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# 7 | Copiloting a Digital Humanities Center: A Critical Reflection on a Libraries–Academic Partnership

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## **STARTING A DIGITAL HUMANITIES CENTER FROM SCRATCH**

The University of Kansas (KU) Institute for Digital Research in the Humanities (IDRH)<sup>1</sup> was established in 2010 to provide resources and training in the practices and tools of the digital humanities, and to facilitate interdisciplinary academic collaborations and externally funded research. IDRH’s major programs include an annual digital humanities conference featuring workshops and scholarly research presentations, digital humanities seed grants, regular hands-on workshops for faculty and graduate students, monthly digital humanities seminars, course development grants for teaching faculty, sponsorship of Humanities, Arts, Science, and Technology Alliance and Collaboratory (HASTAC) scholars, and consulting on digital humanities projects or ideas.

IDRH was a collaborative venture from the beginning. It was founded by and administered under the financial support and guidance of three campus entities: the Hall Center for the Humanities, the College of Liberal Arts and Sciences, and the KU Libraries (we refer to these in this chapter as “the stakeholders”) and is led by two codirectors, one from the college and one from the Libraries. From the perspective of the Libraries, the collaborative nature of IDRH is an effective framework for connecting with faculty and students, and for the overall success of IDRH programs. The collaboration has enabled the Libraries to play a significant role in the growth of digital humanities at KU, and has helped establish new relationships between the Libraries and other campus units, faculty, and students. Via IDRH,

librarians play a role in teaching and training, grant proposal development and review, digital humanities consulting, course development, and student mentoring. In addition, IDRH gives the Libraries an opportunity to have a strong impact on other initiatives on campus, such as the development of proposals for external faculty hires, cosponsorship of related events, and the facilitation of other interdisciplinary conversations.

From the perspective of the KU Libraries, IDRH is a productive channel for librarian engagement with faculty and graduate students across campus and beyond that also enables librarians to develop greater expertise in digital humanities. IDRH provides the Libraries with a framework to take part in interdisciplinary conversations across campus, to learn more about faculty and graduate student research interests and needs, and to strengthen connections to relevant areas of library expertise such as data services and metadata.

This chapter will first describe IDRH's programs and the role of the stakeholders and codirectors in the partnership, and discusses some of the benefits and challenges of this collaborative model of support and leadership. We then discuss some of the specific ways in which IDRH has tried to build partnerships on campus and establish relationships between faculty and the libraries, including the formation of an advisory board and providing multiple opportunities for faculty to get involved in review committees or as instructors in workshops. This chapter will also serve as a critical review of IDRH's first four years, from its founding in fall 2010 to fall 2014, when this chapter was written.

## **SYNERGY WITH DIGITAL SCHOLARSHIP INITIATIVES ON CAMPUS**

Prior to the launch of IDRH in the fall of 2010, KU Libraries was already engaged in a variety of digital initiatives. KU's institutional repository, KU ScholarWorks, launched in 2005 and serves as a space for faculty research output, including published articles, monographs, data sets, and other similar materials.<sup>2</sup> The repository continues to serve as the platform for KU's open-access policy, passed in 2008.<sup>3</sup> In 2007, the Libraries launched a digital publishing program to provide support to the KU community for the design, management, and distribution of online publications, including journals, conference proceedings, monographs, and other scholarly content.<sup>4</sup> The Libraries currently provides a digital publishing platform

(via *Open Journal Systems* or *D-Space*) for seventeen scholarly publications edited or published at KU. In addition to these services, the Libraries has specialists in GIS and data services, statistical computing, and digital humanities consulting. These services have primarily been conceived of as consulting and support services rather than as mechanisms for generating new forms of digital research and teaching on campus.

In the fall of 2008, the College of Liberal Arts and Sciences, the Libraries, and the Hall Center for the Humanities formed a twenty-person Task Force on Digital Directions in the Humanities to “1) evaluate the current climate for digital scholarship at KU, 2) make recommendations for encouraging a culture of digital scholarship at KU, and 3) plan and hold KU’s first Digital Scholarship Summit in 2009.”<sup>5</sup> The task force investigated the resources in digital humanities currently available on campus, conducted a survey to measure how well faculty understood and used those resources, and sought input on the degree of faculty interest in the use of digital resources in their teaching and research. Survey results indicated that there was an imperfect awareness of currently available resources, and a large degree of interest in more opportunities and assistance for digital projects. As the task force reported, “faculty interest in using digital technologies exceeds the actual use of them.” The task force also investigated efforts at peer institutions to support the digital humanities. Recognizing that digital humanities scholarship was beginning to flourish at many campuses and that there was significant interest at KU in more opportunities and assistance for digital projects, the task force recommended that KU form an institute for computing in the humanities at the university.

The task force made some very specific recommendations about the goals and structure of the proposed institute. Although not all of the task force recommendations were followed—limited resources, evolving needs, and codirector perspectives all impact the way things play out in practice—the recommendations nevertheless provided the foundation for the establishment and operation of IDRH. In the task force’s vision, the institute would have the following goals:

1. To **provide ongoing educational opportunities** for faculty and graduate students in the utilization of digital technology for humanistic inquiry.
2. To **develop and support research initiatives** that use technology to pose and answer research questions about the human record.

3. To work proactively to **build a flagship project** that demonstrates the value and viability of innovative digital approaches to research.
4. 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.

Goals 1 and 2 remain a core part of IDRH's charter and activities, whereas goals 3 and 4 have not as yet been pursued, as we will discuss below.

The task force also recommended that two codirectors lead the institute, one from the College of Liberal Arts and Sciences faculty, and one from the Libraries. This codirector model was inspired by the examples of the University of Nebraska and the University of Virginia where, the task force noted, the digital humanities centers were physically located in libraries and were co-led by a librarian and an English professor (Nebraska) or a computer scientist (Virginia). In the original conception by KU's task force, the two codirectors would have highly specific roles within the institute. "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." While the codirector model as implemented by IDRH has been one of the key factors in its success, the specific roles of the codirectors as the institute has evolved are not as strictly defined as in the task force recommendations. The benefits and challenges of the codirector model and the roles of each codirector are described at greater length in a later section.

Yet another recommendation of the task force was that the IDRH's funding would increasingly come from external granting sources. The task force suggested that a significant responsibility for the codirectors be development and grant activities to ensure incoming funding over time. Although grant development continues to remain a goal, it has not been feasible so far for the codirectors to pursue external grant funding, given their limited allocated time (25 and 50 percent for each codirector) and given the more immediate need to start a program from scratch, build a campus identity, launch and continue new events and grant programs, build a website, and create and maintain a DH community on campus.

When IDRH’s activities and priorities do not entirely mesh with the task force vision—for example, we have not (yet) developed a flagship project, published new models of peer-reviewed research, or pursued external funding; and the codirectors have a more integrated set of responsibilities than outlined in the recommendations—the reasons are varied: in some cases, other units on campus are pursuing similar efforts; in other cases, staff time was limited, or other priorities have taken precedence. The section below describes the actual programs, activities, and outcomes of the institute.

## **BUILDING CORE PROGRAMS AND ACTIVITIES**

The name of the institute was immediately modified from the suggested Institute for Computing in the Humanities to the Institute for Digital Research in the Humanities. Besides modernizing the title, the change shifted the focus to the institute’s charge on *research*. In pursuit of this research objective, however, we have found that in digital humanities in particular, teaching is an inseparable component, particularly on a campus where digital technologies are novel. Many IDRH initiatives thus have a pedagogical component. Our core activities revolve around a series of research and pedagogical initiatives held throughout each academic year:

- *Digital Humanities Forum*. The DH Forum is an annual conference held every September. The forum consists of two or three days of hands-on workshops, a THATCamp self-organizing “unconference,” and a day of research paper and poster presentations along with prominent keynote speakers, each year addressing a different general theme. The themes of the five conferences to date have been “Representing Knowledge,” “Big Data and Uncertainty,” “Return to the Material,” “Nodes and Networks,” and “Peripheries, Barriers, Hierarchies.”<sup>6</sup> The forum is free and open to all, and each year attracts 80 to 120 local, national, and some international speakers and participants, including librarians, scholars, and students from a range of disciplines.
- *Digital Jumpstart Workshops*. In the spring semester we hold a two-day program of hands-on workshops. These free workshops provide faculty, staff, and graduate students with learn-by-doing introductions to digital tools and practices related to capturing and digitizing data, discovering and analyzing patterns in data, and presenting and disseminating scholarship and results. All skill levels, from beginner to seasoned digital humanist, are welcome.

- *Digital Humanities Seminar.* Cosponsored by the Hall Center for the Humanities, the DH Seminar provides a monthly forum for sharing and discussion of new digitally enabled humanities research efforts, with a specific focus on what digital humanities tools and practices can do for a range of humanistic research. The seminar is held four times per semester and features a mix of KU and external presenters. The seminar focuses not so much on DH tools, but on the research results and questions that can be answered by digital methods.
- *Seed Grants.* The IDRH digital humanities seed grants are intended to encourage KU faculty and academic staff to plan or pilot a collaborative project using digital technologies, which should in turn result in a more competitive subsequent external funding application. The grants provide up to \$15,000 to create pilot projects, develop ideas via a workshop, attend workshops, support project-related travel, hold a substantial planning or brainstorming session, or similar activities.
- *Course Development Grants.* In the absence of a DH-oriented curriculum at KU, these small grants are intended to help spur the development of an interdisciplinary palette of courses in digital humanities at KU. The grants provide a \$1,000 stipend to tenured and tenure-track faculty who develop a new course in the digital humanities. Priority is given to proposals that target undergraduates or undergraduates/graduate students, that will attract students from a variety of departments and disciplines, and that use open-source, nonproprietary, cross-platform tools.

In addition to the above core programs, IDRH supports some other, less time-intensive initiatives, including supporting graduate students through the HASTAC Scholars program, offering small travel grants, organizing one-off workshops as opportunities arise, and cosponsoring events with other entities on campus.<sup>7</sup>

We also maintain an email listserv and a website that lists events, provides profiles of DH practitioners on campus, and links to further DH resources at KU and beyond. We capture as many of our guest speakers as we can on video and make the videos available on our YouTube channel, which provides additional visibility for the institute and is a popular resource. (As of December 2014 the YouTube channel contained 64 videos, had received 8,780 views, and had 53 subscribers.)<sup>8</sup>

The codirectors are also extensively engaged in activities and conversations across campus in the form of project consulting, contributing to

“Foundation Professor” (targeted hire) or cluster hire proposals, attending conferences, recruiting speakers and workshop instructors, and general planning and administrative concerns.

*Outcomes.* The programs and activities described above have led to a range of concrete and visible outcomes during the past four years. IDRH has awarded three DH seed grants supporting faculty research on campus, and seven course development grants, strengthening the content of those courses at KU. Eleven students (five HASTAC scholars and six student assistants) have benefited from IDRH mentoring and support. We have offered over thirty workshops on a range of digital tools and practices, and our Digital Humanities Forum attracts 80 to 120 participants each year. The Digital Humanities Seminar, cosponsored by the Hall Center, has featured twenty-eight presentations since it was launched in 2011 (half of which are KU presenters, and the other half, external speakers). The codirectors also engage in regular project consultations and conversations with colleagues across campus. Significantly, IDRH has facilitated the coalescence of a digital humanities community at KU during the past four years. Thus, the institute was able to form an advisory board in late 2012 comprised largely of KU-based digital humanists (including a graduate student).

*Staffing.* IDRH is managed by the codirectors and student assistants, recently augmented by the assistance of a postdoctoral researcher. The institute does not have any full-time staff. Even the codirectors are part-time: the university has assigned the college codirector to only 25 percent time, and the Libraries codirector to about 50 percent time. The part-time student assistants (usually graduate students, occasionally undergraduates) work ten to twenty hours per week, helping with daily operations such as website maintenance and content development, events preparation and videography, and creating or managing documentation. For major events such as the annual conference, we have relied on volunteer teams of librarians to help serve on the planning committee.

## **COLLABORATIONS MAXIMIZE BENEFITS**

### **Contributions of the Three Stakeholders**

The three campus stakeholders—the Hall Center for the Humanities, the College of Liberal Arts and Sciences, and the KU Libraries—provide the

financial support and guidance for the institute. Having three distinct stakeholders is beneficial for all involved: the codirectors receive useful advice from three campus entities with overlapping but quite distinct interests, and the stakeholders share the expense of the institute and also share the role of institute sounding board. Bureaucracy in triplicate is avoided with a division of labor between the three units, which we will describe below.

The core support from all three stakeholders comes in the form of base funding for the institute, shared equally by all three stakeholders. These funds provide the operating expenses and funding for seed grants, speakers, events, codirector travel, and other expenses. In addition, the stakeholders all take part in an annual meeting to review accomplishments of the past year and approve the budget and activities (proposed by the codirectors) for the coming year. Each stakeholder provides additional in-kind contributions, perspectives, and interests in supporting and guiding IDRH.

The core activities of the Hall Center for the Humanities (<http://hallcenter.ku.edu>) are bringing faculty together for seminars, providing internal grant mechanism and external grant development support, along with hosting a wealth of invited speakers and panels. For IDRH, the Hall Center extends its core functions toward digital humanities in three ways. First, it cosponsors a DH seminar, which meets monthly at the Hall Center for a DH talk and discussion. The Hall Center provides some additional funding for external speakers. Inclusion in the Hall Center's seminar offerings is a highly visible way of signaling to faculty on campus that the digital humanities are a core humanities activity, one of many on campus.

Secondly, the Hall Center—above and beyond its one-third contribution to IDRH finances—contributes to the funding of graduate research assistants and undergraduate assistants for IDRH, generally one a year. These assistantships can resemble apprenticeships, as the students need mentoring and supervision. These students tend to work in many areas: from writing tools tutorials, to conducting interviews with DH practitioners on campus, to managing the IDRH website, to helping with major events.

Finally, the Hall Center generously allows faculty with IDRH seed grant proposals to use the services of the Hall Center's Grant Development Office.

The second stakeholder, the College of Liberal Arts and Sciences (<http://clas.ku.edu>) is primarily engaged with two activities: it supervises the IDRH faculty codirector, who reports to the Humanities associate dean.

The college provides one course release per year for the faculty codirector; the faculty codirector's allocated time commitment is thus 25 percent.

The third stakeholder, KU Libraries (<http://lib.ku.edu>), provides the main administrative support for IDRH. It supervises the IDRH librarian codirector, who currently reports to an assistant dean in the Libraries, and the Libraries also does most of IDRH's accounting, including payroll and payroll reporting for student assistants, financials for events, honorariums and expenses for guest speakers, and travel for the IDRH codirectors. The librarian codirector was allocated a 50 percent time commitment for the first three years (since a Libraries reorganization, the time commitment has been less clearly defined).

The spread of commitments between the three stakeholders works well; granted, at present the Hall Center and the Libraries are contributing far more in-kind resources than the college. IDRH's activities benefit all three stakeholders in different ways. The Hall Center can show that its ongoing activities (which prominently include the monthly DH seminar held there) reflect the latest trends in the humanities, and the extramural research proposals generated by IDRH's seed grant program are submitted through the Hall Center's grants office. The KU Libraries benefit because IDRH helps provide continuing education to its staff and acts as an important outreach mechanism to faculty and students. Further, IDRH is a shiny arrow in the Libraries' quiver of digital initiatives, including open access, digital scholarship, and digital publishing services. These initiatives complement and strengthen each other, strengthening the Libraries' overall commitment to promoting and supporting new models of scholarly communication. Finally, the College of Liberal Arts and Sciences benefits from IDRH by the necessary interdisciplinarity that digital humanities research involves: Deans across the country speak of "breaking down the silos," and IDRH gives faculty concrete reasons why interdisciplinarity will help individual humanities researchers. Further, college faculty (and grad students) very much appreciate that IDRH workshops and seminars are right on campus and free, and use them to upgrade their skills. The three grant mechanisms IDRH offers (seed grants, course development grants, and travel grants) directly benefit individual faculty. Thus, the institutions and constituents of all three stakeholders reap considerable short- and longer-term benefits from a modest investment.

## Roles of the Two Codirectors

When IDRH was established, the librarian codirector was appointed (by the Libraries), and the faculty codirector was hired via a competitive internal search (by the College of Liberal Arts and Sciences and the Hall Center). The Libraries appointed its librarian codirector based on his background in digital humanities. (Prior to IDRH, he had been hired based in great part on those skills.) The college and Hall Center selected their faculty codirector based on her 15 years of DH-grounded sponsored research, grant evaluation, and outreach experience. The two codirectors began their collaborative directorship in October 2010.

The task force originally envisioned a very specific division of roles between the codirectors, with the faculty codirector focusing on the scholarly contribution of faculty research projects and educational programs, and the librarian codirector focusing on the realization of digital projects. But because IDRH is not primarily a digital production unit, the codirectors' roles have been more fluid and collaborative, with both contributing to the design and realization of all major activities (variably according to skills and available time).

Coadministration offers both benefits and challenges, both of which were immediately apparent. As we set our initial goals for IDRH, built a website, and began to organize events, we noticed the considerable benefits of having two different perspectives: we could brainstorm creatively, problem-solve efficiently, fill in each other's disciplinary knowledge gaps, and alternate taking the lead on any given activity. Pinch-hitting for each other is also useful when one or the other codirector has other commitments, thus providing stability and continuity. By benefiting from each other's perspective, our programming could reach wider audiences, for it was not limited to the imagination of a single individual.

One immediate challenge was bridging the Libraries and academic department cultures that each of us represented. Canonically, librarians tend to be extremely service oriented, and humanities faculty often are driven by individual research topics. The digital humanities approach is a mashup of both, with a new twist: DH research is fundamentally collaborative (unlike canonical humanities research); it tends to focus more on methodology than traditional research; and yet, like librarians, DH research is fundamentally outward looking, often concerned with issues of access, usability, and engagement.

Melding the library-style approach with the grounded disciplinary analysis of the traditional humanist *and* with the collaborative, creating-a-resource-for-all approach of the digital humanist has been an ongoing challenge from day one.

Other challenges are more mundane and not specific to the digital humanities: any coadministrators need to work toward a compatible vision of their unit and its place within the university ecosystem. Beyond learning who our core clientele, colleagues, and interested allies were, we learned to adjust our joint vision of our institute to the needs and budget of our institution, also in discussion with our stakeholders. The codirectors experienced a prolonged mutual acculturation phase, as is inevitable with co-leadership: we needed to adjust to and negotiate each other's work and communication styles. Even though we divide up tasks, consulting each other on most all matters has been key. Speaking with a unified voice (and with "we" statements) both acknowledges the contributions of both, and presents a stable vision of the institute.

One of the likely unintended benefits of the codirectorship is that IDRH accrues double the social capital than it would with a single director. The librarian and faculty codirectors can tap two quite different academic social networks, both on campus and off; we have used these networks to recruit reviewers on campus for conference paper and grant proposals, and off campus to recruit guest speakers and workshop instructors. Our university is benefiting significantly, because many of these academic connections long predate our employment at KU.

The division of labor between the codirectors proceeds in two ways: each codirector does what is considered within one's bailiwick, and then we share the rest of the tasks. If this division results in inequities (relative to our respective 50 and 25 percent time commitments), we have learned to adjust our activities accordingly. Thus, the librarian codirector liaises with Libraries staff and administration, and represents IDRH at Libraries meetings. He also plays a central role in maintaining the IDRH website, and regularly works with our student employees. In advance of events such as our annual conference, his leadership role within the Libraries is particularly strong in that he coordinates the team of volunteers that helps with the conference.

The faculty codirector has taken the lead in drafting most of the IDRH position papers and represents IDRH at the college's Chairs and Directors' monthly meetings. She conceived the advisory board and prepares

its annual agendas and drafts annual reports to stakeholders. She also established IDRH's seed grant application criteria, drafted numerous call for papers/proposals (CFPs), and facilitated many of these meetings. She sometimes supervises student employees.

Both codirectors envision the scope and content of the annual Digital Jumpstart workshops and DH Forum conference; recruit and arrange for speakers; plan and do campus logistics for events; do outreach to faculty on campus (as presentations or discussion meetings); run grant competitions; attend external DH-related conferences; strategize about new goals and initiatives for the institute; and actively participate in other initiatives on campus, including writing and reviewing proposals for cluster hires or foundation professors, or meeting with visiting lecturers or job candidates who are visiting campus.

For the current scope of IDRH, this division of labor has worked well, with each of us regularly volunteering to spell the other. Nonetheless, both codirectors are working at the upper limits of their respective time commitments, especially since the librarian codirector is effectively given much less than 50 percent time. The involvement of the codirectors in administrative minutiae (e.g., booking flights for speakers) takes precious time away from necessary planning, both short and long range. Given more resources or time, the codirectors could pursue external grant funding, develop digital projects and tools, and/or develop a DH certificate or praxis program.<sup>9</sup>

The next section provides a look at how IDRH has proved a fruitful channel for engagement between librarians and faculty.

## **BUILDING RELATIONSHIPS TO BEGET NEW COLLABORATIONS**

IDRH aims to build relationships with researchers and faculty on campus through our core programs described in the section above: the DH Forum, the Hall Center seminar, our Digital Jumpstart workshops, and the course development grants. Several of these programs have a built-in "involvement multiplier." For example, the successful applicants from the previous several years' course development grants join the current year's successful applicants and exchange tips about what works in DH courses. New awardees thus find that they have an instant cohort of colleagues with whom to exchange ideas. That the previous years' awardees return voluntarily shows that they're enjoying and benefiting from the exchange as well.

Our advisory board provides another opportunity to both draw in and recognize significant campus (and off-campus) expertise in DH; at our first meeting, many KU members were surprised and thrilled to see so many colleagues present, so many of whom were new to them. The advisory board provides a sounding board for ideas brought forth by the codirectors, a source of new ideas from scholars on and off campus, input from a range of perspectives and disciplines, and a communication network to help get the word out about IDRH resources and services. Formed in late 2012 and meeting for the first time in 2013, the advisory board comprises eight faculty members from a range of disciplines, one graduate student, three external digital humanists, and several ex-officio members from the stakeholder entities.

IDRH also offers many service opportunities for faculty and academic staff to get involved, including as reviewers of grant proposals and conference abstracts, as instructors in workshops, as introducers of keynote speakers, and so on. This service, like the advisory board service, helps faculty become invested in IDRH's vision. The service commitments are not too intensive, making faculty more likely to accept invitations to serve. In addition, we do not invite only those who are already DH specialists. We also invite faculty or academic staff who have participated in a workshop in the past or attended a seminar or talk, or others from our academic networks who may not have any explicit interest in digital humanities but who we think would be good reviewers or instructors. This inclusion helps bring new scholars into the fold, and in several cases it has led to a faculty member who was new to DH eventually submitting a course development grant proposal and doing further digitally inflected research projects.

The IDRH codirectors have also led (or participated extensively in) the development of faculty hiring proposals. Developing a proposal for a university-wide cluster hire in data visualization, for example, or for a targeted hire in digital humanities, involves building consent between many units across campus. IDRH's engagement in these initiatives has led to new relationships with individuals and departments across campus, and have established IDRH as a go-to unit for collaboration on such efforts. KU Libraries has benefited from such efforts; a recent cluster hire proposal centrally includes a proposed Libraries academic staff position to support digital humanities and arts. The codirectors regularly evaluate visiting

job candidates in a range of humanities fields. IDRH also cosponsors and advertises events via an extensive communication network (including a list-serv of two hundred subscribers).

## **STRENGTHENING AND EXPANDING CORE ACTIVITIES**

Our fifth year presented a number of opportunities to expand IDRH programs and to strengthen the Libraries' internal and external engagement in digital humanities. In fall 2015 we were scheduled to begin offering the DH course that is most needed on campus: a general introduction to digital humanities. This course, open to graduate students and upper-level undergraduates, will be cross-listed in several departments, attracting a truly multidisciplinary cohort of students. At other universities, such a course is typically offered through a single humanities department (e.g., English or History) and requires a significant commitment of teaching resources on the part of that host department, as well as considerable prior DH expertise. At KU, our solution has been to include the teaching of this course into the activities of the inaugural IDRH postdoctoral scholar. Teaching such a survey course (including tools, methods, and practices) gives the postdoc valuable teaching experience directly in her field of expertise, and it brings in outside DH talent without taxing any one humanities department, while benefiting all.

The postdoctoral researcher (on a two-year appointment), besides her own research, is also involved in outreach and program development. She is based in KU Libraries and formally reports to the Libraries codirector (with input from the faculty codirector). The postdoc's outreach efforts give the Libraries greater visibility and allow for the building of greater digital humanities skills and expertise among faculty and library staff. Such training occurs both through formal training sessions as well as simply by working together in proximity.

IDRH presents further opportunities to strengthen connections to other areas of library expertise. With recent staff hires (a data services librarian, metadata librarian, and digitization services coordinator), KU Libraries can now offer a suite of services intersecting with digital humanities concerns, including data management consulting, digital publishing platforms, metadata expertise, and information literacy instruction. We expect these connections to grow stronger in the immediate future.

## CONCLUSION

This chapter has shown how libraries can collaborate with academic units, and librarians can collaborate with research and teaching faculty via the crucial node of digital humanities. Such an institute can reach a large cross section of the campus community via its critical skill-honing services and activities. Libraries encourage best practices, and provide an interdisciplinary space to pursue research and teaching and to bring together the campus community, free of the interests of any single department. The collaborative model for institute stakeholders spreads both the benefits and the risks of supporting a digital humanities institute, creates wider buy-in, and most importantly allows the institute to take advantage of the different perspectives and academic social networks of the codirectors and stakeholders. This collaboration has allowed IDRH to achieve much more on its limited resources than it could have if it was based in an individual unit or with a single director.

## NOTES

- 1 University of Kansas (KU) Institute for Digital Research in the Humanities (IDRH), <http://idrh.ku.edu>.
- 2 See Holly Mercer, Brian Rosenblum, and Ada Emmett, "A Multifaceted Approach to Promote a University Repository: The University of Kansas' Experience," *OCLC Systems & Services* 23, No. 2 (2007): 190–204.
- 3 Ada Emmett and Town Peterson, "Achieving Consensus on the University of Kansas Open-Access Policy," *Research Library Issues: A Bimonthly Report from ARL, CNI, and SPARC*, No. 269 (April 2010): 5–7, [www.arl.org/resources/pubs/rli/archive/rli269.shtml](http://www.arl.org/resources/pubs/rli/archive/rli269.shtml).
- 4 For a description of our early digital publishing pilot efforts, see Brian Rosenblum and Holly Mercer, "Supporting Campus Publications at the University of Kansas Libraries," *Brick & Click Libraries: Proceedings of an Academic Library Symposium*, ed. Connie Jo Ury, Frank Baudino, and Sarah G. Park, (Maryville: Northwest Missouri State University, 2007), 95–99, <http://hdl.handle.net/1808/1783>.
- 5 The full report of the task force is available online in KU's institutional repository at <http://hdl.handle.net/1808/10340>.
- 6 Descriptions of all the conferences, along with video presentations and other material, can be found on the IDRH website: Representing Knowledge

(<https://idrh.ku.edu/dhforum2011>); Big Data and Uncertainty (<https://idrh.ku.edu/dhforum2012>); Return to the Material (<https://idrh.ku.edu/dhforum2013>); Nodes and Networks (<https://idrh.ku.edu/dhforum2014>); Peripheries, Barriers, Hierarchies (<https://idrh.ku.edu/dhforum2015>).

- 7 Descriptions of all these programs can be found on the IDRH website: <http://idrh.ku.edu>.
- 8 University of Kansas IDRH (YouTube channel), <http://youtube.com/idrhku>.
- 9 *The Praxis Network*, <http://praxis-network.org>.