

“They’ve just got to be able to do the stuff”

Staffing for Digital Scholarship Support in the Library

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Faculty

Librarians

Technologists

Post-Docs

Designers

Grad Students

Undergrads



Technology



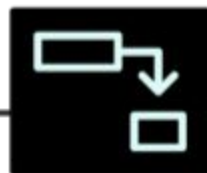
Consulting



Research



Design



Project Mgmt



Leadership

	Librarians	Faculty	Technologists	Postdocs	Grad Students
Notre Dame	8		5	1	
McMaster	3	1	1	1	
Duke	14			2	>1
U. Washington	3	2	4		2
UIUC	2	2			>1
UVa	1	1	7		8
Yale	1		3	2	
Northeastern	3		3		3
Temple	1	1	1	1	5
U. Iowa	6		7		
Brown	3		4		

Table 4. Staffing distribution at eleven ARL library digital scholarship centers.

GIS librarian

Faculty fellow

Developer

Digital initiatives
librarian

Academic director

Project manager

Digital humanities
librarian

Scholar in residence

Imaging specialist

Digital scholarship
librarian

Data specialist

Data vis. specialist

E-research librarian

Scholarly comm.
librarian

Graphic designer

Metadata and digital
projects librarian

UX designer

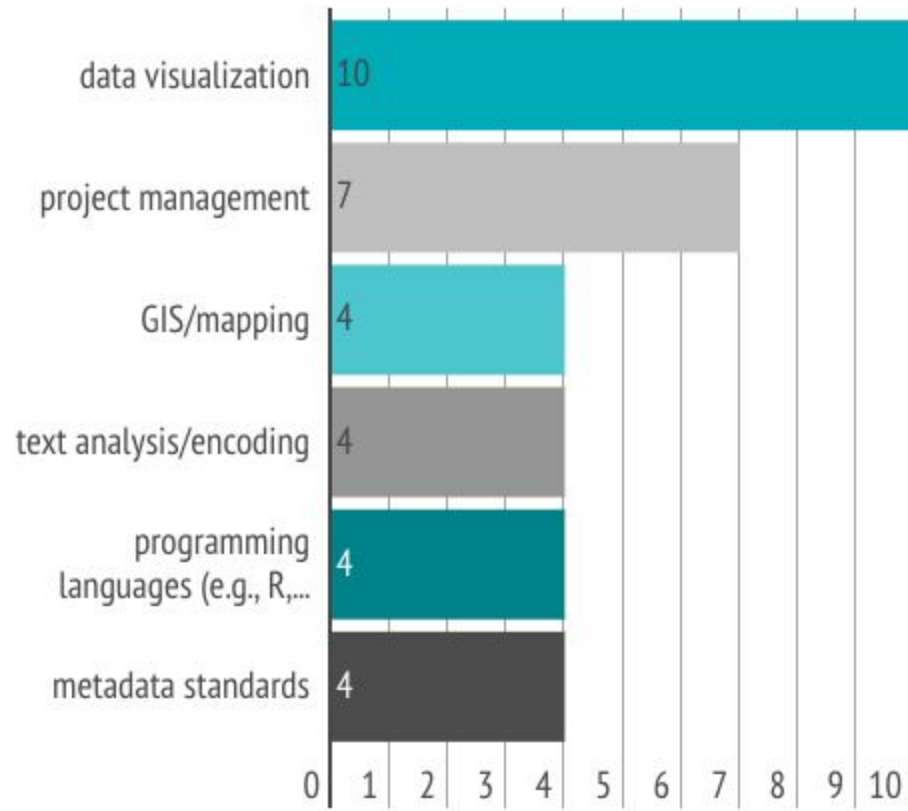
Outreach coordinator

Digital collections
librarian

Digital applications
librarian

XML programmer

Organizations aim to hire well-rounded staff who bring together the ability to collaborate well and have an open, curious mindset, basic domain knowledge, methodological competencies, and technical skills, as well as the ability to manage projects.



What do scholars at
Harvard want from
library staff?

Library personnel are invaluable to researchers: they are able to easily navigate the system, provide search criteria that may not be as obvious, further accumulate helpful data found digitally, and provide very helpful insights to access, use, analyze and store data in digital form. In short, **digital scholarship requires qualified library personnel.**

I'm conflicted. I **love digital scholarship**, but I **very rarely ask for help** because I don't have an enormous amount of confidence in the staff here. I should mention, here, that I do not blame them. I guess I'm just a tech-savvy person. I'd be more inclined to contact [university IT].

It can be hard to figure out what resources are even available, there's no good introduction to what is available, to whom, and how to access it. **The assumption seems to be that we all just figure it out, but how can I utilize a resource that I don't even know exists, and there is not even a hint that it exists?**

What we've already got is a system where you are shunted from one one darn person to another and it's frankly just irritating, frustrating.

[Faculty don't need someone to say,] "I can teach you a whole course on Python," but [rather] "I think it'll be easier to do this if you learn some scripting, and Python or R are the two scripting languages that seem to be favored in the humanities. Here are the places that we have available to go to learn this and if you have questions about some specific things come back, but it sounds like you should learn to do this."

[They've] just got to be able to do the stuff. If you don't even have a high school degree and you can do the stuff, it's fine with me. And you have to have an interest in the subject.