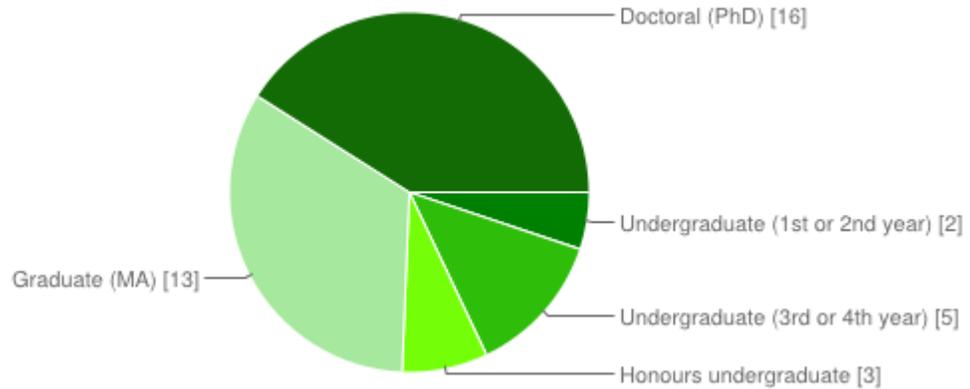


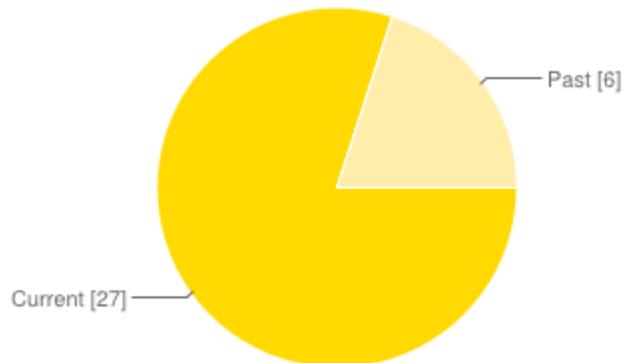
Appendix B: Student Researchers Survey (Collated Results)

1) Which category best describes your current academic status?



Undergraduate (1st or 2nd year)	2	5%
Undergraduate (3rd or 4th year)	5	13%
Honours undergraduate	3	8%
Graduate (MA)	13	33%
Doctoral (PhD)	16	41%
Postdoctoral	0	0%

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

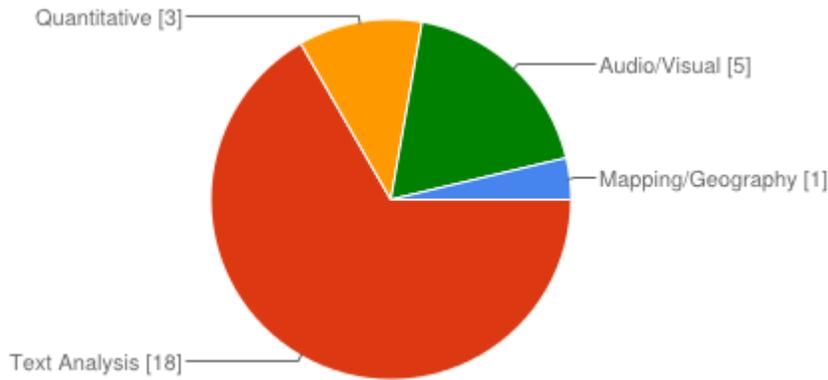


Past	6	18%
Current	27	82%

2) What is the name of the project?

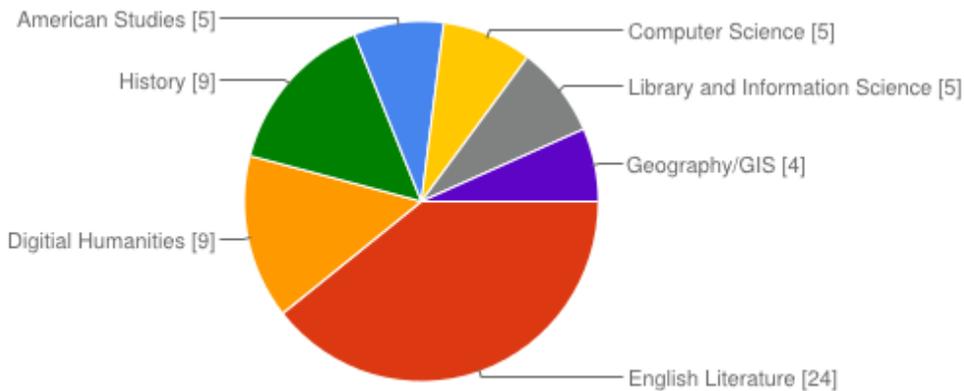
[Project names redacted for anonymity]

Primary focus:



- Text analysis (18)
- Quantitative (3)
- Audio/Visual (5)
- Mapping/Geography (1)

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



**Top 7
Disciplines**

- English/Literature (24)
- Digital humanities (9)
- History (9)
- American studies (5)
- Computer science (5)
- Library and information science (5)
- Geography/GIS (4)
- Art and art history (3)
- Games studies (3)
- Sociology and anthropology (3)

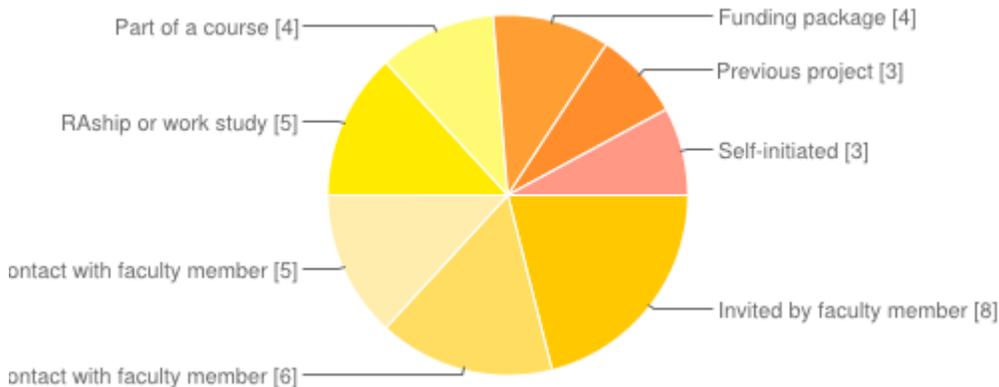
Archival studies (2)
 Canadian studies (2)
 Classical studies (2)
 Cultural studies (2)
 East Asian studies (2)
 Music (2)
 Sound studies (2)

Other (1): Anthropology, Archaeology, Bibliography, Communications, Drama, Ecocritical theory, Education, Film and media studies, Gender studies, Graphic design, Indigenous studies, Machine learning, Media archaeology, Periodical Studies, Religion, Semantics

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

[Redacted for anonymity]

5) How did you become affiliated with the research project?



Invited by faculty member (8) [1, 3, 14, 20, 28, 36, 37, 39]
 Through contact with a faculty member/supervisor (unspecified) (6) [11, 19, 29, 31, 32, 35]
 Initiated contact with faculty member or department (5) [10, 15, 24, 26, 33]
 Through a formal research apprenticeship or work study program (5) [2, 9, 13, 27, 30]
 As part of a course (4) [4, 22, 25, 34]
 As part of a funding package (4) [12, 21, 23, 38]
 Worked on a previous or adjacent project (3) [5, 12, 18]
 Self-initiated (3) [6, 16, 17]

Full Responses:

Respondent #1: The principal investigator of the project invited me to join the research team when I started my MA. As I completed my BA in English at the same university, we were already acquainted through coursework.

Respondent #5: Worked with one of the directors on a previous project.

Respondent #6: It is my dissertation idea, so it is self-imposed and self-regulated, and I am working on it alone, aside from meetings with my dissertation chair and discussions with other scholars. I work on it as much as I am able; I am still finishing my coursework this year, but am tailoring my class assignments toward this project as much as possible.

Respondent #10: I took a course with [the professor], in which we looked through genre using [tool]. I expressed interest, and was later hired on to this project.

Respondent #18: I worked as a graduate research assistant to help write a grant for a project affiliated with the Archive, then spent a year as project manager. I was later contacted to work as project manager for two other grant projects on the Archive.

Respondent #19: Through my "Intro to Digital Humanities" teacher.

Respondent #22: Final Project designed from Introduction to Digital Humanities Course.

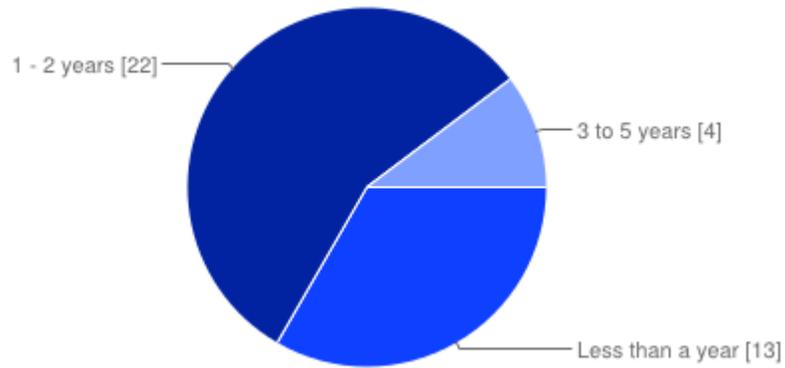
Respondent #26: I emailed the department in charge in undergraduate research and expressed my interest in getting involved with a research project. When I read about the vision and mission of [the project] I knew I would love researching for the group.

Respondent #36: [The Principal Investigator] obtained [a grant] funding professor-student research projects. [The Principal Investigator] had taught several of my literature classes and was familiar with my research and writing abilities, and approached me to assist her in assembling, organizing and annotating periodical sources. After working on this leg of the project for about eight months, [the Principal Investigator] asked if I would be willing to stay involved and attempt to submit our project for consideration by NAVSA. Our collaborated project is part of a larger research project that [the Principal Investigator] has been working on for several years.

Respondent #37: Took a TEI course with [a faculty member] at DHSI and was recommended for the position.

Respondent #39: The PI asked me to help out

6) How long have you been involved?

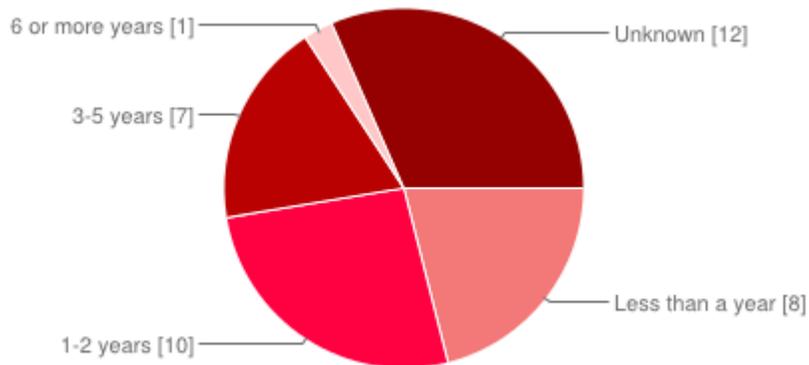


Less than a year (13) [1, 9, 10, 12, 16, 19, 20, 22, 24, 29, 33, 34, 37]

1-2 years (22) [2, 3, 5, 6, 7, 8, 11, 13, 14, 17, 21, 23, 25, 26, 27, 28, 30, 31, 32, 36, 38, 39]

3-5 years (4) [4, 15, 18, 35]

7) How long do you plan to work on your current project?



Less than a year **8** 21%

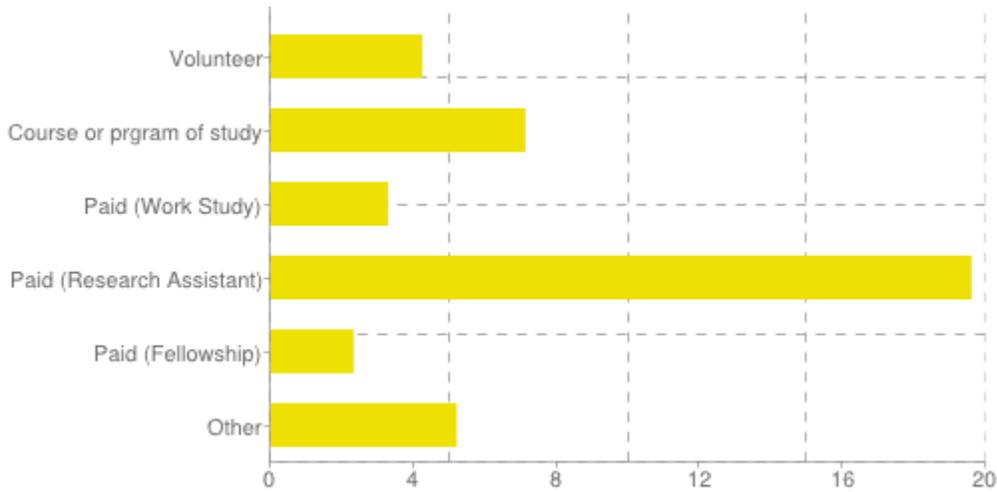
1-2 years **10** 26%

3-5 years **7** 18%

6 or more years **1** 3%

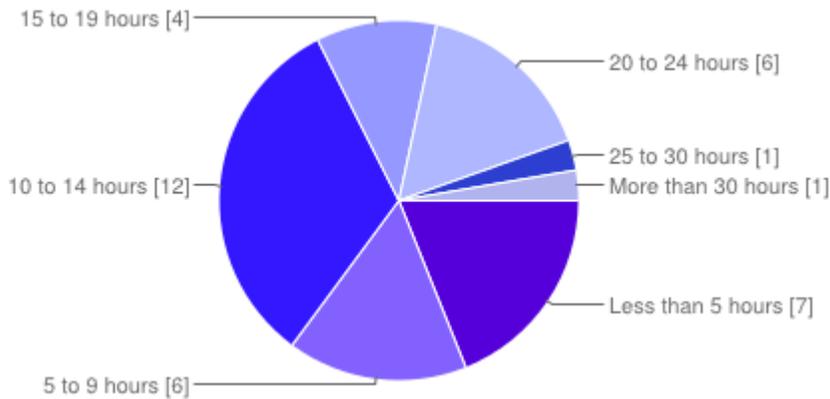
Unknown **12** 32%

8) Please select the category that best describes your involvement:



A volunteer	4	10%
As part of a course or program of study	7	17%
Paid (work study)	3	7%
Paid (research assistantship)	20	49%
Paid (graduate/postdoc fellowship)	2	5%
Other	5	12%

9) How many hours a week do you devote to working on your research project?



Less than 5 hours [9, 10, 14, 16, 22, 30, 33]	7	18%
5 to 9 hours [13, 17, 21, 26, 36, 39]	6	15%
10 to 14 hours [7, 8, 15, 19, 24, 27, 28, 31, 32, 34, 35, 37]	12	31%
15 to 19 hours [1, 6, 23, 38]	4	10%
20 to 24 hours [4, 5, 11, 12, 18, 20]	6	15%
25 to 30 hours [2]	1	3%
More than 30 hours [3]	1	3%

No answer [26, 29]

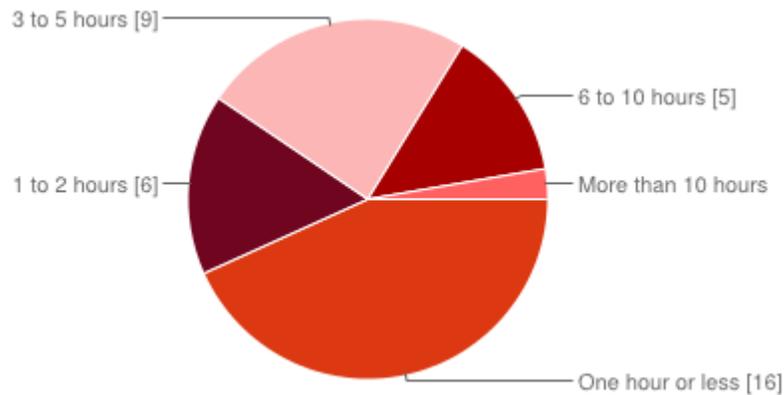
2 6%

Average: 11.5 hours per week

Mean: 10-14 hours per week

Note – In the instances where a range was given (i.e. 6-8), an average was taken.

10) Of these, how many of these are spent working with others?



One hour or less (16) [1, 3, 4, 7, 8, 9, 10, 16, 17, 19, 20, 21, 22, 27, 30, 33]

1 to 2 hours (6) [6, 13, 14, 26, 36, 37]

3 to 5 hours (9) [5, 12, 15, 23, 28, 31, 32, 38, 39]

6 to 10 hours (5) [2, 11, 18, 34, 35]

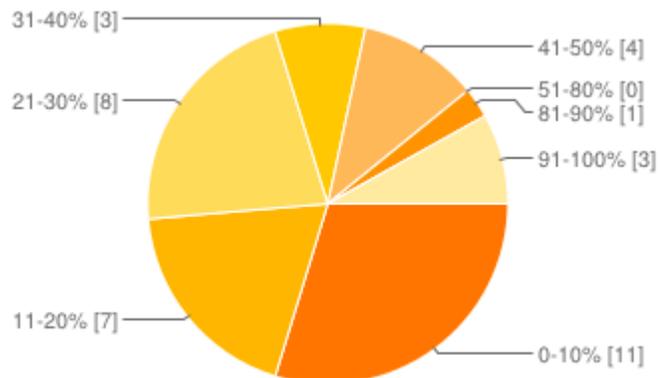
More than 10 hours (1) [24]

No answer (2) [26, 29]

Average: 3 hours per week

Mean: One hour or less

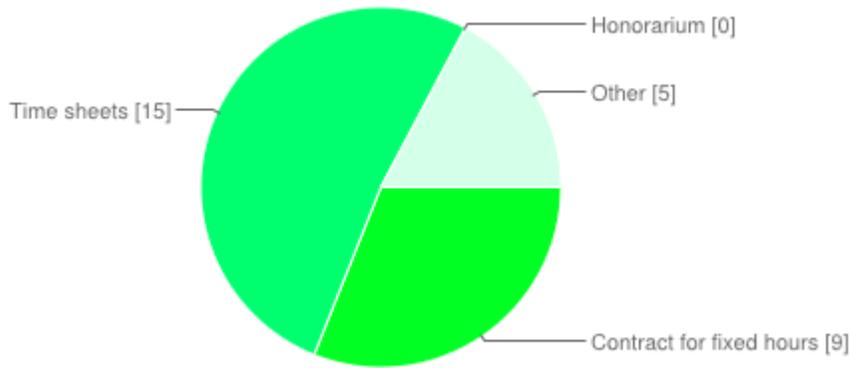
10a) Expressed as a percentage of total hours, percentage of time spent working with others:



0-10% (11) [1, 3, 4, 6, 7, 8, 9, 20, 22, 27, 33]
 11-20% (7) [10, 12, 16, 17, 19, 21, 37]
 21-30% (8) [5, 11, 15, 23, 28, 30, 36, 38]
 31-40% (3) [2, 13, 26]
 41-50% (4) [14, 18, 31, 32]
 51-60% (0)
 61-70% (0)
 71-80% (0)
 81-90% (1) [39]
 91-100% (3) [24, 34, 35]
 No answer (2) [26, 29]

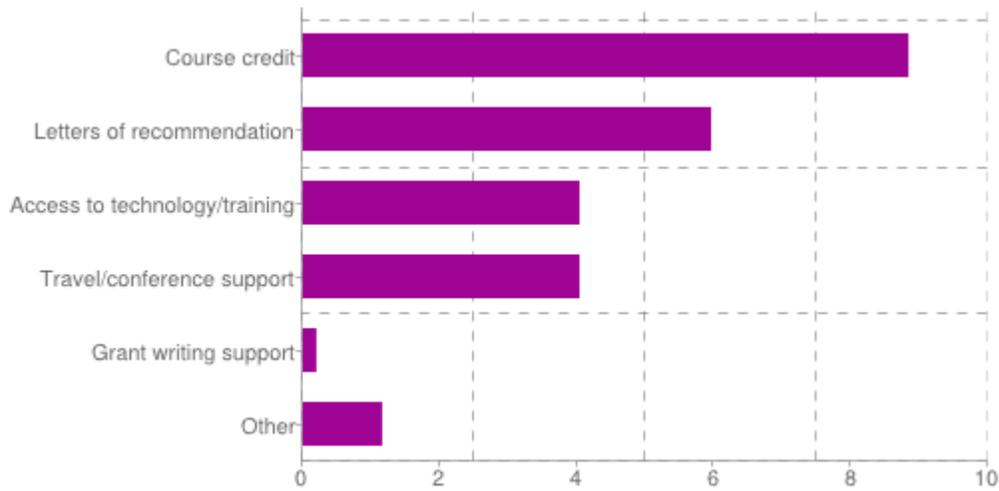
Average: 28%
 Mean: 0-10%

11) If you are being paid for your work, do you:



Have a contract for a fixed number of hours per week?	9	31%
Submit time sheets for hours worked?	15	52%
Receive an honorarium?	0	0%
Other	5	17%

12) If you are not being paid, how are you recognized or compensated for your work?



Course credit	9	38%
Letters of recommendation	6	25%
Access to technology and/or training	4	17%
Travel and/or conference support	4	17%
Grant writing support	0	0%
Other	1	4%

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



Data collection	22	16%
Text analysis	20	15%
Data analysis	7	5%
Visualization	18	13%
Writing, editing or publishing	32	24%
Audio or video manipulation/editing	10	7%
Bibliography management	20	15%
Other	5	4%

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

Adobe products (Creative Suite, Acrobat, Illustrator) (7)

oxygen (5)

Photoshop (5)

Microsoft Excel (4)

Microsoft Word (4)

Google Docs (3)

Wikis (3)

Book scanner (2)

Content management systems, general (2)

Databases (2)

Email, general (2)

EndNote (2)

FTP Software (2)

Google Forms (2)

Google Maps (2)

HTML (2)

JavaScript (2)

OCR (2)

RefWorks (2)

Skype (2)

TEI (2)

TextWrangler (2)

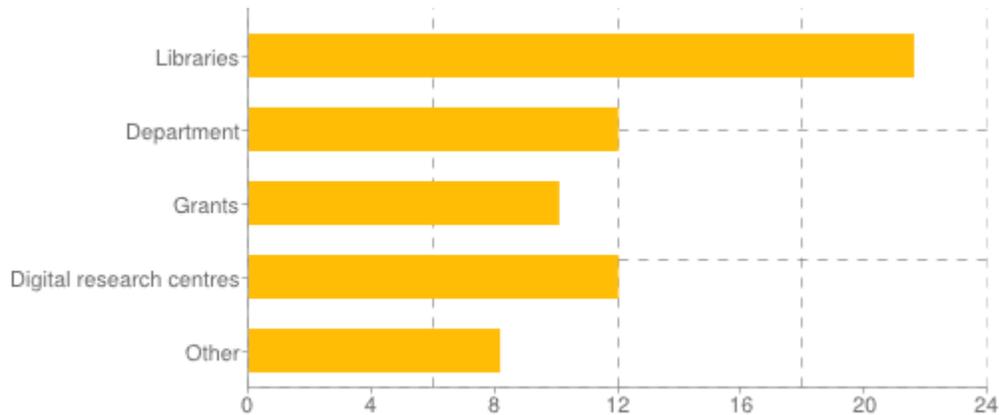
Voyant (2)

Wordpress (2)

Other (1): ABBYY, ArcGIS, ARLO, Audacity, Audition, Autodesk, Basecamp, Book2Net, Books, British Newspaper Archive, Call Recorder, Canadian Writing and Research Collaboratory Repository, Caspio, Circuit bending, CSS, Doodle, Dreamweaver, Drupal, EEBO-TCP, Engine, External hard drive, Final Cut Pro X, FineReader, Flatbed Scanner, Games, GameSalad, GIS, GitHub, Gmail, Google Earth, Google Hangouts, Google Scholar, iBooks Author, iBooks Publisher, iMovie, iPad, iWork Pages, jwplayer, Keyboard Maestro, Keynote, Lexos, Markup Maestro, Microfilm periodicals, Modernist Commons, MPEG Streamclip, Mudbox, MySQL, Nintendo 2DS,

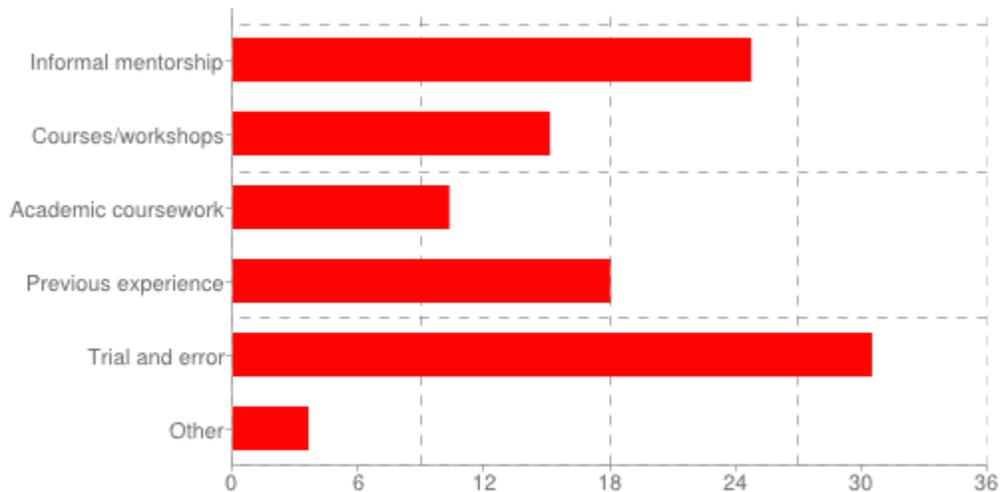
Nintendo Wii, Notepad ++, Omeka, Pages, PHP, Physical computing, PlayStation 3, PlayStation 4, Praat, Premiere, Processing, R, RKD Library database, RPG Maker, RStudio, SafeVid.com, Scanned documents and articles, Scanning software, Scrivener, server space, Silverback , Soundcloud, Tableau Public, Text Editor, Transcribe Bentham, Transcriva, Trello, Video camera, VueScan, WinSCP, WorldCat, XML, XSLT, MacBook Pro, Youtube.

15) How do you access these tools if they aren't open source or freely available on the Internet?



Libraries	22	34%
Department	12	19%
Grants	10	16%
Digital research centres	12	19%
Other	8	13%

16) How did you learn to use the tools that you use in your research activities?



Informal mentorship	25	25%
Courses/workshops (i.e. DHSI)	15	15%
Academic coursework	10	10%
Previous experience	18	18%
Trial and error	31	30%
Other	3	3%

17) What research tasks do you pursue daily?

- No response (15) [7, 8, 9, 10, 13, 14, 21, 23, 24, 25, 27, 29, 33, 34, 38]
- Coding/markup (8) [11, 12, 18, 19, 20, 30, 35, 37]
- Writing and editing (8) [6, 11, 15, 22, 30, 32, 35, 39]
- Reading (6) [1, 2, 6, 22, 32, 33]
- Transcribing (4) [4, 5, 20, 28]
- Bibliographic management (3) [4, 5, 35]
- Image processing (3) [4, 28, 35]
- Emailing (3) [1, 35, 39]
- Scanning (3) [4, 5, 28]
- Site/database management (3) [11, 30, 35]
- Unspecified research (3) [12, 26, 32]
- Annotating (2) [36, 37]
- Mapping (2) [15, 31]
- Searching databases (2) [12, 22]
- Audio editing (1) [35]
- Managing social media [35]
- Data entry (1) [1]
- Archival Research (1) [3]
- Class assignments (1) [16]
- “Miscellaneous”(1) [17]

17a) Weekly?

No response (11) [7, 8, 13, 20, 23, 24, 25, 29, 31, 34, 35]
Team meetings/correspondence (7) [1, 4, 6, 11, 12, 21, 37]
Coding/markup (5) [12, 18, 19, 21, 33]
Unspecified research (5) [2, 22, 26, 36, 38]
Writing (3) [1, 15, 21]
Fact-checking (2) [9, 33]
Image processing (2) [30, 32]
Managing social media (2) [11, 16]
Scanning (2) [4, 14]
Site/database management (2) [12, 28]
Sorting and indexing (2) [10, 14]
Transcribing (2) [3, 28]
Annotating (2) [36]
Bibliographic management (1) [9]
Debugging (1) [39]
Class assignments (1) [17]
Mapping (1) [15]
Microfilm searches (1) [5]
Programming (1) [39]
Video processing (1) [32]

17b) From time to time?

No response (23) [2, 3, 4, 5, 7, 8, 9, 10, 11, 13, 17, 19, 20, 23, 24, 28, 29, 30, 33, 34, 35, 36, 37]
Unspecified research (3) [18, 25, 26]
Team meetings/correspondence (2) [12, 18]
Creating visualizations (2) [16, 22]
Coding/markup (2) [12, 14]
Design (2) [21, 39]
Event coordination (2) [1, 27]
Testing (2) [23, 38]
Writing and editing (2) [6, 17]
Data-mining (1) [16]
Database searches (1) [12]
Managing social media (1) [31]
Managing finances (1) [1]
Mapping (1) [15]
Proposal/Grant-writing (1) [31]
Physical computing (1) [32]
Site/database management (1) [16]
Playing games (1) [6]
Reading (1) [16]

17c) Infrequently?

No answer (28) [2, 4, 7, 8, 9, 10, 11, 13, 15, 17, 19, 20, 21, 23, 24, 25, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39]

Conference papers (2) [1, 18]

Team meetings/correspondence (2) [6, 18]

Training (2) [12, 27]

Site/database management (2) [14, 26]

Grant-writing (2) [1]

Writing (2) [3]

Annotating [3]

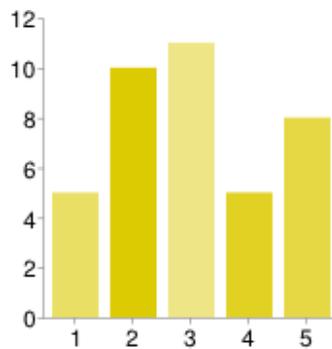
Archival research (2) [5]

Coding/markup (2) [16]

Mapping (2) [16]

Managing social media (1) [22]

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

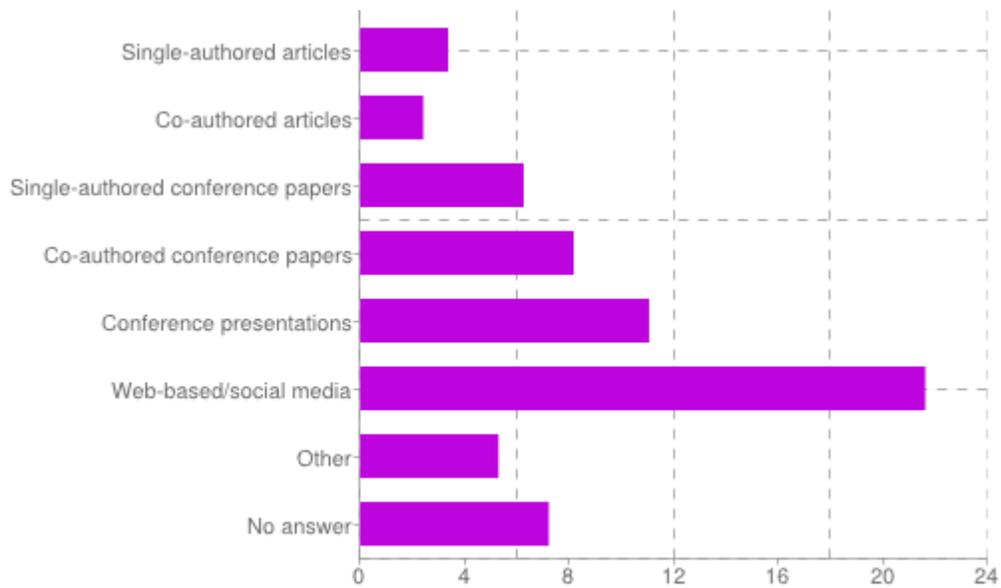


1	5	13%
2	10	26%
3	11	28%
4	5	13%
5	8	21%

Average: 3

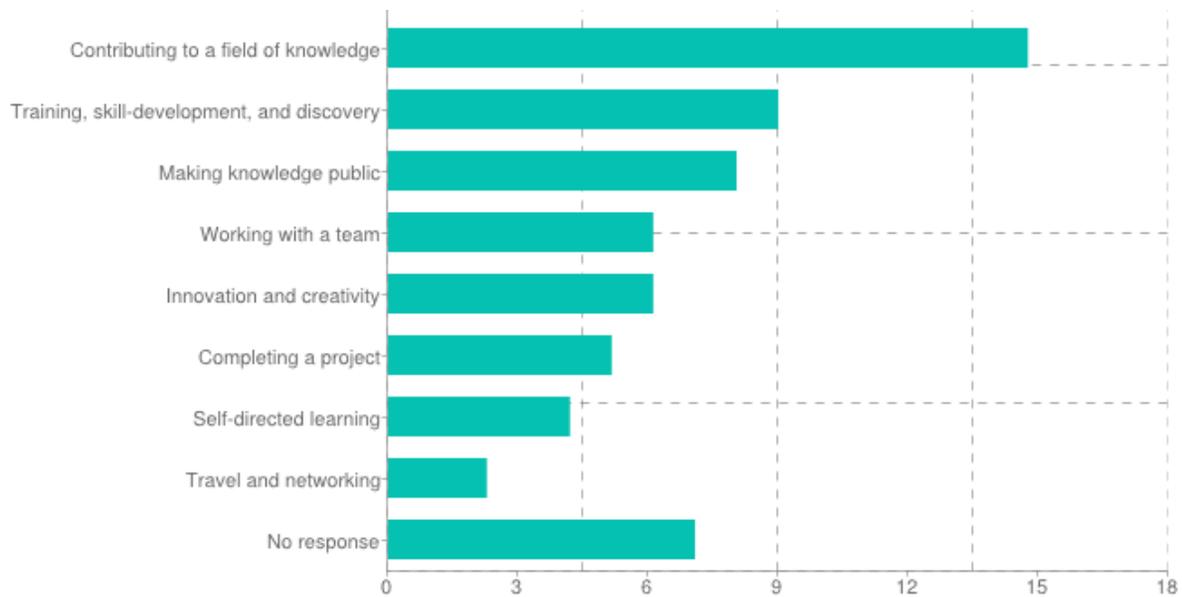
Mean: 3

19) Have you contributed to the dissemination of your project's findings in the form of:



Printed articles (single-authored)?	3	5%
Printed articles (co-authored)?	2	4%
Conference papers (single-authored)?	6	11%
Conference papers (co-authored)?	8	14%
Conference presentations (posters, show-and-tell, etc.)?	11	19%
Web-based or social media content (blog posts, tweets, status updates, etc.)	22	39%
Other	5	9%
No answer	7	13%

20) What is the most rewarding aspect of working for a digital humanities research project?



Contributing to a field of knowledge (15) [9, 10, 11, 12, 16, 20, 22, 25, 26, 28, 31, 32, 35, 36, 38]

Training, skill development and discovery (9) [3, 10, 18, 19, 24, 25, 31, 32, 35]

Making knowledge publically available (8) [12, 17, 18, 20, 24, 25, 36, 38]

Working with an collaborative/interdisciplinary team (6) [1, 4, 18, 24, 31, 33]

Innovation and creativity (6) [2, 6, 10, 20, 22, 39]

Completing a project (5) [2, 14, 15, 18, 30]

Self-directed project management and learning (4) [4, 5, 21, 37]

Travel and networking (2) [5, 24]

No response (7) [7, 8, 13, 23, 27, 29, 34]

Full Responses:

Respondent #1: The most rewarding aspect of working for a DH project is the close contact with an interdisciplinary team. It's fascinating and invaluable to hear how scholars from different backgrounds approach the same research questions, and I think being involved with a project of this nature has exposed me to different methodologies and ways of thinking that I wouldn't necessarily have encountered in a traditional English program.

Respondent #5: Traveling for conferences and research trips, being able to participate in decision making, supervising the work of a younger colleague.

Respondent #6: This is one of the first ever born-digital dissertations in my program and the first ever fully designed/written/to-be-coded video game. I am thrilled to be forging new ground and taking creative risks in this discipline. Games scholarship deals with many very serious concerns, but it is also immensely enjoyable—dare I say, fun?

Respondent #10: I want to continue studying DH after finishing my undergraduate

degree, so I enjoy learning more about the field before applying to graduate programs. The field is fascinating, and I enjoy the actual work. I also get the satisfaction of knowing I'm helping increase knowledge in a new-ish field. Since there's not decades of research behind what we work on, you get to feel a bit like a pioneer. Most English majors don't get to work on technical matters or write papers with empirical results, but DH allows for this.

Respondent #18: Learning new technologies has been the most rewarding part, though the deep editorial engagement with archival sources is a close second. The opportunity to collaborate with scholars at multiple institutions and to create an open access resource for other researchers—a clear and visible end product!—has also been a tremendously rewarding aspect of this work.

Respondent #19: Learning new skills.

Respondent #22: The experimentation of pushing the boundaries of the field. Finding new ways to approach texts and experimenting with visual forms of representation and large corpus distant reading. Forcing myself to think outside of the "book" and materiality in terms of research.

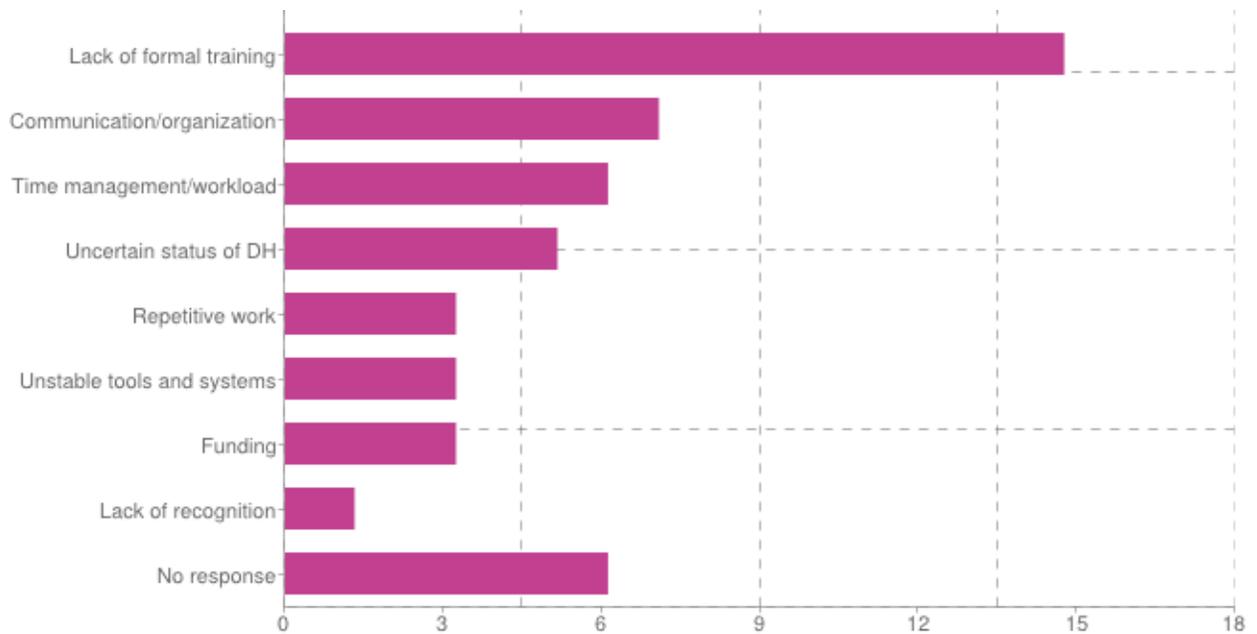
Respondent #26: I love uncovering lost history and giving a face back to forgotten names. It really feels like we're reliving history.

Respondent #36: The realization of the vast amounts of knowledge freely available for research and analysis. The helpfulness of librarians and research institutions, even across international borders, all in the advancement of knowledge.

Respondent #37: Discovering my career path into Librarianship and digitization projects.

Respondent #39: Interesting problems to solve.

21) What is the most difficult aspect of working for a digital humanities project?



Lack of formal training (15) [1, 2, 6, 12, 18, 20, 26, 29, 30, 31, 32, 33, 35, 37, 38]

Issues of communication and/or organization (7) [2, 4, 9, 14, 19, 21, 27]

Time management or workload (6) [6, 11, 32, 33, 36, 39]

Uncertain status of DH (5) [15, 22, 24, 28, 31]

Repetitive work (3) [3, 17, 36]

Unstable tools and systems (3) [5, 10, 26]

Funding (3) [6, 16, 39]

Lack of recognition (1) [35]

No response (6) [7, 8, 13, 23, 29, 34]

Full Responses:

Respondent #1: The nature of my position made it so that I had to do a little bit of everything at once, a lot of which I had no formal training for. It was a lot of trial and error on my part, and my progress was often slow and frustrating.

Respondent #5: Using research tools and systems that are still under development and not totally stable.

Respondent #6: I am a humanities scholar, so I haven't a clue how to code. I've done some CodeAcademy tutorials, but I don't have the time to devote to that with so much else on my plate. I am relying on relationships with scholars in the School of Computing at my institution and on grant money obtained by myself alone and some obtained by my mentor, as my project will be discussed in a larger collaborative project with him and several other scholars.

Respondent #10: The browser is a bit hit or miss, and very rudimentary. There's a lot of guesswork in the page assignments.

Respondent #18: I think learning new technologies has been both the most rewarding and the most difficult, in some ways! Learning management styles and working with different personality types can be challenging, but I expect no more so than it would be in any other industry, or any other collaborative structure in the academy.

Respondent #19: Unsure of the standards.

Respondent #22: The skepticism embedded in academia of "new" technologies.

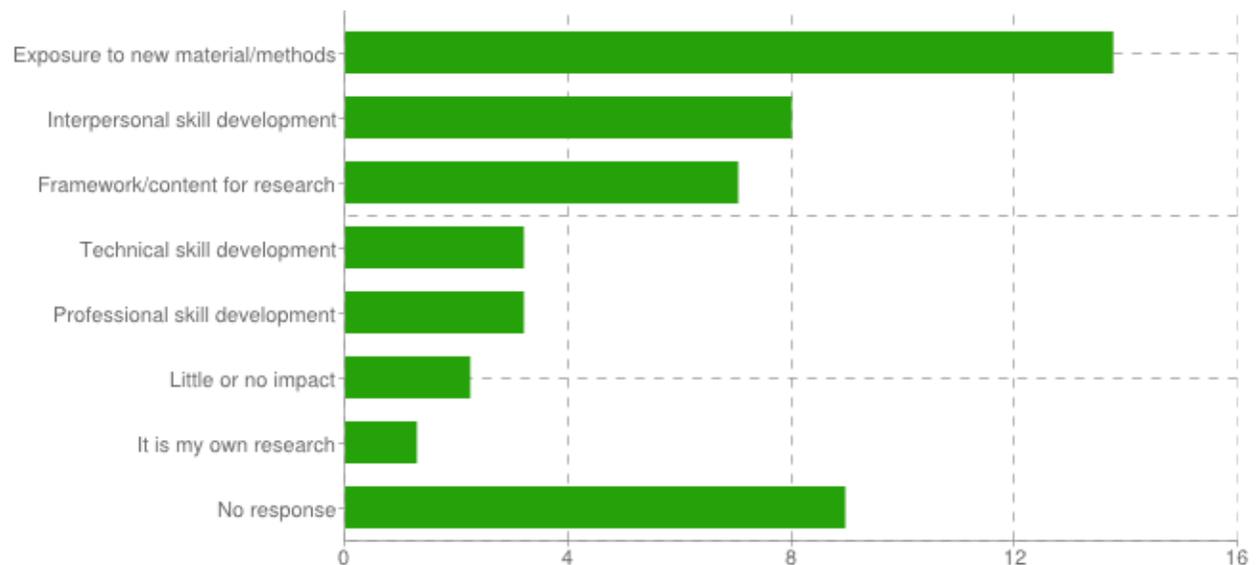
Respondent #26: The research is hard work because many of the members of the conventions, or affiliates, have broken pieces of information or nothing on them all together.

Respondent #36: Organizing and reviewing the vast amounts of available documents for content.

Respondent #37: Meshing my traditional Humanities mind with some of the technological environment.

Respondent #39: No one ever has any money, endpoints are hard to find, project goals are pretty fluid.

22) How has your involvement in this project inflected your own research, if at all?



Exposure to new material, knowledge and/or methodologies (14) [1, 2, 4, 5, 11, 13, 16, 18, 19, 22, 26, 30, 35, 36]

Interpersonal skill development (pedagogical, managerial, etc). (8) [1, 2, 3, 4, 27, 28, 34, 39]

Framework or content for individual research (7) [5, 6, 11, 12, 15, 22, 32]
Technical skill development (programs, software, coding, etc.) (3) [9, 11, 20]
Professional skill development (writing, editing, annotating, etc.) (3) [12, 37, 38]
Little or no impact (2) [9, 14]
It is my own research (1) [17]
No answer (9) [7, 8, 10, 23, 24, 25, 29, 31, 34]

Full Responses:

Respondent #1: This project has had a huge impact on my own research by exposing me to new methodologies, critical texts and, perhaps most importantly, networks of people.

Respondent #5: I have expanded my own research interests to include labor history and modern Canadian literature.

Respondent #6: I have decided to include Canada and the Spanish Civil War in my personal research.

Respondent #18: It is my own research.

Respondent #19: I write about Whitman in my own research, so getting acquainted with more of his writing and reading has been productive in that regard. But on a broader, more methodological level, it has been intellectually stimulating to think about the ways data can be manipulated in digital environments as a component of literary research, and to apply that to the structural and semantic description of the text that TEI makes possible. Working on the Archive has also made me much more inclined to pursue other opportunities like learning Python, which keep me thinking about language and data processing in interesting ways.

Respondent #22: I try to employ resources other than books: interviews, videos, and visual representations to accompany text. A PowerPoint presentation is a now an impossibility for me.

Respondent #26: I am finding new methods and mediums of research that go beyond simply Googling information. It's much more involved and off the beaten path so to speak.

Respondent #36: I am much more aware that these sources are available and continue to push myself to locate more documents and sources in different locations than just those provided by my university

Respondent #37: Transferable skills from background in Creative Writing and Literature studies, e.g. editing, annotation, critical analysis, etc.

Respondent #39: Experience in how projects are run (for better or worse) is ALWAYS useful and has been extremely beneficial in my career thus far

Additional questions or comments:

Full Responses:

Respondent #5: I appreciate that the directors of this project ensure open communication and explain things to me at every stage of the project.

Respondent #6: I am concerned—as I know many are—about getting a job and achieving tenure on digital projects and publications. I am not afraid to blaze that trail, but having networks like DHSI and HASTAC as well as journals like *Kairos* and *Enculturation* is invaluable to me in showing just how many others there are doing this work in related disciplines. I am also excited that they may be open to future collaboration. This pool of people is crucial, and I believe collaboration makes for work of the highest quality, so I have hope for my career's future.

Respondent #22: I think more programs should support a minor in Digital Humanities and offer computer courses for the non-math/science majors. Also, no student should graduate without a basic HTML knowledge and the ability to design a basic website.