty for doing their own, individual work... we don’t have ways to reward them for collaborations, though that’s changing slowly... it’s not in faculty’s own interest to collaborate. Ideally we would be collaborating with librarians, publishing with them, recognizing the intellectual value of librarians, even technical IT staff, are bringing to the project. The issue is that in order to get tenure and promoted in the humanities you need a single author monograph, you need to show you can do own research. [I wouldn’t want to say] the most important thing for a librarian is to be a collaborator, then throw them into a situation where it’s hard to find someone to collaborate with... need to work on institutional side to credential effectively collaborative work... they do it in social sciences, why can’t we do it in humanities? .... humanities don’t do much to incentivize collaboration”

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**F3:** “I really prefer to think of my colleagues in the library as partners than as resources... The people I work with in the library are really smart, they usually know more about what’s current in DH than I do, because I’m set in my own research... I really like to go over there and sit down with them and see what directions my project can go, than be more passive. I think that’s really how they approach their work. They’re not considered support staff as much as collaborators.”

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**F5:** “I don’t think librarians have to become programmers. I think in a way, they need to become better humanities scholars. Just in the sense of asking questions... the thing I worry about is the model of librarian as customer-service provider will dominate and replace the idea of the librarian being someone to engage in intellectual inquiry with. That’s the part I worry about... there’s such a pressure to make librarian work client driven and customer driven, and the better thing might be to think about librarians as collaborators in scholarly endeavors.”

**F5:** ‘We’ve held a reading seminar and it’s been held at the humanities institute on campus. Most of the research reading seminars tend to attract almost exclusively professors and graduate students. However, the dh reading seminar has attracted many many librarians and technologists, sometimes more so than professors and grad students. That’s been great, but I think it’s raised some unwritten hierarchies at the university. My impression is the more librarians and technologists come, the fewer faculty and graduate students come. They arrive... and see there aren’t people from their immediate circle of colleagues. The librarians... ask some different questions they have different... There’s been a real challenge in working across the boundaries of training and perspective in one group.”

**F5:** “I would say in many ways the librarian has taken the lead... the library comes from a different perspective in creating an environment of scholarly exploration. They’ve been a good neutral space for sidestepping some of the turf battles and get down to the research they’re interested in.”

**F5:** “I don’t see the digital replacing face to face interaction... the library seems like this amazing place, this building with people in it, a central location on campus, it has lots of books in it... what an amazing place to situate the exploration of what’s good about the digital, what does the digital not do? ...I think the library could be powerful in that way as a center for thinking about this. That’s why I think the library is a good place for this as an engagement model, and not a customer service model.”

## Publishing

**F1:** Does see relationship between them. World of open access. Fretting among DHers because it’s easy for people to read what they write (for free). Libraries are hub for HathiTrust and HT research center--for where things live, primary, secondary, etc. Library isn’t just portal but they are active in case of HT.

**L2:** Helped students in courses do digital publishing for their coursework.

**L2:** Relationship: digital approaches are being used, people’s products are coming out in different formats. Or building massive multimedia projects that should be worthy of tenure evaluation but aren’t. But do contribute to scholarly field as much as a monograph, if not more.

**F2:** Definitely a relationship between SC and DH. New forms of scholcomm, open access.

**L3:** “[speaking on specific project] they’re still hung up on the idea of ‘how can we let anyone read this book without paying for it?’”

**L4:** “There’s this idea that if you’re not doing research with digital tools or computationally, that you’re not doing DH, that it’s more of a methodological thing, whereas a vast majority of the projects we have here could be conceived of as publishing projects, maybe not scholarly publishing because they’re not scholarly journals or peer reviewed kinds of things, but they’re remediating things... to interact with, display them in a way that’s more multimodal... to me they’re publishing projects because they have an end in sight, like a book.”

**F3:** “I feel like when we start talking about dh that way [as digital publishing], it prioritizes the digital over humanities...I think sometimes the digital humanities gets carried away and the humanities gets secondary, that they’re content that just gets plugged in.”

## Miscellaneous

**F2:** “I do think it’s a general problem, though... it depends on who you talk to, there’s a portion of the DH community... a lot of the established DH centers, there’s a *clear* sense of the importance of the library in relation to DH. I think the English department, if there’s someone who does DH, they don’t think in terms of that relationship as much... [at places that don’t have a DH center or work with DH center or don’t have digital librarians].”

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**L3:** “Money... one of the things I’d love to be able to do is to have a budget of “x” that is devoted to DH research... closest thing is hiring a DH research designer for three years with a jointly split salary... I’d like to make that a permanent position and add more permanent funding to that activity... as an administrator, you need to get things started when there’s a gap in the budget... however, that doesn’t signal the same kind of commitment to the world. If you’re advertising a position for DH that is only 1 year, 2 years... that’s the hardest thing to get across to faculty and librarians, we have to put things together piece by piece, re-allocate...”

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**L1:** On a DH postdoc: Was asked to step in as a postdoc role to network with researchers and students across campus, be a point person to connect people to do projects. Initiative was between library (main supporter), IT portion of the school, letter and sciences (teaching part of university).

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**L5:** Hired as a postdoc in the library to bring someone in from outside the LIS field, new perspective; has worked with digital visual media.