

FINAL REPORT: The Humanities and Interdisciplinary Scholars

Collaboratory Strategy and Planning Group

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May 15, 2017

INTRODUCTION

Many research libraries have responded to the increasingly digital nature of research by opening digital scholarship centers where campus researchers can get help with technologically intensive methods, finding data, and can connect with other researchers interested in the methods they are using.¹ The Library was an early adopter in this area, opening the Scholarly Commons in 2010. In 2012, the Scholarly Commons moved into Main Library 306 and has been gradually expanding its services since then. At the time it opened, there were only a few digital scholarship centers in libraries, and the main exemplar was the Scholar's Lab at University of Virginia.² Now there are over a hundred digital scholarship centers in North American libraries.

The mission of the Scholarly Commons has always been twofold: to help researchers using digital methods by providing software, training, and consultations, and to create a community of digital scholars across campus regardless of college or department. The latter goal has been challenging in Room 306 because it is too small for event or exhibit space, but there are events all over campus sponsored by or hosted by the Scholarly Commons, including invited lectures by Heather Piwowar, Ariel Waldman, and Juan Pablo Alperin; the exhibitions for the Image of Research competitions; and co-sponsored Critical Digital Humanities workshops at the Illinois Program for Research in the Humanities.

These services and events are provided using a hub and spoke model, where the administrative unit called the Scholarly Commons is only a hub and maintains infrastructure for providing services, and the "spokes" are partners in the library and across campus who have expertise that is useful in digital scholarship and are willing to work with us. Some services, specifically data discovery, geographic

¹ Gilbert, H. & White, J. eds. (2016). *Laying the Foundation: Digital Humanities in Academic Libraries*. Lafayette, IN: Purdue University Press; Goldenberg-Hart, Diane. Report of a CNI-ARL Workshop: Planning a Digital Scholarship Center 2016. Washington, DC: Coalition of Networked Information, 2016. <https://www.cni.org/wp-content/uploads/2016/08/report-DSCW16.pdf>;

Lippencott, J. & D. Goldenberg-Hart. (2014). *Digital Scholarship Centers: Trends and Good Practice*. Washington, D.C.: Coalition of Networked Information. http://www.cni.org/wpcontent/uploads/2014/11/CNI-Digital-Schol.-Centers-report-2014.web_.pdf; Maron, N. L., & Pickle, S. (2014). *Sustaining the Digital Humanities: Host Institution Support Beyond the Start-Up Phase*. New York: Ithaka S+R.

<http://www.sr.ithaka.org/publications/sustaining-the-digital-humanities/>; Mulligan, R. (2016). *SPEC Kit 350: Supporting Digital Scholarship*. Washington, DC: Association for Research Libraries. <http://publications.arl.org/Supporting-Digital-Scholarship-SPEC-Kit-350/>; Vinopal, J. & McCormick, M. (2013). Supporting digital scholarship in research libraries: Scalability and sustainability. *Journal of Library Administration* 53(1), 27-42.

² Bryson, T., M. Posner, A. St. Pierre, & S. Varner. (2011). *SPEC Kit 326: Digital Humanities*. Washington, D.C.: Association for Research Libraries. <http://publications.arl.org/Digital-Humanities-SPEC-Kit-326/>; Zorich, D. (2008). A Survey of Digital Humanities Centers in the United States. Washington, D.C.: Council of Library and Information Resources. <http://www.clir.org/pubs/reports/pub143/pub143.pdf>.

information systems (GIS), workshops, undergraduate research support, and digital humanities, have their center of gravity in the current Scholarly Commons administrative unit. Others, like qualitative data analysis, social media analytics, copyright, scholarly communications, data management, grant writing, survey research, and data analysis, are supported by Library or campus partners located elsewhere. In many cases, the Scholarly Commons acts as a concierge to determine who can best help the researchers who contact us, as well as providing walk-in help. A list of current and upcoming Scholarly Commons services is in Appendix 2 to this report.

The Scholarly Commons is poised to become something new in a new space, working with even more library and campus partners in an open, vibrant space where scholarship can be visible in multiple ways, and where researchers can gather at events sponsored by the Library, or informally in interdisciplinary research groups. Librarians and campus partners will be able to have office hours and events in this new space, and these partnerships will be a critical factor in making it a service-rich as well as technology-rich part of the Library.³ We envision a space full of researchers and library staff collaborating, learning, and networking around issues of digital scholarship. They will be writing on whiteboard walls, plugging their laptops into large-scale digital displays so they can share and collaborate around their work, participating in and attending cross-disciplinary events, and reconfiguring furniture to create the spaces they need at the moment.

The Humanities and Interdisciplinary Scholars Collaboratory Strategy and Planning Group was charged to examine ways to advance the campus community's efforts and initiatives in new and innovative forms of data-driven research by providing spaces, tools, and services that researchers and students need to pursue innovative research approaches and discovery. Specifically, the group is charged to implement a vision of a digital scholarship “collaboratory” in 220 Library with inviting and flexible spaces promoting disciplinary as well as interdisciplinary collaboration in the humanities, social sciences, and related disciplines. The Library’s Scholarly Commons portfolio of programs will move from the third floor to this space, and will form the foundation upon which the Library intends to build new services and programs, in concert with other units in the Library and on campus. The focal point of this collaboratory will be access to a network of experts from within the Library as well as partner programs on campus, state-of-the-art tools and technologies, and collections that together create a powerful environment for scholarship. This is an exciting opportunity to transform a prime location in the emerging humanities “neighborhood” on the 2nd floor of the Main Library from backroom operations into a destination for scholars.” The full charge and membership of the group is attached as Appendix 3.

Strategic Plan

The collaboratory will critically support key goals in both the campus and Library strategic plans:

Campus (<http://strategicplan.illinois.edu/goals.html>):

- *Goal 1: Foster scholarship, discovery and innovation*

³ Throughout this report, “collaboratory” is used to refer to the space and services in Main Library 220, while “Scholarly Commons” is used to refer to the current space and services in Main Library 306.

The collaboratory will provide space and tools to facilitate innovative scholarship and discovery through the provision of services, tools, and expertise across many different areas

- *Goal 2: Transformative Learning Experiences, 2Diii: Leverage technology to provide best learning experience*

The collaboratory will provide space for students and faculty to interact and utilize technology in their curricula and projects/research work.

- *Goal 3b: Development of interdisciplinary research institutes*

The Library has a key role in supporting this emergent work: the Scholarly Commons is discipline agnostic, and provides a place where scholars from different fields can come together with each other and with experts from the Library and campus who can help them. The collaboratory will build on this foundational work with expanded capacities for supporting data driven research through expertise, technology, and spaces for interactive, collaborative work.

Library (http://www.library.illinois.edu/planning/ADOPTEDFramework_for_Strategic_Action.pdf):

- *Direction 1: Strengthen the campus infrastructure to support scholarship and innovation.*
 - *Goal 1A - Supporting campus research groups.*
 - *Goal 1E - New and innovative tools for scholarship.*
 - *Goals 1C and 1D - Provide a space for Research Data Services and Scholarly communications and publishing*

Part of the mission of the collaboratory will be to keep an eye on new research methods and tools, as well as who is supporting them across campus. The collaboratory will be a contact point for RDS and Scholarly Communications and Publishing, as well as a gateway to digital scholarship services across the Library and campus.

- *Direction 2B: Access to Library experts.*

Like the Scholarly Commons, the collaboratory will be an entry point for researchers doing all types of digital scholarship. Some library experts we call upon do not work with the public in most of their job responsibilities, but we can connect researchers with them as needed. We are also planning for a larger role for subject specialists.

- *Direction 3B: Collaborative spaces and incubator environments*

The collaboratory will provide open accessible spaces, reservable spaces, and events that encourage interaction across units and disciplines, and for collaborative work across the disciplines.

Methods and Data Gathering

This final report includes the full spectrum of findings gathered over two phases of the planning group's investigation:

First, the team members divided into sub-groups that gathered information via environmental scans, and generated preliminary findings on the needs and core principles for developing the Interdisciplinary collaboratory. The working groups were Campus, Library, and External. The co-chairs also convened a Faculty Advisory Committee that met with committee members on February 2, 2017.

The working group also analyzed and drew upon several Library and campus-wide reports and studies from the past few years that are relevant to the work of the team: The **Interdisciplinary Working Group for the Humanities report** entitled *Creating a Humanities Commons* (2015), the Scholarly Commons' Annual Reports for FY15 and FY16, the **UIUC Year of Cyberinfrastructure report** (2015), the **Social and Behavioral Sciences Interdisciplinary Working Group Final Report** (2015), and the **Ithaka S+R UIUC Faculty Survey** (2013) and **Graduate Student Survey** (2016).⁴ The **Scholarly Commons Digital Humanities Needs Assessment Study Preliminary Report** (2017, unpublished) is also relevant to the Collaboratory Team's work. For this report, Harriett Green, English and Digital Humanities Librarian, and Eleanor Dickson, Visiting HathiTrust Research Center Digital Humanities Specialist, conducted interviews with 15 faculty on campus. The most useful findings from these reports are integrated below.

Other sources of information for the report included a series of interviews with other libraries and digital scholarship centers; focus groups with the Library divisions; an open meeting for Library staff; and discussions with campus stakeholders.

The second phase of investigation involved multiple phases for gathering information from stakeholders and peer institutions:

The working group hosted an open house for the campus community, held an open feedback session with all Library staff and faculty, and conducted several in-person site visits at peer institutions with similar digital scholarship center spaces. The gathered data from the new surveys and interviews with stakeholders and peer institutions are reported here in combination with the earlier gathered findings.

Campus Open House

The sub-group looking at campus needs hosted an open house in on April 18 from 3-4:30 in 200 north, adjacent to 225. An announcement was placed on the campus' main notification venue, E-week, the Library's listserv and various listservs for faculty and graduate students. Twenty-seven people attended, the majority being library staff: 24 faculty or staff members; 2 graduate students; 1 undergraduate student. Very few identified with a particular discipline: 3 Humanities; 4 Social Sciences; 1 STEM. The open house had 5 stations: 3 for feedback on space, services and technology; a monitor showing images

⁴ Creating a Humanities Commons (https://research.illinois.edu/files/upload/humanities_report_final_2015.pdf); Scholarly Commons Annual Reports for FY 15 (http://www.library.illinois.edu/administration/services/annualreports/FY2015/FY15_Scholarly_Commons_annual_report.pdf) and FY 16 (http://www.library.illinois.edu/administration/services/annualreports/FY2016/Scholarly_Commons_Annual_Report_FY16.pdf); UIUC Year of Cyberinfrastructure Report (<https://www.ideals.illinois.edu/handle/2142/88444>); Social and Behavioral Sciences Interdisciplinary Working Group Final Report (https://research.illinois.edu/sites/research.illinois.edu/files/upload/sbsiwg_final_report.pdf); Ithaka S+R UIUC Faculty Survey (<http://www.library.illinois.edu/assessment/ithakasurvey/UIUCSummary.pdf>); Ithaka S+R UIUC Graduate Student Survey (http://www.library.illinois.edu/assessment/documents/UIUC_Graduate_Student_Survey_Report_of_Findings_05_05_2016.pdf).

of scholarly centers in the US; and a tour of the space along with a station for gathering terms to generate a tagline. The full results of the five feedback stations are attached as Appendix 1.

Space

This station had two questions: How do you envision using the new Scholarly Commons space? What amenities and design features would be most important to you in the new space? There was also a section for free text. Twenty-seven people responded.

The top four picks in descending order were:

- Attend/participate in events (speakers, workshops, mini-conferences) and activities (e.g., reading groups) (24/27)--the popularity of this feature might be due to the high number of library staff answering the questions
- Use technology such as scanners, oversized monitors, and specialized software (19/27)
- Consult with library colleagues who have expertise in digital scholarship tools and methods (18/27)
- Host events and activities (16/27)

Suggested were: hosting research projects or labs or clusters, undergrad collaboration space, quiet study space (quiet study space for ALL (students, staff, researcher, local community members), and open study space

The amenities and design features receiving the most votes were:

- reservable offices/collaboration rooms (21/27)
- reconfigurable furniture (19/27)
- visibility throughout the space (15/27)
- whiteboards (15/27)

Suggested were: keep the existing offices in 225 and Large, fully visible screens to project an individual's computer onto

Services

Visitors voted on a long list of services. The most popular are presented here in descending order: copyright and author rights (the popularity of this service might be due to a recent well-publicized workshop on the topic), Usability/user experience testing, digital publishing, digital humanities, writing software or code, digital preservation, computational analysis of text (text mining), Virtual/augmented reality. The least popular were GIS/data mapping, data management and data curation and metadata.

Technology

Twenty-three people responded about technology. The top four technologies were, in descending order:

- Scanners (18 votes)
- Wireless projection (16 votes)
- Extra-large monitors (15 votes)
- oversize printers (14 votes).

Respondents also were asked to identify types of printers they would like to see, and expressed preferences for printers for special paper, for fabric, and for printing books on-demand.

Respondents also suggested having microfilm and microfiche printers.

Interestingly, only 7 people voted for a visualization wall.

Library Open Feedback Session

This session was not well-attended, though we did appreciate everyone who was there, and attendees asked clarifying questions rather than reacting to the content of the preliminary report.

Site Visits

Indiana University

The Scholars' Commons is a relatively new space within the Indiana University-Bloomington Library. This is a centrally located space within the east wing of their main library, and is meant to also serve as a general reference point for the entire library. They have scanning and other digitization tools, collaboration space, consultations, a large classroom, a visualization wall, and lots of flexible open study space. This space was originally intended for graduate students to work and collaborate in, as well as digital scholarship consultation and instruction space.

What Worked Well:

The space is open, busy, and flows well. There are many kinds of spaces to work in, and the space feels open yet each zone feels private from the others. Their classroom is constantly booked for instruction and events, and the consultation rooms are always in rotating use. Their visualization wall has also seen a variety of uses and is a popular spot for group meetings when not in use.

Much of their furniture in the small group spaces worked very well to facilitate conversations around digital tools. Their classroom desks were also easily reconfigurable for several styles of instruction space. They also reduced the overall number of computer stations in favor of more spaces for students to work with their own laptop computers, which worked well. The diversity in seating and meeting areas made the space feel cozy, where you could easily have a favorite corner to sit in, creating a sense of personal ownership within the space.

What They Want to Improve/Change:

They drew in large crowds to make use of the space, but they weren't the desired crowd of graduate students. The space feels like a very well designed study space, rather than a collaboration or digital scholarship center. Some of the research work there was highlighted, but the consultation services were not immediately apparent to someone visiting the space.

Nearly all of the collaboration spaces they had were private rooms with sound barriers. Which is good for those groups to work without noise concerns, but made the work feel very isolated.

What They Wish They Had Done at the Beginning:

One of their biggest issues has been the usage policies of their classroom space. As one of the most recently renovated large spaces in the library, many other departments want to use it for events. Many groups have access for booking it, which leads to some thorny scheduling. They wish they had come up with policies beforehand to restrict booking access and make prioritization of certain groups/topics clear.

Columbia University

Columbia University does not have a centralized digital scholarship center. Instead it has two spaces set aside for various activities relating to digital scholarship: The Studio@ Butler and the Digital Humanities Center.

The Studio@Butler (<https://studio.cul.columbia.edu/>) was the brainchild of Alexander Gil Fuentes who is the Digital Scholarship Coordinator as well as subject specialist for English and French. According to Gil, the Studio@Butler is a branded space that brings together people to build community around digital scholarship. The idea was to create a space for people to work and then create programming that brings people together. The Studio "is designed for active collaboration in digital scholarship and digital pedagogy" and is used for conferences, seminars and workshops related to those areas, but also newer forms of collaboration: hackathons, researchathons, tech meet-ups, u-pick workshop (they only offer workshops on demand), course lab (weekly DH labs as part of semester-long courses) and talk/shops (public events). The room is long and rectangular and can seat about 25 people in various configurations. It features tables and white boards on wheels, a large screen with speakers, a digital projector, a video camera with tripod, and wireless microphones. The room is also soundproof and events, such as the Friday open lab, can get quite loud with talking and music. There is no staff. With no staff, Alex Gil delegates to student groups (meet-ups).

Digital Humanities Center (<http://library.columbia.edu/locations/dhc.html>) " is a research and instructional facility of the Columbia University Libraries designed to help Columbia faculty and students incorporate computer-based textual, bibliographic, image, and video information into their research, study, and teaching. The DHC has machine-readable primary source texts, software programs for textual analysis and critical editing, database research tools in the humanities, bibliographic database management programs, IBM and Macintosh microcomputers, and optical scanning equipment for the creation of machine-readable text." The DHC features about 20 computers with three allowing for software downloads (and thus allowing for innovation). It is staffed by a professional librarian and a coterie of graduate students. There is also a reference desk, at which librarians from the Arts and Humanities Division do all of the general reference (both in-person and virtual) for Butler Library, each doing 4 hours per week. The DHC staff also provide demonstrations, workshops, and classes for students and faculty, as well as individual consultations.

What Worked Well

The separation of the Studio@ Butler and the DHC allows Columbia to offer a busy, noisy space for innovation and collaboration and a quiet space for private work.

What Could be Improved

Gil does not have any staff and thus single-handedly operates the Studio. He is also responsible for outreach, instruction, and collocating (which he does via a website) of all DH at Columbia, which is a very big job. To help him, Gil has created a system of ambassadors in the 13 departments he serves and in the library. They promote DH to colleagues and inform Gil of activities in the departments with regards to DH.

What They Wish They Had Done

Other than his desire for additional staff, Gil is content with the spaces and services as they stand.

New York University

The Digital Scholarship Services (DSS) department at New York University Libraries (<http://library.nyu.edu/departments/digital-scholarship-services/>) is housed in the fifth floor of the Elmer Holmes Bobst Library, and overseen by Zach Coble, Head of Digital Scholarship Services. The DSS offers "supports that span everything from repository services, digital publishing, and website creation and hosting to digital humanities tools and methods, copyright and fair use expertise, and digital scholarship workshops." Established in 2013, but only really publicized in 2015, the DSS does not have its own space but instead uses the various rooms of a number of affiliated departments such as Data Services, Digital Studio, and Digital Library Technology Services to provide an array of services.

The Data Services (<http://guides.nyu.edu/dataservices>) is "a joint service of New York University's Division of Libraries and Information Technology Services to support quantitative, qualitative, and geographical research at NYU. Data Services offers access to specialty software packages for statistical analysis, geographic information systems (GIS), and qualitative data analysis. We provide training and support, as well as consulting expertise, for many aspects of the research data lifecycle including access, analysis, collection development, data management, and data preservation. "

It has a space with 24 computers, which can be used by anyone, through preference is given to faculty and graduate students using Data Services software. A team of 12 graduate students, drawn from both the library and campus IT, staffs the help desk at Data Services. Leadership of the space is split between 2 librarians and 1 IT professional.

The Digital Studio (<https://library.nyu.edu/departments/digital-studio/>) aims to "help scholars create, use, store, and share multimedia materials (video, audio, text, images) for their research, teaching, and learning". The Studio has about 12 computers for film editing, 2 for scanning slides (NYU is strong in visual arts and thus the continual need for slide conversion), and 1 sound-proof booth for recording (for faculty with flipped classrooms who want to record their lectures). A staff of students oversees the room and offers technical help.

What Worked Well

- NYU has a variety of meeting spaces, in addition to the two spaces mentioned above, there are several rooms for various functions, such as library instruction, public presentations.
- They have very interesting furniture. One space has wide-board panels covered in glass for walls; they look very attractive. The same room has folding tables with white-board tops.
- They also have lockable, moveable bookshelves for grad students so that they can easily take their books to any space in the library. When not in use, the bookshelves dock in a special section of wall.

- NYU also offers server space to faculty and students called ReClaim for hosting digital projects (pilot service), which they pay for through a 3rd party.

What Could be Improved

- NYU does not have a visualization wall, as they currently lack the space for one. They very much want one and are looking into it for use as presentation space and events.
- They would also like to have space to display projects, so that people could sit down and watch the displays.
- They also want more event space.
- DSS struggles to maintain its brand. With many other units on campus offering help with digital humanities and scholarship, DSS wants to make sure they stand out as the premiere venue.

What They Wish They Had Done

The large Data Services space includes both computers used for intense data manipulation work and tables where groups can gather and work together. The staff get frequent complaints about the noise level from the group space. If they were to create the space again, they would add glass walls between the two parts of the space.

Focus Areas for Development

The team's various environmental scans and information gathering produced findings that identified several key areas of concern that we should particularly focus on during the planning and implementation of the collaboratory: Services and Events, Collaboration Models, Space, Technology, and Staffing.

SERVICES AND EVENTS

Findings

Responses to several questions in the *Ithaca S+R UIUC Faculty Survey* shed light on faculty practices and attitudes regarding research collaboration, and the use of digital research methodologies and technologies.

There is strong evidence of research collaboration on our campus. Out of 380 total faculty respondents, 93% said that they have collaborated with one or more other scholars on a research project. Services and spaces that support collaborative research work would be beneficial to a large majority of campus faculty.

Faculty are also collaborating with undergraduates on research projects. Out of 173 responses, 20% indicated that they collaborate regularly with undergraduates on research projects they lead, and 21% indicated that they collaborate somewhat regularly with undergraduates. We should expect that the collaboratory will be used by scholars of all levels, including undergraduate students.

The following percentages represent the faculty respondents who said that these digital technologies and methodologies were currently extremely important (8-10 on a 10 point scale) or somewhat important (4-7) to their research:

- Computational analysis of text (text mining): 41%
- GIS/data mapping: 38%
- Quantitative data analysis of data generated by researcher: 74%
- Quantitative data analysis of pre-existing data: 60%
- Writing software or code: 45%
- Using models or simulations: 53%

A large percentage of respondents said they are interested in more deeply integrating digital research activities such as those above into their work, with 46% indicating “Very Interested” (8-10 on 10 point scale), and 32% indicating somewhat interested (4-7). Those who indicated “Very Interested” in more deeply integrating digital research activities were asked what factors would be important in helping them integrate these practices:

- 72% indicated that help understanding how these research activities and methodologies could be thoughtfully integrated into their research would be extremely important.
- 79% indicated that technical support and advice on implementing digital research activities and methodologies into their research would be extremely important.

This emphasizes the critical need for well-designed and implemented educational programs and services targeting faculty as well as students, and that the collaboratory needs to provide ready access to technology/methodology experts. Faculty would be very receptive and interested, and this support would encourage campus researchers to explore and integrate new digital research methodologies.

In the Scholarly Commons space over the past two years, about half of the questions answered by staff were either software assistance or scanner use questions. These were almost entirely in person questions, while consultations tend to be initiated by email. Participants in Library focus groups were concerned that services in the space would not be visible, turning the collaboratory into a “glorified lounge.” Having a prominent service point is the most obvious solution to this potential problem, and graduate assistants or students conversant with the technology in the room could staff the service point, with more complex consultations handled by appointment as they are in the Scholarly Commons.

Events are one of the most effective ways that most of the other digital scholarship centers we looked at do outreach. When faculty and students have a specific reason to enter the space, they discover the services that are available and see what kinds of work they can do in the space. Furthermore, events create the visible activity that is crucial for the success of a vibrant, collaborative space. Well-planned and promoted events will also further the collaboratory’s mission of bringing together scholars from diverse disciplines to collaborate formally or informally. For example, if a faculty member from Agricultural Economics interested in GIS meets a history professor at a Birds of a Feather gathering, they may discover common research interests that could lead to a fruitful interdisciplinary collaboration.

Recommendations for Services and Events

- Have a regular series of events planned to start as soon as the space opens: These will build upon the programming already in place (such as the special topic seminars and Digital Scholarship Lunch n’ Learn discussions) and will include a campus open house and seminar reading groups focusing on topics that will bring together researchers from multiple disciplines. With administrative support, the collaboratory could host symposia and conferences. Events additionally could be sponsored by any library unit, and may be hosted by research groups or others, as long as they are designed to promote interdisciplinary collaboration or digital scholarship. Interdisciplinary collaboration in this context means scholars and students from multiple disciplines engaging in scholarly activity—an ideal example would be the “Interseminars” described in the *Creating a Humanities Commons* campus report, which proposes the interdisciplinary Interseminars as “‘idea labs’ for faculty and graduate students in the humanities and arts to build communities of inquiry around emerging research directions, requiring disciplines and interdisciplines to connect and expand.” Similar endeavors that engage scholars from the social sciences and sciences with the humanities are also welcome.
- Workshops are an important service of the Scholarly Commons, notably manifested in the Savvy Researcher workshop series and will continue to be held in Main Library 314. The collaboratory may be a good venue for some workshops, because of the flexible space and the potential of having a visualization wall available.
- The Scholarly Commons (administrative unit) will continue to explore ways to expand and deepen services by partnering with others in the Library and on campus. The quantitative analysis and modeling/simulation needs identified in the Ithaca Faculty Survey are good first directions for this effort.
- Expertise in the space: The graduate fellowships that the Scholarly Commons is currently planning are designed to deepen the expertise that we can offer: The fellows will offer advising on digital scholarship tools and skills based on their strengths. These collaborations with fellows and their ongoing research projects will transfer smoothly into the services for the collaboratory space.
- Librarians and teaching faculty will be encouraged to hold office hours in the collaboratory, and will be able to reserve the event space or collaboration rooms for course sessions (but not entire courses).

COLLABORATION MODELS

Findings

“Collaborations” refers to both collaborations within the Library and on campus that make robust services in the collaboratory possible, and to the collaborations between librarians and researchers and among researchers that we plan to encourage.

The Scholarly Commons Digital Humanities Needs Assessment Study Preliminary Report highlighted the challenges of interdisciplinary research on campus, based on interviews with 15 humanities scholars. These scholars also suggested that library space and events would be an important way to

encourage collaborations among scholars. Furthermore, the Ithaca Faculty Survey found that 41% of faculty respondents collaborate with undergraduates on research project regularly or somewhat regularly. Our faculty advisory group (listed in Appendix 4) stressed that a neutral space where researchers can encounter each other in random ways is needed on campus.

Open Grounds at the University of Virginia was mentioned specifically as a collaborative space, though it is not in the library (<http://opengrounds.virginia.edu/>). The space has technology, whiteboards, and a couple of staff who can support the technology in the space and are trained to facilitate collaboration. At the Berkeley Institute for Data Science, graduate fellows have workspace in the public area and can interact with each other and users of the space informally, as well as participating in the events hosted by the Institute (<https://bids.berkeley.edu/>). The digital scholarship centers surveyed by the collaboratory group all used robust partnerships as essential part of their services, including with central reference departments, iSchools, writing centers, and IT departments. Many partnerships are already in place in the Scholarly Commons, but new possibilities will arise for the collaboratory. For example, I-CHASS has been a partner on all day workshops about digital humanities and computational social science, but may be able to bring their project planning consultations into the collaboratory. Another suggestion from the faculty was to partner with the Grand Challenges courses, and eventually consider offering a course in digital research methods.

When we asked librarians and staff about how they would like to be involved in the collaboratory, each group expressed an interest in working with the space and technology in some capacity. Several librarians have their eye on the event space for instruction or events, and some have skills that they can contribute to the collaboratory's services. They stressed the importance of making the collaboratory welcoming not only to them, but to their users no matter the discipline they come from. This issue arose from the specific mention of the humanities in the group's charge, but the group does not intend to use the charge's title as the name of the space and is discussing a recommendation for the name that would be inclusive of all disciplines. Also, the Scholarly Commons' partnership with the IDEA Lab at Grainger and the Media Commons in the Undergraduate Library needs to transfer to the collaboratory and be strengthened, particularly as we shape what it means to be a node in the Design Learning network that is developing on campus.

Recommendations for Collaborations

- Include features and configurations--such as collaboration rooms, reconfigurable furniture, whiteboards, and accessible outlets--so that the collaboratory is a friendly place to meet for research groups as well as for librarians and their users.
- Explicitly encourage Library staff to use the space with their patrons.
- Host events and activities (e.g., reading groups) designed to bring researchers together around methodologies and tools, rather than around subject matter or discipline; and to find research partnerships.
- Pursue additional partnerships with Library staff around services including metadata, digital preservation, and virtual/augmented reality.

SPACE

Findings

Key themes about the development of space revolved around audiences, the usability of the space, and the different types of activities envisioned for the space. In the Scholarly Commons interim DH Needs Assessment Report, campus respondents expressed the need for space and technology to learn new technical skills so they can pursue digital humanities work. They also suggested space where faculty working on similar DH projects could meet and share ideas. Another challenge was finding help to start a DH project. Faculty feel that there are a lot of options on campus but don't know where to start. The report also recommends that the Library develop spaces and programming that encourage innovative use of digitized collections and Library resources.

In the discussions with Library divisions, each of the divisions expressed an interest in working within the collaboration space in some capacity. Questions abounded, however, about the manner and mechanisms by which libraries, subject specialists, and functional specialists would engage the space and whether or not their patron groups would feel welcome using it.

Members of the Faculty Advisory Committee shared several observations and thoughts on how a key element of an effective space design is the embedding of different types of work and activity. One respondent noted that "it has to be kind of a worker space with sawdust on the floor. At the Fablab, you know immediately that it's in use. There are students buzzing around." The active and visible use of the space was a critical theme that emerged repeatedly throughout conversations and feedback: one committee member noted that "space enables flexible programming.... Different people need different things, so multi-modal things. Even if it's kind of messy, having people's projects on the wall." The visibility of in-progress and interim work in the space was also described as a motivating factor by another faculty "The un-erased ideas of other people are important visually. Labs that are functional working spaces, there are people that naturally go there."

Collaboration infrastructure in the space was another effective element, as one faculty noted that "With a group it is really important for everyone to see. We could use smart boards and more large monitors where people can put and share information for collaboration." They also suggested space where faculty working on similar projects could meet and share ideas. Other comments from the faculty advisory committee about making work visible included suggestions for an art gallery-like display of faculty research and digital collections.

In an environmental scan of external peer institutions, we found that across the landscape of academic libraries in North America, there are an abundance of spaces and services that could serve as inspirations for this project. Among the trends evident in these spaces are:

- Convenient and prominent location – these spaces are front and center in library buildings, thus providing easy access to the services, technologies and experts located within them;
- Flexible space – these spaces frequently employ movable walls with very few having any permanent internal walls, furniture on wheels, and spaces that can be used for many different purposes;
- Integration – services provided in these spaces are coming from many different library units or departments, often with campus partners from outside of the library.

Recommendations for Space:

- Have an open space with longer hours (e.g., the bulk of Ohio State's Research Commons becomes an open study space after "business" hours of the commons are over).
- Bright, vibrant, open, and flexible space (e.g., moveable and adjustable walls and furniture);
- Accommodates many types of use (e.g., reservable workstations, offices, and collaboration rooms);
- Make activities visible and have good visibility throughout the space, so that the work going on there is seen by everyone else in the space even though they are not participating or hearing what groups and individuals are doing;
- Make sure it doesn't turn into a lounge, but rather, have an interactive space with comfortable seating - seed with activities and events, constant churn of things going on; service point for referrals and technical help;
- Make sure the space does not feel constrained to scholars and activities from only one or a few disciplines, but is particularly welcoming to social science and digital humanities researchers and students in acknowledging their needs and work practices.

TECHNOLOGY

Findings

The gathered information and findings found that while there are several specific recommendations of types of technology in the space, the key themes focused on more usability of the technology, ability to integrate the technology with their work, and how users desire a relatively low learning curve for picking up and using the technology.

According to the Scholarly Commons' reports the unit answered a little over 1000 reference questions each year (1321 and 1,055 respectively, and the majority were about software assistance (around 300 for FY15 and 166 for FY16) and scanner use (around 200 for FY15 and 115 for FY16). The heavy use of scanners and software demonstrates that the collaboratory space needs to have the full range of software demanded by faculty and students as well sufficient scanners to meet current and future needs. The need for technology and assistance with it was also noted in the Year of Cyberinfrastructure report.

Software and services to support all of the activities mentioned in the Ithaca Faculty Survey (see Services section above) should be included in Collaboratory plans, with the caveat that this also includes respondents from disciplines such as engineering and computer science, whose technical needs may not be within the scope of this particular space. Also, the use of qualitative data analysis tools and methods was not measured by this survey, so it cannot be used to gauge the needs and interest of faculty in this area.

In the Library focus groups, participants noted that for many disciplines and units especially in sciences and social sciences, digital scholarship is not new. In some areas, however, there is increasing demand

for services and access to technologies and services. For example, many linguists require access to linguistic corpora, which requires both access to corpora and storage of audio and video files. In area studies, there is increasing demand for access to corpora of literature in non-roman languages. These are often difficult to obtain and require specialized software that can search, parse, and manipulate non-roman languages properly. It was also suggested to consider having workstations that feature privacy enhancing technologies, as many of our scholars do research on sensitive topics.

Library staff also emphasized that we need sustainable plan for maintaining/updating technology. Staff suggested that we look at the IDEA Lab and the things they have set up--in preliminary research for the IDEA Lab, they found that the high-end technology with a steep learning curve was quickly abandoned, a point that was confirmed by other digital scholarship centers. The IDEA Lab has tables with mounted displays, as does the Georgia Tech Curve space. A faculty member also suggested technology that would allow people to communicate between spaces (e.g., Stacks and a classroom) and share materials with technology: Librarians could do instruction with classes spread around the Library collections.

In informational interviews with peer institutions with digital scholarship centers and commons, the institutions shared recommendations that technology be relatively lightweight. Several noted that these spaces don't necessarily need a full computer lab, but rather white boards and light technology--things that are easy to use and well supported. Another observation shared with them that it's important to have someone who can show people how to use the software, and have tools that are relatively easy to learn. Several emphasized that users don't necessarily want technology that takes lots of training or time to learn, and it's ideal to have technology that is easy to learn and interoperable (plug and play). If the space does have high end technology such as a visualization wall, the interviewees strongly recommended that there be definite buy-in from IT.

Members of the faculty advisory committee reiterated the idea of a low-end learning curve. As one advisory committee member observed, "The technologies don't always have to be fancy.... Let newer users build up experience." Faculty also want space and technology to learn new technical skills so they can pursue digital humanities work, but several faculty members put less emphasis on specific tools, but rather how the technologies can be incorporated in their work. As one faculty member described, it is "less about featuring the technology than building up literacy." The faculty members also suggested thinking out of the box about possible technologies to provide: One suggested having tools to project materials from the Stacks or Rare Book and Manuscript Library to a classroom, such as using Go Pro cameras that enabled students to stream video of materials from Stacks with collaborators sitting in a reading room.

Recommendations for Technology

- Provide basic technologies for collaboration: large shared screens, white boards, projectors
- Provide interoperable tools and lighter technologies that people can "plug and play" – large screens, reserve-able desks, and workstations.
- Ensure that IT policies are adapted to be flexible for in-depth patron use of technologies--adaptive policy so that the users can plug into screens and work with technologies more flexibly than the general workstation;
- Work closely with Library IT if the space will incorporate high-end technology offerings such as a visualization wall or virtual reality software.

STAFFING

Findings

The group's charge specified that there should be little or no staff footprint in Room 220. This portion of the charge caused much consternation among the group, the library staff we talked to, and in the faculty advisory committee meeting. While it is indisputably important that the vast majority of the space be user space, several factors indicate that some staff presence is important to the success of the collaboratory space.

First, expertise is an important part of what will happen in the collaboratory if we are going to avoid the scenario of a nice lounge. While researchers can connect with each other, staff and partners are there to help. With many reserve-able spaces, someone needs to be nearby to help with reservations. Currently about half of the questions the Scholarly Commons records in Desk Tracker are about technology in the space, and these questions are a vast majority of the in person questions. We expect to have even more questions about technology in a bigger space with more use. Having someone in the space also provides an obvious way for users to connect to the experts who can help them. This means that whoever is staffing the space needs thorough training in our network of expertise and how to make good referrals, as well as general software troubleshooting and scanner troubleshooting. Further, being the first service point for anyone coming up the Wright Street stairs would mean staff need a chunk of training on directional and general questions about the Main Library. The Scholarly Commons is establishing itself as a place to bring questions at the beginning of a project, when you are not even sure what to ask, and we would like that role to continue in the collaboratory.

Another aspect of having staff in the space is making sure that the space is set up for all library staff to work with users there. Subject specialists could make appointments with their users in reserved portions of the space, or arrange to meet with a user and a functional specialist to talk through an issue that requires more than one person's expertise. Librarians and partners from around campus could hold office hours in the space as well, emphasizing its role as a hub for research help and collaboration.

Also, we expect the administrative work that supports Scholarly Commons events and services to increase exponentially in the collaboratory. The collaboratory will be open all hours when the Library is open, and event coordination and promotion work will be a good portion of someone's position as the use of the event space increases. The details of when expert help will be available in the space have not been decided yet, but scheduling is also sure to be more complicated with more space and more staff to be scheduled. We plan to propose a full time, permanent position to take on these duties as well as to hire and supervise any students that staff the space.

Recommendations for Staffing

- Design the space to include at least one office.
- Include a prominent public service point that is visible from all or most of the space.
- Include reserve-able space where partners and librarians can meet with users, such as "hotel" offices.

- Have someone available at the staffing point to help with technology for as many open hours as possible.
- Hire a permanent full time staff member to handle some of the administrative work related to the collaboratory and to contribute to staffing the public service point.
- Explicitly encourage Library staff to use the space with their patrons.
- Librarians and teaching faculty will be encouraged to hold office hours in the collaboratory, and will be able to reserve the event space or collaboration rooms for course sessions (but not entire courses).

CHALLENGES

Findings

A number of potential challenges emerged in our early analysis that we should consider in the development of the collaboratory space:

The DH Needs Assessment Report found that one challenge on campus is developing on-campus collaboration. Other respondents felt that inter-disciplinary research and teaching are being stressed by campus administration, but they provide little support for it. The preliminary report suggests that the library host events so that people can connect to one another. The Library could also serve as a hub for services supporting interdisciplinary work.

In the Library focus groups, some participants feared that the collaboratory will simply provide another layer of complexity to an already burdened referral system. Will this space enhance or thwart referrals to appropriate specialists? Others expressed a concern for attaching a disciplinary name to a space that should be open to the whole campus community: They noted that scholars in from the life sciences, ACES, Urban Planning, or Education may not feel welcome or able to use this space if they are not within a traditional humanities or social sciences discipline.

Some leaders of peer institutions' digital scholarship centers reported having to be constantly working to bring people and groups into the space, while others (such as Ohio) have such a fully loaded space that after an initial effort they are now having to turn people away because they are fully booked.

Other notable challenges include:

- Arranging and working with IT support for all of the technology in the space and developing relationships similar to that with the Grainger IDEA Lab and Media Commons;
- Catalyzing interdisciplinary activities and events in the collaboratory space;
- Connecting everyone in the Library to the space and getting staff to participate in the space;
- Managing the space with requisite amount of staffing;
- Transforming the space into a Library-wide shared space;
- Defining audiences for the space.

RECOMMENDATIONS AND NEXT STEPS

Summary of Findings and Recommendations

Our recommendations for the development of the collaboratory are as follows:

- Avoid overly prescribed space and tool use: The space should be designed to be easily and flexibly reconfigured for different types of activities. Some spaces can be focused collaborative spaces with walls and/or technologies to muffle sounds, but still have open sight lines for visibility and flexibility.
- Welcoming Atmosphere: Special attention should be paid to creating an attractive and welcoming atmosphere.
- Event Space: Space is needed for larger groups for events and activities such as instructional workshops, small conferences and colloquia, research group meetings, and public events potentially drawing up to 100 attendees. At least part of the space should be reservable for events: Gallery space and/or other spaces dedicated to showcasing faculty work and providing inspiration should be included.
- Feedback from Library staff and faculty reflected that there must be clear goals for integrating library services and expertise through referrals and direct conversations and collaboration with each unit.
- Building a space that supports experimentation, and evolution of how that space lives and breathes with its usage community, creates opportunities for new forms of collaboration and engagement with library services. This seems to be a key factor behind creating a buzz and maintaining a vibrant research space.

Naming of the Space:

We propose to retain the name of "Scholarly Commons" for the new collaboratory space in room 220. The Scholarly Commons has developed a solid name recognition and branding across campus, and it would be most beneficial to continue in that brand identity. The unit itself would be renamed instead: The new unit name will be determined in consultation with Library Administration, Library Executive Committee, and unit staff. Based on what we heard in the open house from Library staff and potential faculty and student users of the space, we will create a tag line for the space that includes some variant of the word "collaboration."

Summary of Peer Institutions' Experiences:

Based on an examination of the sites, we have summarized the key advice shared by colleagues at peer institutions about their experiences of developing extensive digital scholarship spaces, including features to emulate and avoid in the development of the space:

Positive	Drawbacks and Warnings
Events are a good way to generate buzz	Visualization walls generate tons of heat
Space needs to be visibly branded as digital scholarship space	Whiteboards should be mounted with borders so that markers doesn't get on walls
Outreach to faculty is important to get them to come and use the space	Don't mix quiet and noisy spaces in one room
Computers should allow for software downloads so that users can be innovative	Using and maintaining computers and technology can be a challenge
A permanently mounted video camera in event space makes recording easy	Must have robust IT support and good use cases for having high-end technology such as a visualization wall – otherwise, it can be less effective investment of money and hard to maintain
Most effective features are basic collaboration tools and low-barrier tech: Large screen monitors, plug-and-play desktops, whiteboards	

Timeline for planning and implementation of the Collaboratory Space

In consultation with Jeff Schrader, the realistic time frame for the opening of the collaboratory is in fall 2020 at earliest. A potential timeline is as follows:

- Summer 2017: Light renovation of room 220 to develop a study space
- Fall 2017: Room 220 reopens as a open study lounge
- Fall 2017: Work with architect to develop a mock design of the space
- Fall 2017-2019: Library Advancement work with donors to generate funds
- 2018-2019: Bids for contractors and architect
- 2019-2020: Construction begins on room 220
- Fall 2020: Opening of the new Scholarly Commons in room 220

We anticipate that development of the collaboratory space will incorporate an extensive range of consultations throughout the design and implementation process, including: Feedback sessions with campus stakeholders, consultations with design professionals such as Dr. Deana McDonough on design

and accessibility; additional informational interviews and site visits to digital scholarship centers at other peer institutions such as Ohio State University, Brown University, and University of Nebraska; and input on services and resources from Library staff and faculty.

Because the timeline is so long, we have not attached specific policies for the use of the space, specific recommendations for technology, or a position request for the staff person whose appointment is recommended in this report.

APPENDIX 1: Findings from Campus Open House

Paper Survey Responses:

Space:

"Something that can be used as event space most important. Note sure how this relates to Scholarly Commons on 3rd floor, but I think one space could focus more on collaboration /technology/consultations, and the other could be more for larger crowds & more flexible."

"I think keeping it flexible—so we can go in different directions if needed. Tech is exciting, but the reading rm is full most of the time, maybe more study space/coffee bar would be more used."

"BIF has a big, open, tech-less space on the 1st floor (and coffee ;)) and it's generally busy."

"Only some people need the high tech, & only some of the time, don't think it should take over the space."

"Grant research clusters based in the space, w/reserved space during year, small budget. This serves campus, but builds community."

(with an arrow drawn from the visualization wall option) "I have mixed feeling about it. Having another viz wall is nice, but how are we really using it for research?"

"I think tech is less important—but like something like the iFlex rooms with docking stations/monitors around the room for presentations. AirPlay is also really nice. Standing desks would be nice too."

Software:

"Not sure—don't want it to be a computer lab per se. Technology needed for connecting workstations with a central presentation, so collaborative software to be used."

"Spend money on staffing, grants rather than tech already existing elsewhere on campus."

"Would advise NOT spending a lot on high tech that will need to get replaced or updated regularly. – spend resources instead in staff OR funds for hosted research labs or projects (like the IPRH does)."

"SPSS, SAS – licensed packages → but maybe still need support for others people can install for free on laptops like network analysis tools."

Name Voting Results:

Commons: 15

Collaboration: 13

Scholarly: 9

Research: 7

Scholarship: 7

Digital: 4

Data: 3

Humanities: 3

Services: 2

Social Sciences: 1

Name Suggestions:

(Some people expressed support for others' suggestions by writing "+1" on the post-it. I've expressed this as "{+n}" where n is the total number of support votes.)

Create

Interdisciplinary (+1)

Resource (+1)

Exhibit space!

ARTS

Host research projects that are lightly funded (like IPRH)

Collaboratory! (+2)

Collaborative (+1)

Scholarship Hall

Data Collaboration Commons

APPENDIX 2

Scholarly Commons Profile

February 2017

The Scholarly Commons: Partnering to Support Scholarly Work

<http://www.library.illinois.edu/sc>

Mission: The Scholarly Commons supports the traditional and emergent needs of students, faculty, and other scholars at Illinois by providing information resources, expert assistance, and technology resources that support teaching, research, and public engagement.

What We Offer

Consultations: When researchers contact the Scholarly Commons for assistance, we determine who best can help them and either set up an appointment in the Scholarly Commons or refer the researcher to someone inside or outside the Library. We have partners all over campus, including the office of the CIO for Research IT, CITL, IPRH, ICHASS, and many more. Consultations can involve more than one librarian or other university personnel.

Workshops: Digital scholarship methods and concepts are taught as part of the Savvy Researcher workshop series, including a series of workshops on data management, a series on GIS, several digital humanities workshops, and many individual workshops on topics like finding data for your research and keeping your research organized. Workshops are taught by librarians, partners from campus, and graduate students.

Software and Hardware: The Scholarly Commons has a range of specialized software used for digital scholarship projects loaded onto computers that can handle large files and processing loads. A complete list is here if you'd like details: <http://www.library.illinois.edu/it/helpdesk/groupspaces/main306sc.html>. We also have four high-end document scanners, a slide scanner, and a small room where the workstations are loaded with usability software that monitors and records user interaction with a website or software package.

Reference Collection: We have a small collection of non-circulating workbooks and manuals that researchers can use in our space while they are learning our software packages, trying out a programming language, or exploring a methodology like GIS or machine learning.

Online Guides: We have created and maintained many Library Guides on tools and methods within our scope. A full list is here if you are interested:

http://guides.library.illinois.edu/prf.php?account_id=57039

Events: The Scholarly Commons hosts and sponsors several events every year. They range from panel discussions of scholarly communications issues and workshops about computational social science to GIS Day and a campus visit by Ariel Waldman (a designer of science hackathons and advocate for citizen science). What these events all have in common is that we design them to bring together researchers across campus who are interested in digital scholarship issues, in hopes that researchers will discover colleagues working with their research questions in similar ways, although the subject matter of their research may be wildly different. A list of recent events is here if you are interested:

<http://www.library.illinois.edu/sc/events/index.html>.

Service Areas

Copyright and Author Rights: services based in the Library's Scholarly Communications and Publishing unit.

Data Discovery and Support

Digital Humanities

Digitization

Geographic Information Systems (GIS)

Illinois Experts: System designed to expose depth and breadth of research being done at Illinois; services based in the Library's Office of Research.

Data Management: services based in the Research Data Service.

Undergraduate Research

Usability: no expert in this area is available at this time, so we rely on our reference collection to help people who have questions.

Research Skills and Training: We offer over 90 workshops a semester on research tools and skills

Near Term Future Plans

1. Partnering with Library IT, put up a sandbox server where researchers can try out software, build sample databases, etc...
2. Hire one or two ABDs in social science or humanities departments as Scholarly Commons Fellows in Fall 2017.

3. If approved by the Library, host Library Residency positions that would help us develop data analysis and visualization services and digital pedagogy services.

APPENDIX 3

Humanities and Interdisciplinary Scholars' Collaboratory Strategy and Planning Group Charge

VISION

The University Library has an opportunity to build on the successes of our growing programs in the Scholarly Commons and digital humanities by creating a hub for digitally-intensive scholarship, collaboration and events where scholars can discover, create and share knowledge in a high-traffic area on the 2nd floor of the Main Library.

Our vision is to create a digital scholarship “collaboratory” in 220 Library with inviting and flexible spaces promoting disciplinary as well as interdisciplinary collaboration in the humanities, social sciences, and related disciplines. The Library’s Scholarly Commons portfolio of programs will move from the third floor to this space, and will form the foundation upon which the Library intends to build new services and programs, in concert with other units in the Library and on campus. The focal point of this collaboratory will be access to a network of experts from within the Library as well as partner programs on campus, state-of-the-art tools and technologies, and collections that together create a powerful environment for scholarship. This is an exciting opportunity to transform a prime location in the emerging humanities “neighborhood” on the 2nd floor of the Main Library from backroom operations into a destination for scholars. Essential elements of this vision include:

- Open spaces with flexible furniture that can be reconfigured for seminars, events, and community gatherings as well as group study and collaboration. This lively, collaborative atmosphere will complement the quiet, “alone-together” seating in the adjacent Reading Room(200 Library);
- Access to research infrastructure, including technology enriched space and tools for faculty, researchers, graduate, and undergraduate students to discover, create and share digital scholarship;
- Individual and group research consultations with experts and an expansion of other Scholarly Commons services, including research- and learning-focused programs and partnerships with scholars, colleges, departments, and other units on campus.

This vision is inspired, in part, by directions suggested by recent campus interdisciplinary working groups, as well as an evolving landscape of spaces and services across the Library, including:

- The call to create a “common campus space, physical and metaphysical, where we can regularly encounter each other to generate and exchange creative, dynamic and innovative new knowledge in ways that catalyze our diverse efforts” in the Report of the Interdisciplinary Working Group of the Humanities (http://research.illinois.edu/files/upload/humanities_report_final_2015.pdf).
- Specifically, the University Library sees an opportunity to create a nexus for scholars to discover, create and share knowledge in a central campus location long known as the “Laboratory of the

Humanities” that complements and extends the reach of IPRH’s event spaces in Levis Faculty Center (including a robust videoconferencing connection between the Library and IPRH).

With this context to guide us, the University Library, in consultation with the campus, seeks to create a collaboratory for learning and research that draws on the strengths of Library collections and subject liaison expertise and integrates related campus services to become an environment that develops and celebrates the rich scholarship of the humanities, social sciences, and related interdisciplinary communities. This Strategy and Planning Group will engage the Library and campus in brainstorming the ideas and strategy for developing this new construct.

CHARGE AND PLANNING PRINCIPLES

The Strategy and Planning group is comprised of librarians from each of the humanities, social science, and international and area studies libraries in the Main Library, the Scholarly Commons and Research and Information Services, as well as representation from Research Data Services and Scholarly Communication and Publishing.

Building on the vision outline above, this group is being asked to:

- Identify the services and programs that position the Scholarly Commons to position both existing and new digital scholarship services and programs in the Room 220 space, working in partnership with humanities, social science, and related disciplines. The vision should focus on articulating service programs with a minimal or no resident staff footprint.
- Consider opportunities to further develop high-impact services like research consultations, instruction and scholarly support services related to scholarly communications and publishing, copyright and intellectual property, geospatial information, numeric and textual data use, visualization, digital humanities, digitization, usability, research data use, management, and curation.
- Create spaces that foster and encourage team-based consultations and collaboration among librarians as well as researchers.
- Identify the programmatic, space, and staffing needs involved in transitioning the Scholarly Commons and related programs from their current location in Room 306 to Room 220 (i.e., establish a service footprint in Room 220; initiate planning for Scholarly Commons and other Office of Research staff re-location needs).
- Recommend opportunities to deepen and expand specialized support for digitally intensive scholarship and the robust discovery and use of content and collections that supports individual research and classroom learning, both onsite and digitally.
- Consider ways to expand programs in partnership with campus, integrate digital scholarship programs into humanities, social science, and interdisciplinary campus programs, and deepen connections throughout the Library focused on creating, managing, using, sharing and publishing research information.

- Discuss and incorporate the recommendations and perspectives from the Library’s Digital Humanities Assessment Task Force and identify inspirational models of digital scholarship centers from other institutions.
- Engage faculty, students, and administrators across campus in idea generation and promotion of this developing vision through events and conversations that are widely publicized within the campus community.

Original Timeline

August 2016 - March 2017

Deliverables

- December 1, 2016 Preliminary report: This report articulates a cohesive vision for interdisciplinary scholarly services, access to content, and expertise in the Main Library that enhances the work of scholars in a range of disciplines including the humanities, arts, and social sciences. The vision should put forward recommendations that form a foundation for more specific development in the following areas:
 - o Ideas for developing complementary and well-integrated approaches to delivering specialized research consultations and on-demand reference services developed as a collaboration among faculty and professionals in the Scholarly Commons, Research and Information Services and the Reference Management Team.
 - o Articulation of the “philosophical core” of proposed programs and space planning, drawing on ideas generated from the group’s environmental landscape survey of inspirational models of digital scholarship from other institutions and input from Illinois scholars.
- March 1, 2017 Final report: The final report is intended to build on the vision articulated in the preliminary report, with recommendations for programming in spaces, and implementation of specific services and activities.
 - o Programmatic requirements for spaces that support collaborative work, consultations, events and gatherings.
 - o Recommendations for integrating the Scholarly Commons programs and services into the humanities neighborhood on the 2nd floor of the Main Library.
 - o Incorporate inputs and feedback gathered from units, research centers and faculty.
 - o Outlines best practices and inspirational models in programming and design from other digital scholarship centers based on research and site visits.

Membership:

Paula Carns, Head, Literatures and Languages Library
 Harriett Green, English & Digital Humanities Librarian - Co-Chair
 Merinda Hensley, Digital Scholarship Liaison and Instruction Librarian
 Karen Hogenboom, Head, Scholarly Commons - Co-Chair
 Sara Holder, Head, Research and Information Services

Celestina Savonius-Wroth, Head, History, Philosophy & Newspaper Library
Steve Witt, Head, International and Area Studies Library
Elizabeth Sheehan, Social Sciences Research Services Librarian
James Whitacre, GIS specialist
Elizabeth Wickes, Research Data Curator

Submitted to the Library Executive Committee 31 May 2016; revised and resubmitted 16 July 2016.
Drafted by Joann Jacoby and Beth Namachchivaya with input from Harriett Green and Karen Hogenboom.

APPENDIX 4

Faculty Advisory Committee:

Anita Chan, Media Studies

Kathy Lyons, Technology Services

Bonnie Mak, iSchool

Areli Marina, Medieval Studies

John Randolph, History

Ted Underwood, English/GSLIS

Cara Wong, Political Science