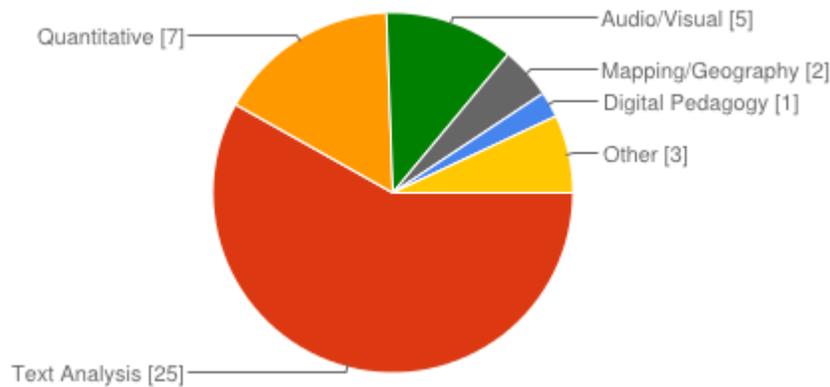**Student and Faculty Surveys on Digital Humanities Labour and Training**

Appendix A: Faculty Researchers Survey (Collated Results)

1) What is the name of your project?

[Project names redacted for anonymity]

Project focus:

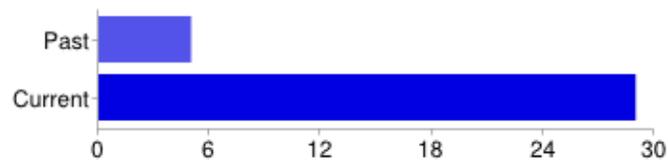
Text analysis (25)
Quantitative (7)
Audio/Visual (5)
Mapping/Geography (2)
Digital pedagogy (1)
Other (3)

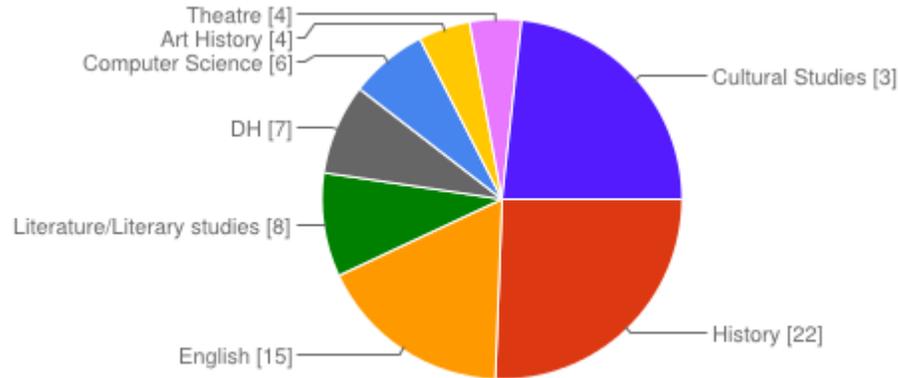**1a) Is the project you are/were affiliated with:**

Past   **5**   15%
Current   **29**   85%

2) What discipline(s) does the project involve?

Top 8 Disciplines

History (22)
English (15)
Literature/Literary studies (8)
DH (7)
Computer Science (6)
Library and Information science (6)
Art history (4)
Theatre (4)
Cultural Studies (3)
Archaeology (2)
Archives (2)
Art (2)
Humanities (2)
Music (2)
Social science (2)

Other (1): Anthropology, Architecture, Biblical studies, Coptic studies, Critical editing, Desktop fabrication, Documentary filmmaking, Economics, Education, Engineering, Environmental Studies, Film history, French literature, Gender studies, Geography/GIS, History of electronics, History of technology, Internet studies, Journalism, Languages, Linguistics, Literary history, Machine learning, Management, Manuscript studies, Media studies, Medieval studies, Modernist studies, Music, Physical computing, Race and ethnic studies, Religious studies, Rhetorical theory, Theology, Urban studies, Versioning

3) What is your own discipline and nature of your research?

[Redacted for anonymity]
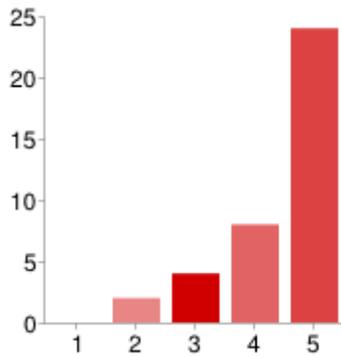
4) What is your role in the project?
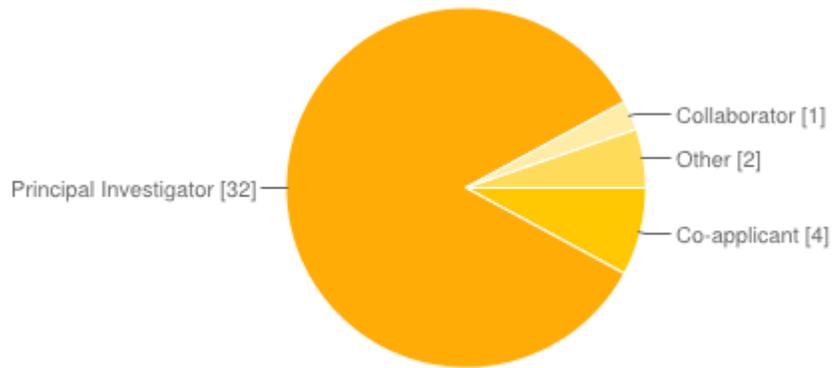
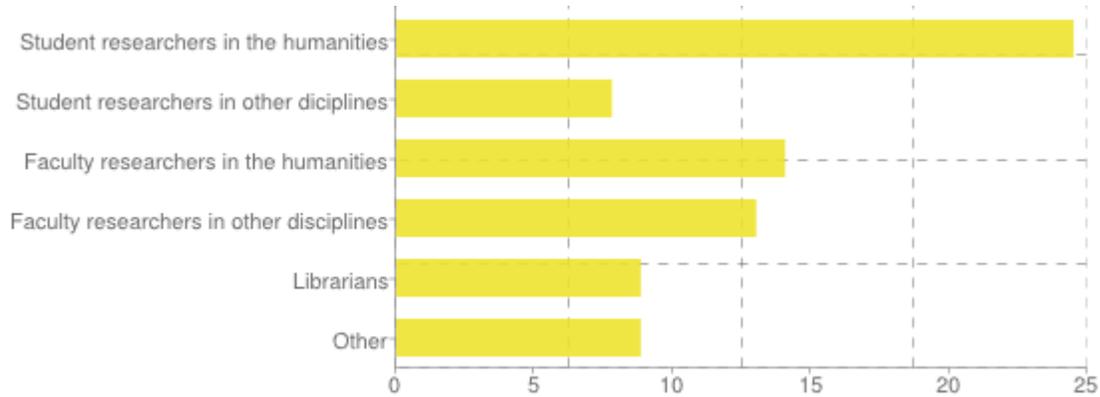|		
Principal Investigator	**32**	82%
Co-applicant	**4**	10%
Collaborator	**1**	3%
Consultant	**0**	0%
Other	**2**	5%

Other: Co-director, self-directed
No response: (2)

5) How would you rate your project on a scale of one to five, where one is minimally collaborative and five is highly collaborative?

|		
1	**0**	0%
2	**2**	5%
3	**4**	11%
4	**8**	21%
5	**24**	63%

Average: 4.4
Mean: 5

5a) With whom do you collaborate most fully?

Student researchers in the humanities	**23**	32%
Student researchers in other disciplines	**7**	10%
Faculty researchers in the humanities	**13**	18%
Faculty researchers in other disciplines	**12**	17%
Librarians	**8**	11%
Other	**8**	11%

5b) If you collaborate most fully with researchers in other disciplines, which disciplines are they?
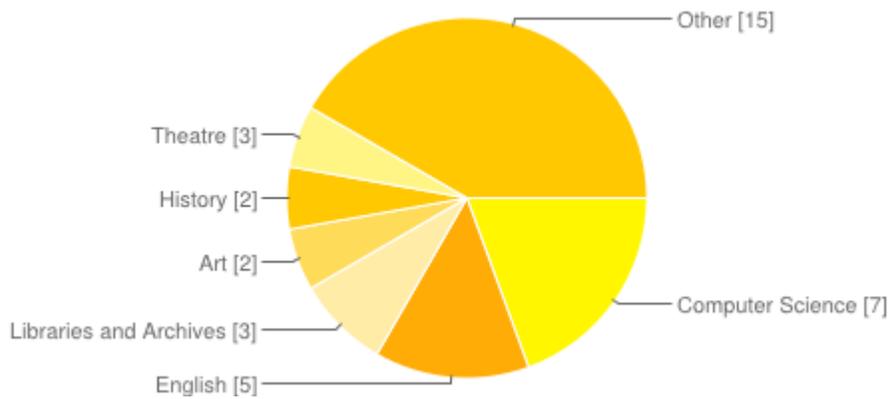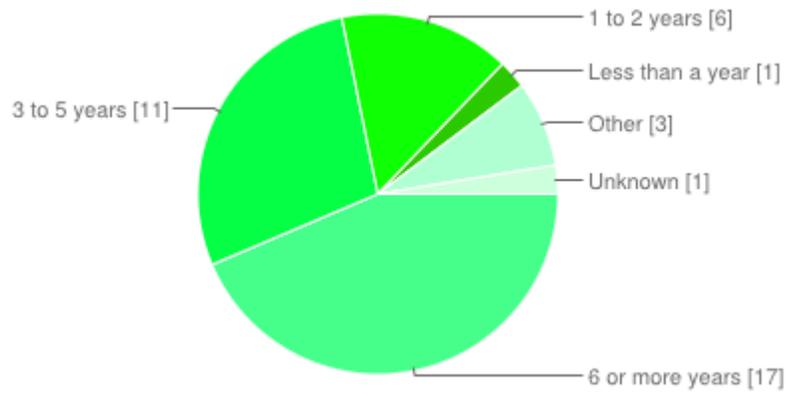

Computer Science (7)
English (5)
Libraries and Archives (3)
Theatre (3)

Art (2)
History (2)

Other (1): Anthropology, Archeology, Architecture, Cultural theory, Design, Education, Engineering, Geophysics, GIS, Languages, Law, Liberal Arts, Philosophy, Psychology, Social Science.

6) What is the anticipated duration of the project?

Less than a year	**1**	3%
1-2 years	**6**	15%
3-5 years	**11**	28%
6 or more years	**17**	44%
Unknown	**1**	3%
Other	**3**	8%

7) How is the project funded?
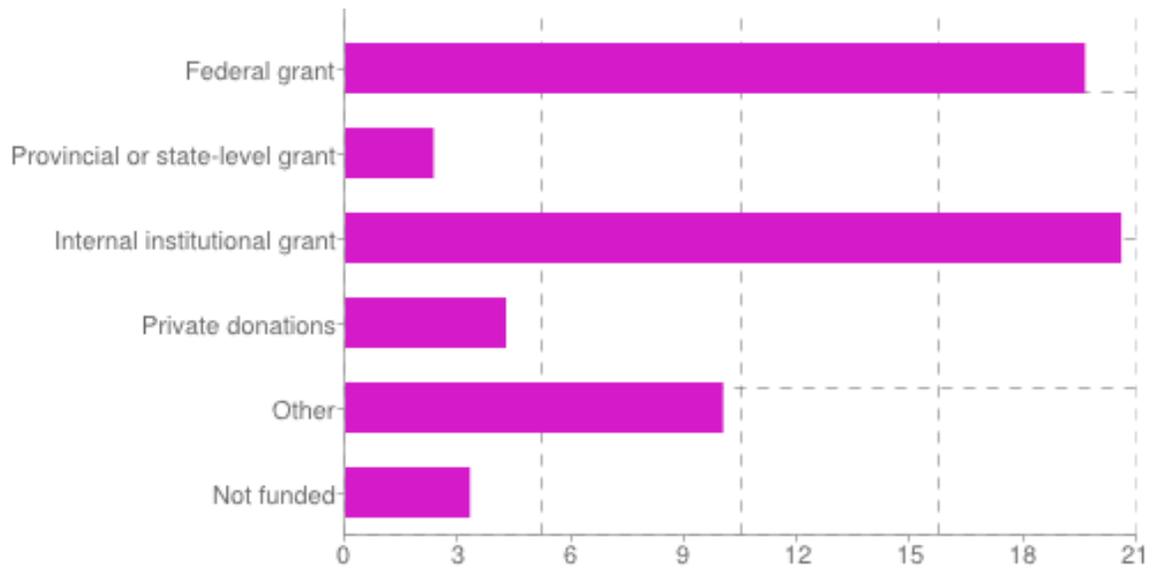
Federal grant (SSHRC, NEH)	**20**	33%
Provincial or state-level grant	**2**	3%
Internal institutional grant	**21**	35%
Private donations	**4**	7%
Other	**10**	22%
Not funded	**3**	5%

Other:

Mellon Foundation grant (2) [28, 32]

Faculty professional development funds (1) [5]

"Sweat equity" on developments (1) [10]

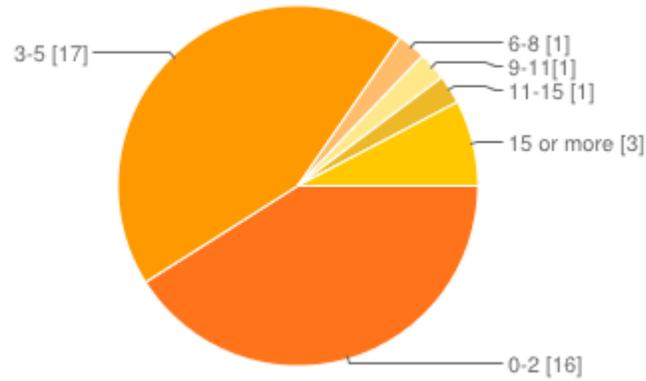Income from publications, workshops and consulting (1) [16]

Regional grant (1) [30]

David Foundation Grant (1) [37]

CFI (1) [38]

No response (2) [7, 21]

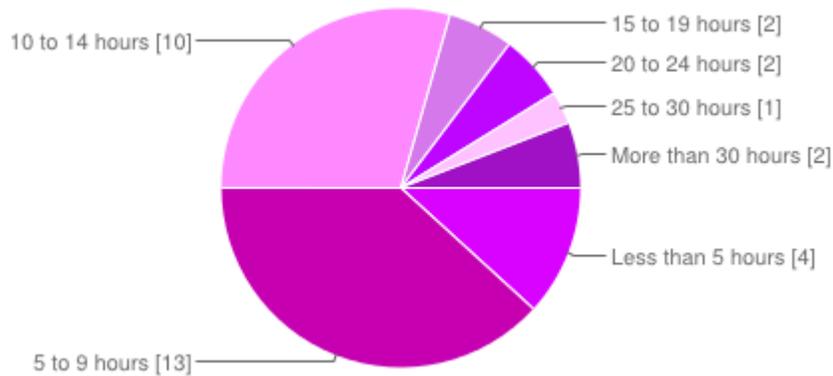**8) How many students are currently affiliated with the project?**

0-2 (16) [2, 4, 8, 10, 14, 15, 19, 21, 26, 29, 31, 32, 34, 35, 36, 40]
3-5 (17) [1, 3, 5, 9, 11, 12, 16, 17, 18, 22, 23, 24, 25, 28, 30, 37, 39]
6-8 (1) [38]
9-11 (1) [6]
11-15 (1) [33]
15 or more (3) [13, 20, 27]
No answer (1) [7]

Average: 6
Min: 0
Max: 50

9) Approximately how many hours a week do students devote to the project?

|	
Less than 5 hours [3, 14, 29, 35]	**4**
5 to 9 hours [5, 6, 13, 16, 17, 21, 23, 26, 28, 31, 38, 39, 40]	**13**
10 to 14 hours [4, 8, 10, 12, 20, 27,	**10**

30, 32, 33, 36]

15 to 19 hours [22, 34]	**2**
20 to 24 hours [19, 24]	**2**
25 to 30 hours [9]	**1**
More than 30 hours [1, 11]	**2**
No answer [2, 7, 15, 18, 25]	**5**

Average: 11 hours per week
Mean: 5-9 hours per week
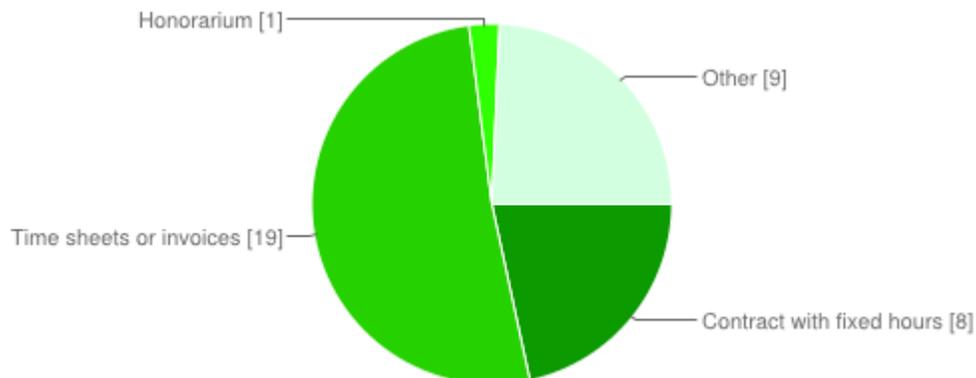Note – In the instances where a range was given (i.e. 6-8), an average was taken.

10) Are the students working on your project:
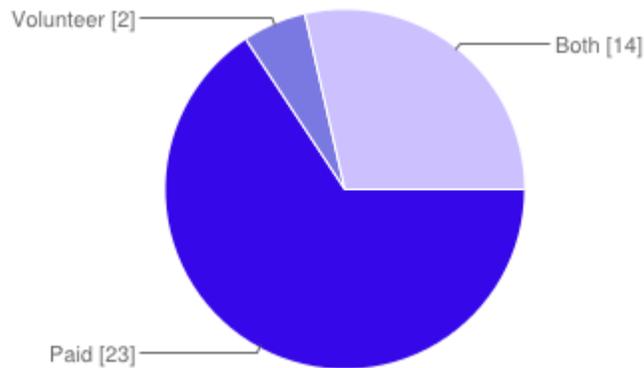
Paid	**23**	59%
Volunteer	**2**	5%
Both	**14**	36%

11) If students are paid for their work, do they:

Have a contract for a fixed number of hours per week?	**8**	22%

Submit time sheets or invoices for hours worked?	**19**	51%
Receive an honorarium?	**1**	3%

12) If students are volunteers, how are the compensated or recognized for their work?
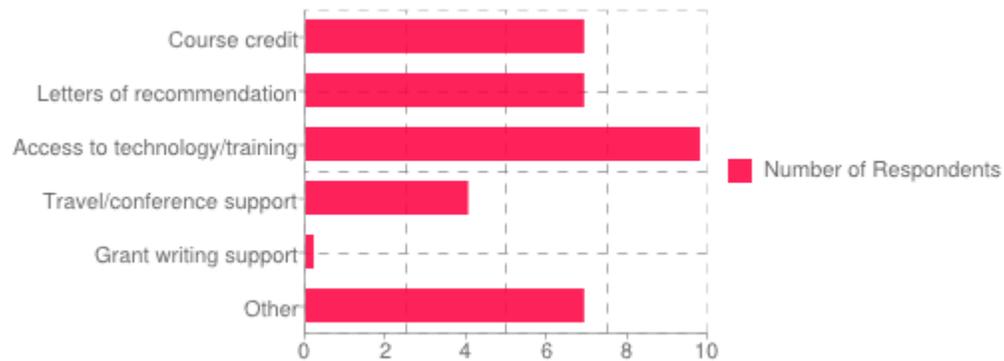
Course credit	**7**	20%
Letters of recommendation	**7**	20%
Access to technology and/or training	**10**	29%
Travel and/or conference support	**4**	11%
Grant writing support	**0**	0%

13) What kinds of tools, software and technologies do you and/or your students use in your research activities?

Data collection	**23**	17%
Text analysis	**23**	17%
Data analysis	**14**	10%
Visualization	**13**	9%
Writing, editing or publishing	**31**	23%
Audio or video manipulation/editing	**11**	8%
Bibliography management	**13**	9%

14) Which specific tools, software and/or technologies do you use?

Oxygen/XML/TEI (21)
Drupal (7)
Photoshop (5)
Wordpress (4)
Excel (3)
eXist database (3)
Fedora Commons (3)
Islandora (3)
JavaScript (3)
Python (3)
Wikis (3)
XSLT (3)
Adobe Premier Creative Suite (2)
AppleScript (2)
Final Cut (2)
GIS (2)
GitHub (2)
Google suite (2)
Omeka (2)
R (2)
Subversion (2)
Zotero (2)

Other (1): Abbyy, Adobe Tool packages, ANNIS, Arduino, ARLO, Asana, Audacity, AustESE workbench, Balsamiq, Bash scripts, Blogger, CAD, Calliope, Carrot2 clustering, CollateX, ContentDM, CWRC Writer, DLXS, Dreamweaver, Dropbox, Evernote, FFMPEG, FileZilla, FineReader, Gephi, HTML, InDesign, Internet Archive, iOS, iPad, JGAAP, Joomla, Keyboard Maestro, Linux, Mathematica, Modernist Commons, MongoDB, MudBox, MySQL, Neatline, nEdit, NetFabb, Nvivo, Refworks,
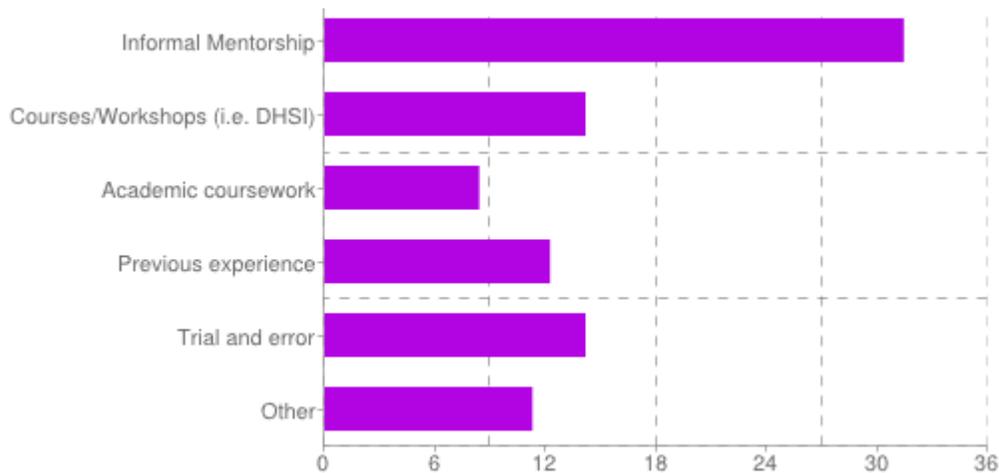
Replicator II, Scalar, Shared Canvas, Solr, Sublime, TesseractOCR, TextWrangler, UltraEdit, Word, XTF, YouTube

15) How do you and/or your students access these tools if they aren't open source or freely available on the Internet?
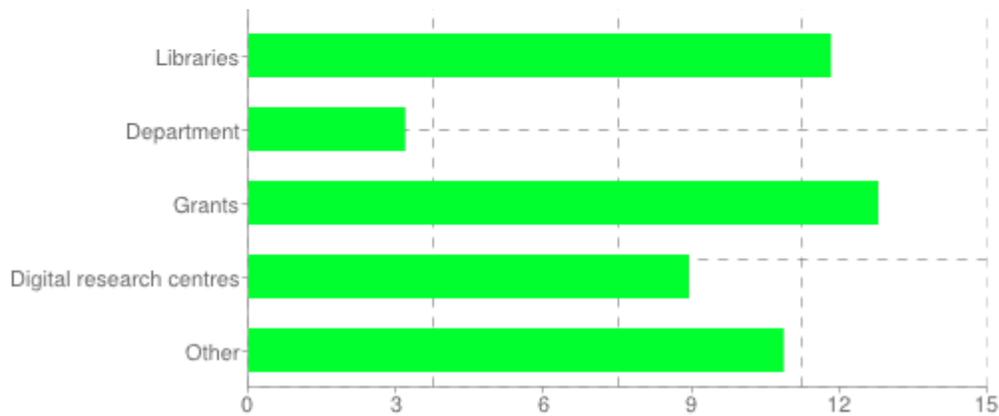
Libraries	**12**	25%
Department	**3**	6%
Grants	**13**	27%
Digital research centres	**9**	19%
Other	**11**	23%

16) How are students trained to use the these tools?

Informal mentorship	**32**	35%

Courses/workshops (i.e. DHSI)	**14**	15%
Academic coursework	**8**	9%
Previous experience	**12**	13%
Trial and error	**14**	15%
Other	**11**	12%

17) Have students contributed to the dissemination of your project's findings in the form of:
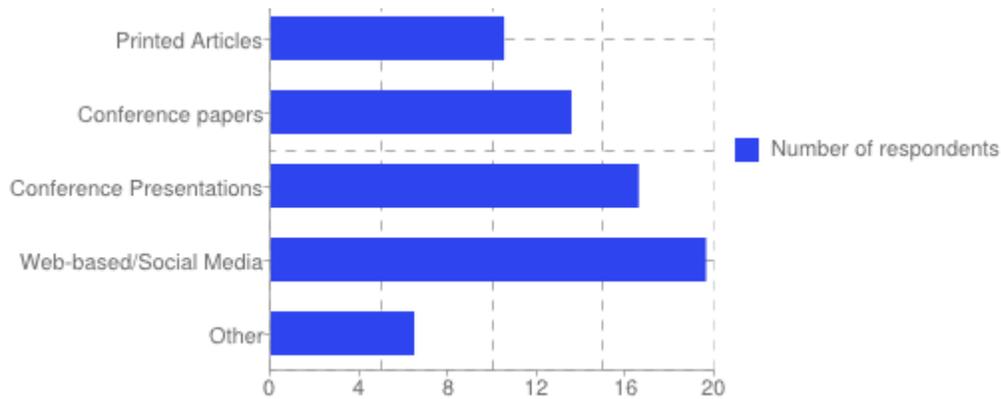
Printed articles (single-authored or co-authored)?	**10**	16%
Conference papers (single-authored or co-authored)?	**13**	20%
Conference presentations (posters, show-and-tell, etc.)?	**16**	25%
Web-based or social media content (blog posts, tweets, status updates, etc.)	**19**	30%

18) Have you tried implementing digital tools and/or methodologies in a classroom setting?
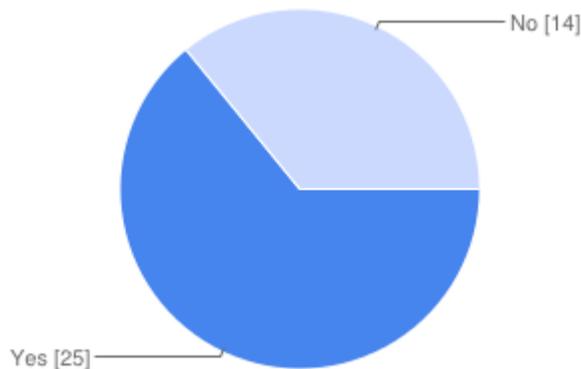
Yes **25** 64%
No **14** 36%

19) If so, which tools? At what level of study (i.e. undergraduate, graduate)?

Respondent #2: In my courses, I have had students disseminate their research finding via TEI and HTML-encoded editions and through Wikipedia entries.

Respondent #3: You keep using the word "tool," so it's probably worth confessing that my practice of DH is not centered around tools, if that means polished applications written by someone else. I find that every problem is idiosyncratic, so researchers (and students) have to know how to improvise. Sooner or later that means learning how to code; otherwise, frankly, we're teaching students to be passive consumers of another discipline.

When I've taught DH I've tried to teach students to do text analysis with R. Of course, in reality that's not a one-semester task. Plus, in the past I was hesitant to center the whole course around coding. Given those self-imposed limits, I often abbreviated parts of the coding task for students by writing special-purpose code myself. In the future, I'm going to stop doing that, and center my introductory courses more frankly around coding (in Python), so students really learn to do it themselves.

Respondent #6: No, but my site has been used in somebody else's course on art history research and the digital world!

Respondent #16: XML and XML tools; blogs; visualization tools (e.g. Voyant); graduate level.

Respondent #28: Nvivo and documentary work with oral history assignments.

Respondent #37: Undergraduate.

Respondent #39: In the past I've used tools for pedagogy, such as chat-based software in lieu of seminars and website design in lieu of papers. Next semester I will teach my first course that integrates R into the curriculum.

Respondent #40: I used Google Drive for annotation; I taught students to encode with TEI in another class; I envision using NeatLine next semester.

19a) How would you rate the success of this endeavor on a scale of one to five, where one is not at all successful, and five is highly successful?
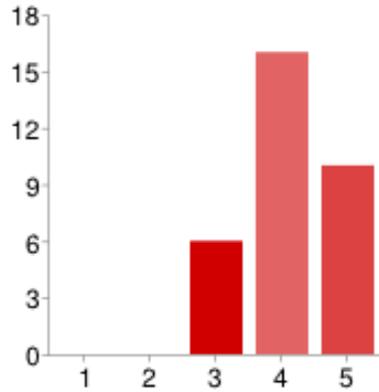
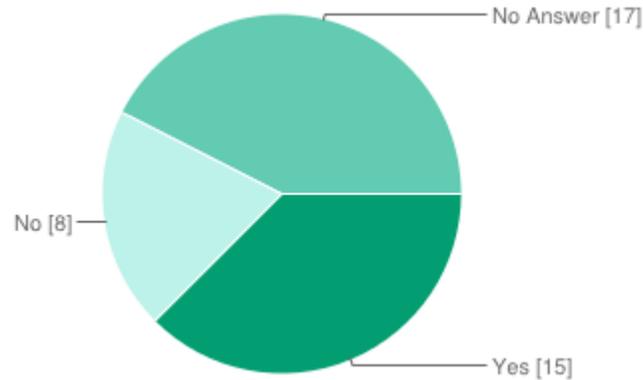| 1	**0**	0%
2	**0**	0%
3	**6**	19%
4	**16**	50%
5	**10**	31%

20) Did you work as a research assistant during the course of your own graduate studies?
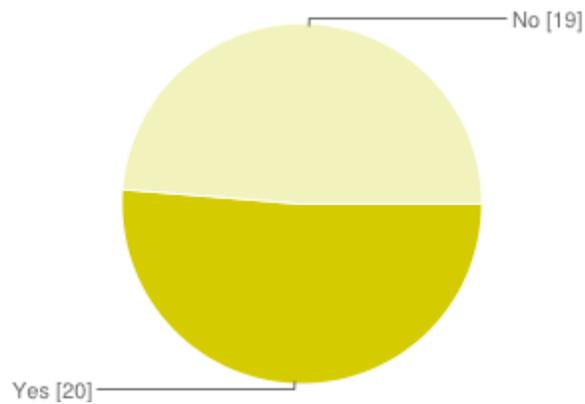
Yes	**20**	51%
No	**19**	49%

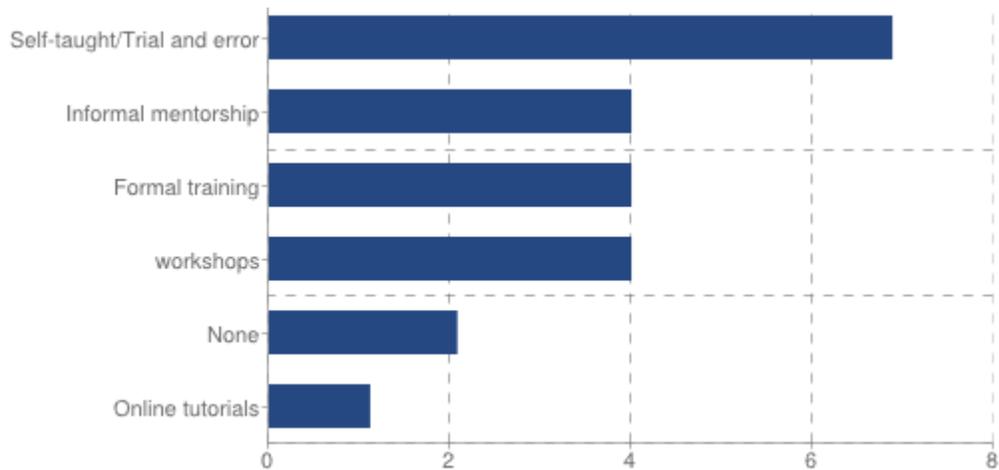**21) If so, did you work with digital tools and technologies?**

Yes (15) [2, 8, 10, 13, 14, 16, 17, 19, 20, 22, 24, 27, 30, 33, 36]
No (8) [3, 5, 11, 15, 25, 28, 31, 34]
No answer (17) [1, 4, 6, 7, 9, 12, 18, 21, 23, 26, 29, 32, 35, 37, 38, 39, 40]

21a) What training was provided to use these tools?

Self-taught/trial-and-error (7) [8, 10, 13, 19, 22, 27, 33]
Informal mentorship (4) [10, 16, 17, 36]
Formal training (4) [10, 16, 24, 30]
Workshops (4) [2, 17, 33, 36]
None (2) [14, 20]
Online tutorials (1) [2]

Respondent #2: Almost all of my digital skills are the result of my work as an RA and studies and the DHSI and Digital Humanities Observatory (with supplementary online tutorials), as my program did not include digital humanities training.

Respondent #3: Nope, and zip.

Respondent #16: Yes; on-the-job training and mentoring, some documentation (this was before there were workshops available).

Respondent #28: I worked with the analog versions. It was a long time ago!

22) Was there a point of transition in your career between what we might call traditional humanities scholarship and digital humanities scholarship?

Respondent #2: No—although my doctoral work was of the traditional humanities variety. I had been counseled early on to produce a traditional dissertation, lest digital work not be welcomed when I was on the job market (I think that was good advice in 2006, but it might not hold true anymore).

Respondent #3: For sure. 2009-10. I had some previous coding experience (back in the '80s). But the world had changed a bit since 1988, so there was a lot I had to relearn / unlearn / discover.

Respondent #6: 3 years ago when this project started. I am so unconversant with digital technologies! A semi-crowd-sourced, wiki-type presentation just seemed like the logical way to pursue this project.

Respondent #16: Yes.

Respondent #28: Yes.

Respondent #39: Yes. Externally funded and took at least one year.

Respondent #40: Yes—I realized that the work I was doing on comedies lent itself to a web-based format and started to look around for my options.

Additional questions or comments:

Respondent #2: If you scan my answers, there's an obvious tension between my own research practice (which depends very heavily on coding), and my collaboration with student researchers (because the students I'm working with at the moment mostly don't know how to code). If that looks like a problem, you're right. In the past I've worked with one graduate RA who happened to be expert in Python, but generally, in an English

department, there isn't a reliable pipeline of graduate or undergraduate students with that kind of expertise. And this unfortunately does limit the extent of my collaboration with students. In the medium term, my solution to this problem is going to be, to attempt to get a joint appointment in another department. I do also want to teach English majors to code, but there aren't enough people doing that to constitute a "pipeline" yet. Transforming my home discipline could take decades, if it happens at all; it's a world-historical goal rather than a solution scaled for individuals.

Respondent #39: You can't consent to both things below. Is the first one greater rights? Then I consent to that.

Respondent #40: Students love digital work.