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COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

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Colleagues,

I am happy to endorse the proposed graduate certificate program in digital humanities. This certificate program is a critical part of the Carolina Digital Humanities Initiative, a campus-wide effort launched in July 2012 to develop and test an adaptable and sustainable model of transformative academic practice that embraces our responsibility as a leading research university to train a new generation of digitally literate scholars, teachers, and cultural heritage professionals.

Recognizing the growing importance of digital scholarship in the humanities, the certificate will offer graduate students in a wide range of disciplines the opportunity to explore the rapidly changing landscape of humanistic research, teaching and scholarly engagement. The certificate will serve as a central hub for graduate education in the digital humanities at UNC and leverage course offerings and faculty expertise at Duke University and North Carolina State University to build a network of digital humanities scholars that encourages interdisciplinary collaboration. Importantly, the proposed certificate will prepare our students for careers in both academic and non-academic humanities positions that increasingly require a familiarity with and mastery of new modes of inquiry and scholarship made possible by technological innovations.

Sincerely,

Terry Ellen Rhodes
Senior Associate Dean, Fine Arts and Humanities
College of Arts and Sciences
Professor of Music
University of North Carolina at Chapel Hill



UNC
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Professor Terry Rhodes
Senior Associate Dean for Fine Arts and Humanities
College of Arts and Sciences
Co-PI, Carolina Digital Humanities Initiative

Professor Robert Allen
Department of American Studies
Chair, Faculty Steering Committee
Co-PI, Carolina Digital Humanities Initiative

4 February 2013

Dear Senior Associate Dean Rhodes and Professor Allen,

I am delighted to lend the full support of the Department of American Studies to the proposed Graduate Certificate in the Digital Humanities. The Department of American Studies is happy to serve as the administrative "home" for the Graduate Certificate Program. Our support aligns with the leadership role our department is already playing in Digital Humanities at Carolina as the home for the Digital Innovation Lab, in hiring the first Digital Humanities faculty member at Carolina, and in developing a Digital Humanities pathway for our Ph.D. students in American Studies and M.A. students in Folklore. American Studies welcomes students pursuing the Graduate Certificate Program into our Digital Humanities courses and looks forward to contributing our own graduate students to the program. In fact, even as I write, I have been in communication with our top Folklore M.A. applicant for 2013 and she has expressed keen interest in the Graduate Certificate Program in Digital Humanities option. We are eager to have this option in place for her and others to come.

Best wishes,

Bernard L. Herman
George B. Tindall Distinguished Professor of American Studies and Folklore
Chair, Department of American Studies



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

12 February 2013

Professor Terry Rhodes
Senior Associate Dean for Fine Arts and Humanities
College of Arts and Sciences
Co-PI, Carolina Digital Humanities Initiative

Professor Robert Allen
Department of American Studies
Chair, Faculty Steering Committee
Co-PI, Carolina Digital Humanities Initiative

Professors Rhodes and Allen,

As deans and chairs of units contributing courses and students to the proposed graduate certificate program in digital humanities, we the undersigned endorse establishment of this program. Through our directors of graduate studies and/or Ph.D. and Masters program directors, our units will work with the Carolina Digital Humanities Initiative Curriculum Advisory Committee to identify course offerings by our faculty that may be designated as contributing to the graduate certificate program in digital humanities and to provide access to those courses for GCP/DH program participants. We look forward to our own students participating in and benefitting from this important curricular initiative.

Bernie Herman, Chair
American Studies
Sponsoring Academic Unit

Gary Marcionini, Dean
School of Information and Library Science

Susan King, Dean
School of Journalism and Mass Communication

Dennis Mumby, Chair
Communication Studies

Lloyd Kramer, Chair
History

John Pickles, Chair
Geography

Anselmo Lastra, Chair
Computer Science

Beverly Taylor, Chair
English and Comparative Literature

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February 7, 2012

Professor Terry Rhodes
Senior Associate Dean for Fine Arts and Humanities
College of Arts and Sciences
Co-PI, Carolina Digital Humanities Initiative
University of North Carolina at Chapel Hill

Dear Dean Rhodes:

This letter is to inform you that I fully support the Triangle Research Collaboration in the Digital Humanities, including the Certificate Programs in Digital Humanities now under consideration at UNC and NC State. I understand that these initiatives aim to increase collaboration and curricular opportunities in the Digital Humanities across the three universities. As part of this effort, Duke would welcome the enrollment at Duke of UNC students pursuing the Graduate Certificate in Digital Humanities in appropriate courses, on a space-available basis.

Moreover, we will encourage Duke students to take advantage of courses in the Digital Humanities at UNC and NC State. To facilitate these interactions, we will work together with UNC and NC State to maintain a list of available Digital Humanities courses on an annual basis. We at Duke welcome these initiatives and see them as important steps to greater collaboration in the Digital Humanities among the three universities.

For all practical purposes I would recommend that you coordinate any further developments with Professor N. Katherine Hayles who has been serving since last year as the Duke Faculty Liaison for the Triangle Digital Humanities Initiative.

Sincerely yours,



Srinivas Aravamudan

SA:sk

cc: N. Katherine Hayles
Laurie Patton, Dean of Arts and Sciences
Angela O'Rand, Dean of Social Sciences
Robert Calderbank, Dean of Natural Sciences

Professor Terry Rhodes
Senior Associate Dean for Fine Arts and Humanities
College of Arts and Sciences
Co-PI, Carolina Digital Humanities Initiative
University of North Carolina at Chapel Hill

Professor Robert Allen
Department of American Studies
Chair, Faculty Steering Committee
Co-PI, Carolina Digital Humanities Initiative
University of North Carolina at Chapel Hill

Dear Professors Rhodes and Allen:

I am pleased to endorse your proposal of a Graduate Certificate Program (GCP) in Digital Humanities at UNC-Chapel Hill. Our two faculty working together smoothly to develop linked, tandem proposals constitutes an important first step toward greater Digital Humanities cooperation and collaboration between our two universities. NCSU will continue to move toward the development of either a certificate or a significant graduate concentration. Whatever shape our efforts take, we will welcome the enrollment (on a space available basis, of course) of UNC students pursuing the GCP-DH in appropriate NCSU courses through the inter-institutional registration agreement and (to the extent allowed by our program requirements) encourage GCP/DH students to avail themselves of UNC DH course offerings. I understand that UNC will adopt the same approach, which, in combination with our two institutions maintaining and annually disseminating a list of available DH courses, will significantly increase the DH curricular opportunities available to students on both campuses.

This successful collaboration can serve as a model for the resource sharing that UNC General Administration seeks to promote. Please let me know if/how I can be of assistance; please accept my best wishes for success of the programs.

Sincerely,

Jeff

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Jeffery P. Braden, PhD
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University of North Carolina at Chapel Hill

Certificate Program Application Form

Name of Proposed Certificate Program: Graduate Certificate Program in Digital Humanities

Sponsoring Academic Unit: Department of American Studies, UNC-CH College of Arts and Sciences

Administering Unit, if different: Carolina Digital Humanities Initiative

Primary Contact Name: Robert Allen, Chair, CDHI Faculty Steering Committee

Address and CB #:

Greenlaw Hall 312, CB #3520
University of North Carolina
Chapel Hill, NC 27599-3520

Phone Number: (919) 962-5165

Email: rallen@email.unc.edu

First Term the Certificate Would be Offered: Fall 2013

1. Describe the Certificate Program and provide a statement of educational objectives.

If the humanities can be defined as preserving, reconstructing, transmitting, and interpreting the human record with the goal of producing a better understanding of ourselves and our place in the world, digital humanities is concerned with leveraging revolutionary technological change in the advancement of these practices. Digital humanities is not merely the use of computers and other new technologies as tools by humanists, but rather a continuous and reflexive engagement with emerging digital technologies and approaches to open up new fields of knowledge and map new intersections among humanities disciplines and between the humanities and other intellectual domains: the sciences, social science, and the arts. The development of digital humanities as a significant area of academic practice over the past decade has been marked by the establishment of the [Office of Digital Humanities](#) in the National Endowment for the Humanities, earmarking of [fellowship opportunities](#) by the American Council of Learned Societies, formation of [professional organizations](#), launch of [academic journals](#), and national and international [scholarly conferences](#).

The establishment of a graduate certificate program in digital humanities is one component of the university's response to profound changes in the environment in which humanistic research, teaching, and scholarly engagement are now undertaken. This "digital revolution," as William

Cronon, President of the American Historical Association, has argued: “. . . is yielding transformations so profound that their nearest parallel is to Gutenberg’s invention of moveable type more than half a millennium ago.”

To fulfill the requirements for the Graduate Certificate Program in Digital Humanities (GCP/DH) UNC students will complete at least nine semester hours (3 courses) in digital humanities and a faculty supervised field experience (1 semester hour). Courses will be drawn from those approved for GCP/DH credit by the Digital Humanities Curriculum Advisory Committee of the Carolina Digital Humanities Initiative (CDHI) [Faculty Steering Committee](#). Students will be encouraged to supplement these courses with offerings from a corresponding list of approved DH graduate courses at Duke University and North Carolina State University. The GCP/DH will be administered by the CDHI programs coordinator (EPA/Non-Faculty), a new position in the College of Arts and Sciences that will be filled by July 2013. The CDHI programs coordinator will maintain an updated list of approved UNC courses, and the DH Curriculum Advisory Committee will work with The Graduate School to review and approve new course proposals from the College of Arts and Sciences, School of Information and Library Science, and School of Journalism and Mass Communication.

To be admitted to the GCP/DH a graduate student must present a coherent curricular and field experience plan for approval by the DH Curriculum Advisory Committee. The plan of study will provide a rationale for the courses selected, a list of alternative/substitute courses, a proposal for completing the field experience component, and a brief essay relating the plan of study to the student’s degree curriculum and professional aspirations. Subsequent changes to the plan of study, if necessary, may be approved by the CDHI programs coordinator. He/she will also certify successful completion of the program, which will result in an official remark on the student academic transcript.

2. Include a statement about the need for such a Certificate Program, and specifically why there is a need to offer this Certificate at UNC-Chapel Hill. Is the Certificate offered at other universities or community colleges?

The University’s 2012 proposal to the Andrew W. Mellon Foundation for support of the Carolina Digital Humanities Initiative (CDHI) took as its intellectual inspiration a report by the Commission on Cyberinfrastructure in the Humanities and Social Sciences sponsored by the American Council of Learned Societies. This report concluded that “Digital scholarship is the inevitable future of the humanities and social sciences. . . . [D]igital literacy is a matter of national competitiveness and a mission that needs to be embraced by universities, libraries, museums, and archives. . . . ([Our Cultural Commonwealth](#)).

The University’s successful case for funding to the Mellon Foundation (\$1.4 million) was framed as a response to the challenge laid down by the commission and the particular responsibility it assigned to leading research universities in the humanities to train a new generation of digitally literate scholars, teachers, and cultural heritage professionals. The proposal to Mellon also took note of the growing recognition among professional organizations and disciplinary thought-leaders in the humanities that “digital humanities is not simply a new field or method that should

be represented on the faculty of any good research institution these days. Digital humanities offers humanists a rare opportunity to re-think standard academic practices in research, graduate training, undergraduate teaching, engagement with public audiences, and the dissemination of new knowledge.” (Mellon Foundation grant proposal)

The University argued to the Mellon Foundation that, as a leading public university, “UNC is uniquely positioned to create, sustain, and disseminate new models of academic practice in the humanities. UNC would like to model what interdisciplinary, trans-domain digital scholarship in the humanities could be at a leading public research institution. Just as importantly digital humanities professionals at UNC will collaborate to revise graduate training and undergraduate teaching for the digital age in which we live, and extend through technology the reach of humanities scholarship to engage both traditional scholars and wider public audiences beyond academe.” As a part of the grant review process in March/April 2012, Mellon Foundation program officer Mariet Westerman highlighted and endorsed the plan to propose a GCP/DH.

The \$1.4 million grant from the Mellon Foundation for the CDHI over four years is complemented by commitments of \$3.5 million in internal support from the Office of the Provost, Office of the College of Arts and Sciences, UNC ITS, Office of the Vice Chancellor for Research, UNC Graduate School, and the Institute for the Arts and Humanities. The CDHI is also supported by establishment of the [Digital Innovation Lab](#) by the College of Arts and Sciences in 2011. Administratively housed in the Department of American Studies, the DIL is a project-focused hub for collaborative, interdisciplinary discovery, experimentation, implementation, and assessment in the use of digital technologies to advance the work of the University in the humanities and humanistic social sciences.

In July 2012, programmatic implementation of the four-year initiative began. These programs address the major areas of academic practice at an R-1 university in which digital humanities play an important role: humanistic research, faculty professional development and training, graduate training and curriculum, undergraduate teaching, and scholarly engagement with non-academic audiences. Over the next four years, the University has committed to three new tenure-track assistant professor positions in digital humanities in Arts and Sciences departments, four postdoctoral fellows in digital humanities, eight new faculty fellowships in digital humanities shared between the DIL and the Institute for the Arts and Humanities, a one-year intensive graduate fellows program in digital humanities (12 fellows over four years), and a program of skills and tools training in digital humanities for faculty and graduate students. In January 2012 the work of the CDHI’s cyberinfrastructure taskforce began under the leadership of Professor Richard Marciano (SILS). This effort will bring together all units on campus whose operations and missions touch upon academic practice in digital humanities to devise processes and policies needed to support and sustain a robust digital humanities culture on our campus.

A [CDHI Faculty Steering Committee](#) was appointed in the fall of 2012 by Senior Associate Dean for the Fine Arts and Humanities Terry Rhodes, who also serves as Co-PI for the Mellon Foundation grant. Chaired by Professor Robert Allen (Co-PI), it is composed of 25 faculty from across the campus (members are drawn from multiple departments within the CAS, as well as

SILS, and the School of Journalism and Mass Communication) who are engaged in digital humanities research, teaching, and public engagement, as well as faculty beyond the humanities whose interests and expertise are relevant to the goals of the CDHI. This committee helps to guide the implementation of the CDHI. Members serve as liaisons between the CDHI and faculty and administration in units across the campus. Sub-committees guide work on particular programmatic facets of the initiative: the selection of DIL/IAH Fellows, CDHI postdocs, and CDHI graduate fellows, among them. The UNC faculty members who serve on the Digital Innovation Lab Advisory Board also serve on the CDHI Faculty Steering Committee.

The Digital Humanities Curriculum Advisory Committee (Appendix A), drawn from members of the CDHI Faculty Steering Committee was formed in January 2012. This committee will play a key role in developing and expanding digital humanities curriculum, serving as resources and mentors for DH-interested graduate students, identifying areas of skill/tools training, liaising with key academic units contributing courses to the DH curriculum, coordinating digital humanities curricular opportunities with Duke and NCSU, and (detailed below) implementing the plan for the GCP/DH. This committee has reviewed and endorsed this proposal.

The Mellon grant also includes funding for a full-time EPA/non-faculty CDHI programs coordinator (July 1, 2013-June 30, 2016). Among the responsibilities of this position will be administration of the CDHI postdoctoral fellows program, CDHI graduate fellows program, and GCP/DH.

The proposed program is a key curricular component of the Carolina Digital Humanities Initiative. It is the most appropriate vehicle for linking and creating synergies among digital humanities courses and field-based learning opportunities in what is a young, rapidly-growing, and insistently interdisciplinary field. It will encourage graduate students to make connections between their disciplinary foci and relevant digital humanities work being done across the campus and at neighboring research universities. The cohort of graduate certificate program participants will form the core of a digital humanities student community on campus and in the Triangle. The program's requirement of a field-based learning component will help graduate students make connections with and benefit from other university units and non-university organizations that also have a stake in the development of digital humanities: multiple departments of the University Library, RENCI, UNC Press, Ackland Art Museum, and Carolina Performing Arts, among them, along with hundreds of "public humanities" organizations and agencies in NC--libraries, museums, galleries, archives, and community organizations.

A small but increasing number of universities have launched graduate certificate programs in the past few years, including [Michigan State University](#) (effective Fall 2013), [Texas A&M](#), [UCLA](#), and the [University of Nebraska](#). The University of Missouri and the University of Victoria are known to be planning graduate certificate programs in digital humanities.

Nine semester hours of coursework are required for the program at Michigan State. Twelve hours are required at Texas A&M (3 regular courses and one independent study) and Nebraska.

UCLA requires five courses, three of which can be counted toward departmental requirements, plus a “digital research portfolio.”

Other universities in the US, Canada, Ireland, and the UK have recently launched MA programs in Digital Humanities, including CUNY, the Pratt Institute, Loyola University (Chicago), the University of Alberta, Kings College London, University College London, the National University of Ireland, Trinity College Dublin, and University College Cork. Kings College London’s recently established Department of Digital Humanities also offers the Ph.D.

During the spring semester 2011, the National Humanities Center, under the leadership of Geoffrey Harpham, organized a series of conversations among humanities administrators and faculty from Duke, NCSU, and UNC-Chapel Hill to explore avenues of cooperation and collaboration in digital humanities among the three area research universities. These meetings have led to the establishment of an informal Triangle Research Universities Digital Humanities Network. One of the ideas emerging from these discussions was the closer coordination of digital humanities curricula, particularly at the graduate level, and facilitation of student mobility among graduate courses at the three universities. In the fall semester 2013, digital humanities courses offered at Duke, NCSU, and UNC will be jointly planned and advertised, with the three classes meeting together at the National Humanities Center on five occasions during the semester.

A working group of faculty from Duke, NCSU, and UNC-Chapel Hill conducted five teleconferences over the summer and fall of 2012, which centered on the coordination of graduate curricula in digital humanities among the universities and faculty interest at all three in the establishment of a graduate certificate program in digital humanities. A proposal for a graduate certificate program in digital humanities at NCSU was submitted to the graduate school there in January 2013. Faculty discussions at Duke regarding graduate program offerings in digital humanities are ongoing.

The impetus for the creation of graduate curricular concentrations in digital humanities arises from the increasingly important role played by digital humanities in both academic and non-academic professions in the humanities. The last few years have seen a significant rise in academic job postings for emergent Ph.D.s with digital humanities training and experience across a range of subject areas. Digital humanities skills and experience are also increasingly valued in jobs at cultural heritage organizations: museums, libraries, and archives. A new academic career path is emerging for graduate students with in-depth subject training (Ph.D. or MA) in the humanities and digital humanities skills and experience. These digital humanities specialists work with faculty, graduate students, and (at liberal arts colleges) undergraduate students to apply digital technologies to humanities research, teaching, engagement with non-academic audiences. They might be administratively housed in the university library, center for teaching and learning, IT department, or humanities center. They also provide project management for externally-funded digital humanities projects, “translate” between humanities scholars and digital programmers/developers, help faculty use digital tools and humanities data sets in their courses, participate in project development and grant writing, lead workshops on

skills/tools, and teach digital humanities courses. Two such digital humanities specialists contribute significantly to the work of the DIL and the CDHI: Pam Lach (DIL Manager) and Joe Ryan (ITS digital humanities specialist). (See Appendix B for a small sampling of recent job descriptions in the aforementioned categories. An archive of DH related job postings is also available at [Digital Humanities Now](#).)

3. Describe the demographics of the target student population for the Certificate Program. Double click each box that applies and describe the intended audience.

- Undergraduate Students
- X Graduate Students
- X Professional Students: SILS, School of Journalism and Mass Communication, School of Education
- X Degree-seeking, Matriculated Students
- X Non-Degree-Seeking Students

4. Why is the Certificate Program necessary beyond offering the program as a minor, supporting area, or specialization/concentration/track?

The interdisciplinary nature of digital humanities training and scholarship makes a certificate program the ideal option. We anticipate that students from a wide variety of disciplines will pursue the certificate, among them English, History, American Studies, Communication Studies, Journalism and Mass Communication, Information and Library Science, Geography, Art History, Music, Religious Studies, Anthropology, and all languages and literature departments.

We also anticipate that participation in the program will be sought by non-degree-seeking students, including independent scholars, faculty at other UNC campuses, post-docs, K-12 teachers and curriculum specialists, and professionals working in cultural heritage organizations.

5. Provide specific courses and other requirements for the Certificate Program. Separate listings of courses may be included with the proposal.

Curriculum

For a list of currently offered UNC courses recommended for immediate inclusion on the list of DH graduate courses, see Appendix C. For a list of currently offered and internally-approved Duke and NCSU digital humanities courses, see Appendix D.

Additional courses will be developed at UNC over the next three years as the component programs of the CDHI unfold. Three tenure-track assistant professor level positions in digital humanities will be added in the College of Arts and Sciences between 2013 and 2016. The first appointment, in American Studies, will be made in the spring of 2013. Each will develop new graduate course offerings in digital humanities. Four two-year postdoctoral fellowships in digital humanities will be awarded between 2013 and 2017 in departments in the College of Arts and Sciences. Each Fellow will teach one graduate-level digital humanities course per year.

Beginning in 2013, the CDHI will award two course development awards each year to encourage faculty to design and offer new digital humanities courses or to revise existing courses. Both Duke and NCSU are developing curriculum and adding faculty capacity in digital humanities, particularly at the graduate level. The search for a new digital humanities faculty position in the English Department at NCSU is currently underway. All new digital humanities courses will go through the normal faculty submissions, review, and approval processes on each campus.

Field Experience

This component of the program is designed to provide a vehicle for hands-on experience, skills development, individual project work, internship opportunities, and direct work experience. Students will propose a field experience at the time they apply for admission to the GCP/DH along with the name of the faculty member who has agreed to assist in the formulation of the field experience and to supervise its execution. Normally, students will enroll in Digital Humanities Field Experience (AMST 7XX, 1 semester hour) the term during which their field experience is undertaken. The instructor of record for this course will award credit (1 hour) based on the recommendation of the faculty supervisor of the field experience.

Approval may also be given for students to fulfill the field experience requirement through successfully completing the digital humanities practicum (AMST 850), a relevant placement in the [SILS field experience](#) program, departmental/unit internship program, or independent study. In all cases credit awarded in conjunction with the field experience is in addition to the nine semester hours (3 courses) required for the GCP/DH. No more than 40% of the credit hours earned through participation in the GCP/DH can also be counted toward the student's graduate degree. Opportunities for field experience in digital humanities at UNC-Chapel Hill and beyond are rich and growing. They range from opportunities to work on digital publication projects undertaken by the [Carolina Digital Library and Archives](#) and [North Carolina Digital Heritage Center](#) to 4 to 6 week participation in digital humanities research by faculty in the Kings College London Department of Digital Humanities through the UNC/KCL strategic partnership.

The structure of the GCP/DH provides the flexibility appropriate to a relatively new and rapidly developing field of academic and professional practice. It can be individually tailored to fit the intellectual and professional needs of students from a wide range of disciplinary orientations and anticipated career pathways. It takes advantage of outstanding opportunities for experiential learning and real-world application at world-class library, archive, and cultural heritage organizations, as well as in rich and diverse community, governmental, and non-profit settings. There is no recognized body of knowledge or circumscribed set of skills and methodologies in digital humanities upon which to base a required curriculum or sequence of courses. The nature and variety of digital humanities courses and experiential learning opportunities will change as technologies and the uses of those technologies change. The curriculum structure proposed here requires every student seeking the certificate to align learning opportunities available during their period of graduate training with their needs and aspirations as digital humanities practitioners. Each must make a persuasive case to an interdisciplinary faculty committee that the mix of coursework and experiential learning they propose represents an

appropriate and intellectually coherent set of learning opportunities for that particular student. Hypothetical examples of course clusters and field experience projects, organized by career goals and thematic concentrations, can be found in Appendix E.

6. Provide a statement on the relationship of the Certificate Program to degree programs within the unit(s). To what extent will requirements for the Certificate overlap with requirements for bachelor's, master's or doctoral degrees? Confirm how course credit transfer policies will be applied to students.

The GCP/DH will complement and add value to a wide range of degree programs within the College of Arts and Sciences, School of Information and Library Science, School of Journalism and Mass Communication, and School of Education. Participation of Duke and NCSU in the program further expands learning opportunities for students in all relevant UNC degree programs. The requirements do not overlap with those of any other degree program. Courses taken at Duke and NCSU will be handled through the Inter-Institutional Registration Program and will not be considered as transfer credit. Normally, UNC students will take at least two of the three courses required for the GCP/DH from among UNC offerings. In cases where a critical course is not offered at UNC or a particularly relevant learning opportunity (special topics course, for example) presents itself, students may petition to allow a second non-UNC course to be counted toward the GCP/DH. They may, of course, take additional courses beyond the minimum requirements for the GCP/DH—at UNC or through inter-institutional registration. As it the case with all graduate certificate programs at UNC, only one course taken as a part of the graduate degree program in digital humanities can also be counted toward the student's degree requirements.

7. Will the Certificate Program be offered jointly with another university? If yes, describe the relationship with the joint unit.

The GCP/DH is a cooperative (rather than joint) undertaking among UNC-Chapel Hill, Duke, and NCSU. Each institution will organize its graduate-level curriculum in digital humanities in the way it deems most appropriate and in accordance with its own Graduate School policies.

All three institutions and their faculty and students will benefit from a cooperative agreement through which each university will create and maintain a list of approved digital humanities courses offered at the graduate level. These courses will be open to graduate students at all three universities through the Inter-Institutional Registration Program. Each institution will determine how many courses taken in this fashion can count toward curricular recognition in digital humanities (i.e. toward its own GCP or other curricular designation).

As noted above, cooperation at the level of curricular recognition for graduate students in digital humanities is but one expression of the desire on the part of all three research universities to create institutional synergies and broaden and deepen learning and training opportunities in this field. This proposal for a cooperative approach to graduate recognition for digital humanities training is an expression of this spirit of cooperation, and provides a base upon which further cooperative and collaborative efforts might build, including continuation of the linked digital

humanities courses being offered in fall 2013, coordination of digital humanities course offerings in specialized areas, consultation in faculty hiring, and coordination of visiting scholars.

With the encouragement and support of the Graduate School and the Office of Study Abroad, international curricular and field experience opportunities are being developed that could contribute to the experience of the graduate certificate program for digital humanities students. King's College London is a global leader in graduate training for the digital humanities. Its Department of Digital Humanities offers both the MA and Ph.D. in Digital Humanities (one of the very few such graduate programs in the world). KCL and UNC enjoy a strategic partnership arrangement of long standing, including opportunities for semester or academic year-long academic exchange for graduate students, and funded opportunities for shorter term (4-6 week) practicums and experiential learning.

Discussions are underway regarding a unit-level MOU between the Digital Innovation Lab and the KCL Department of Digital Humanities that would extend and build upon the university-level agreement for the advancement of DH on both campuses. One element of this agreement would be allow UNC graduate students pursuing the GCP/DH to study for a semester at KCL through its MA program in DH, counting two courses (or one course and a practicum) toward the UNC GCP/DH, and allowing KCL students to spend a semester at UNC as a part of its MA program in DH. This model could be extended to other international partners, leveraging existing and new university-level international partnerships to the advantage of UNC graduate students in DH.

8. Will the Certificate Program be offered on campus, as a distance education program, or a combination? Describe any distance education components in detail.

As discussed above, courses will be offered on campus at UNC, with students able to take supplementary on-campus coursework at Duke and NCSU through existing inter-institutional registration procedures. There is no distance education component planned as a part of the implementation of the GCP/DH. However, as DH teaching capacity increases through the addition of tenure-track faculty and postdocs, the development of online graduate-level courses for both degree-seeking and non-degree-seeking students is certainly a possibility. Such courses could be of particular benefit to faculty at other campuses in the UNC system and at liberal arts and community colleges, as well as to staff at cultural heritage organizations around the state and across the country.

9. Describe the admissions criteria and process in detail. Differentiate between processes for degree-seeking students and non-degree-seeking students, where applicable. Include information about residency for tuition purposes as needed.

The admissions process for degree-seeking students and program criteria are described above. Cross-registration by non-degree-seeking students at Duke, NCSU, and NCCU is governed by the provisions of the Inter-Institutional Program. General UNC policy regarding residency for tuition purposes will apply.

Non-degree-seeking students will enroll in UNC DH courses through the [William and Ida Friday Center for Continuing Education](#). Admission to the GCP/DH and advising for non-degree-seeking students will be handled by the CDHI programs coordinator. As with degree-seeking students, plan of study and field experience proposals from non-degree-seeking students will be reviewed and approved by the Digital Humanities Curriculum Advisory Committee.

10. Provide a three-year, semester-by-semester projection of enrollments and course offerings.

See Appendix F.

11. Provide a three-year projection of the Certificate Program's financial plan. Include the impact on campus resources, such as classrooms and instructional faculty/personnel. Also include plans for tuition and billing, if separate from standard rates across schools.

As noted above, capacity for offering digital humanities courses at UNC over the next four years will increase under the Carolina Digital Humanities Initiative. The initiative is supported by a \$1.4 million grant from the Andrew W. Mellon Foundation, and \$3.5 million in internal support from the College of Arts and Sciences, Office of the Provost, Office of Vice Chancellor for Research, Graduate School, and Information Technology Services. A CDHI Graduate Fellowship Program in Digital Humanities will be launched in 2013, and will provide twelve one-year fellowships over the next four years, including funding for summer experiences and professional development. All participants will be expected to be participants in the GCP/DH.

12. List all faculty members who will be responsible for planning and participating in the Certificate Program. Programs are encouraged to provide advising for students through the identification of one faculty member as the director of the Certificate.

For a list of the members of the CDHI Faculty Steering Committee and Digital Humanities Curriculum Advisory Committee, see Appendix A.

13. Describe the evaluation plans for the Certificate Program.

Exit surveys will be conducted with all students completing the program. The GCP/DH will be evaluated in 2015-16 as a part of the overall evaluation of the Carolina Digital Humanities Initiative, as required by the Andrew W. Mellon Foundation.

14. Appropriate letters of support should be included with the proposal. All units sponsoring and participating in a Certificate Program should approve the proposal and provide support letters, including letters from units supporting the Certificate through resources (e.g., faculty time, course slots). Approval letters from the home school should accompany the proposal submitted to the Graduate School for final approval.

Appendix A

CDHI Faculty Steering Committee

Robert C. Allen, American Studies, Chair
Daniel Anderson, English and Comparative Literature
William Andrews, English and Comparative Literature
Lucia Binotti, Romance Languages
W. Fitzhugh Brundage, History
Renee Alexander Craft, Communication Studies
Rebecca Dobbs, Geography
Carl W. Ernst, Religious Studies
Paul Jones, School of Information and Library Science & School of Journalism and Mass
Communication
Tessa Joseph-Nicholas, Computer Science
Mark Katz, Music
Anselmo Lastra, Computer Science
Malinda Maynor Lowery, History
Richard Marciano, School of Information and Library Science, Ex Officio
Tim Marr, American Studies
John McGowan, English and Comparative Literature
Elizabeth Anne Olson, Geography
Morgan Pitelka, Asian Studies
Jeffrey Pomerantz, School of Information and Library Science
Terry Rhodes, Ex Officio
Joyce Rudinsky, Communication Studies
Geoff Sayre-McCord, Philosophy
Ryan Shaw, School of Information and Library Science
Vincas Steponaitis, Anthropology/Archaeology
Richard Talbert, History
Joe Viscomi, English and Comparative Literature
Anne Whisnant, American Studies/History, Office of Faculty Governance
Nadia Yaqub, Asian Studies

Digital Humanities Curriculum Advisory Committee

Tessa Joseph-Nicholas, Computer Science
Elizabeth Anne Olson, Geography
Joyce Rudinsky, Communication Studies
Ryan Shaw, School of Information and Library Science
Joe Viscomi, English and Comparative Literature
Anne Whisnant, American Studies/History, Office of Faculty Governance

Appendix B

Recent job postings related to the digital humanities

DH FACULTY POSITIONS

-- Assistant Professor, Public History/U.S. History, UNC Greensboro

The History Department of the University of North Carolina at Greensboro (UNCG) invites applications for a tenure-track Assistant Professor to begin in August 2013. Candidates must hold or anticipate a Ph.D. in History, American Studies, African American Studies, Ethnic Studies, Urban Studies, or a related field by August 1, 2013. We expect to fill the position at the rank of Assistant Professor, although experienced candidates may also be considered for appointment at the Associate rank.

This position expands a thriving public history program in which students receive a Master's degree in History with a concentration in Museum Studies. The program has partnerships with a number of local cultural institutions, including the International Civil Rights Center and Museum, Greensboro Historical Museum, Guilford Courthouse National Military Park, and High Point Museum.

Stand-out applicants will have a strong track record in public practice, demonstrating imagination and skill in working collaboratively to connect history with public audiences. The program seeks applicants with the expertise and passion to build bridges between universities and communities; to inspire and train graduate students; and to join with existing faculty in program administration and long-term planning. Preference will be given to applicants with interests in digital humanities and community-engaged scholarship.

UNCG is a high-research activity university with a professionally active history department of 20 tenured and tenure-track faculty working in a wide range of geographical and topical areas. The graduate program includes a Ph.D. in American history. The University encourages and rewards community-engaged research and teaching.

Greensboro is a diverse city, reflective of the larger adjacent diverse metropolitan area. UNCG is also the most diverse campus in the UNC system, reflected in the composition of its undergraduate student body. We seek to attract a diverse applicant pool for this position, including women and members of minority groups. We are an EEO/AA employer with a strong commitment to faculty diversity.

Send a letter of application addressing experience in public practice; research, writing, and creative activity; teaching; and administration, as well as a c.v. and three letters of recommendation by November 9, 2012 to:

Dr. Benjamin Filene

Chair, Public History Search Committee
UNCG—Department of History
2129 MHRA Bldg.
1111 Spring Garden St.
Greensboro, NC 27412
Website: www.uncg.edu/his; and www.uncg.edu/hpms

-- Assistant Professor in Public History, University of Missouri-Kansas City

The History Department at the University of Missouri-Kansas City invites applications for a tenure-track, Assistant Professor in Public History. A Ph.D. in American History, American Studies, Public History or a related field must be completed by the time of employment. Candidates with experience in museum studies, archives, and digital humanities are preferred.

We seek an excellent teacher with a strong record and demonstrated commitment to publicly engaged scholarship. The successful applicant will participate in the curricular expansion of the department's public history program and work collaboratively with our community partners.

The UMKC history department offers BA and MA degrees, an interdisciplinary PhD, and cooperates with area museums, archives, and libraries. The public history program is also supported by the Center for Regional Studies that promotes research on the Midwest and brings scholars into conversation with K-12 teachers and the urban community.

Candidates should send a letter of interest, vita, graduate transcripts, three letters of recommendation, and a writing sample and/or public history project. Please note that applications can only be accepted online at <http://www.umkc.edu/jobs>. Please combine all application materials, with the exception of the three references, as one document for the "Resume" attachment. The position number is 55036.

Address the cover letter to: Dr. John Herron, Chair, Public History Search Committee. Reference letters should be sent to Dr. John Herron, herronj@umkc.edu or Public History Search Chair, Dept. of History, 203 Cockefair Hall, 5100 Rockhill Road, Kansas City, MO 64110. For inquiries, please contact 816-235-2546 or herronj@umkc.edu

Review of applications will begin November 30, 2012.

UMKC is an equal access, equal opportunity, affirmative action employer that is fully committed to achieving a diverse faculty and staff. Applicants who are not U.S. citizens must state their current visa and residency status.

-- Assistant Professor, Digital Media, Georgia Institute of Technology

Georgia Tech's School of Literature, Media, and Communication (LMC), which provides diverse humanistic perspectives on a technological world, is seeking to fill one Digital Media tenure

track position at the rank of Assistant Professor, beginning in the fall of 2013. We seek practitioner / theorists who combine technical expertise with a strong grounding in the arts and humanities. Candidates should be prepared to teach at the undergraduate and graduate level in LMC's Computational Media and Digital Media programs. A Ph.D. in an appropriate field is required (e.g. digital media / arts, human centered computing, computer science, education, or design), as is computational proficiency and a demonstrated capacity for significant original research/creative work. Potential to secure external research funding is strongly desirable. Preference will be given to candidates who demonstrate expertise in one or more of the following fields with a strong preference for candidates in the first two areas:

- Civic and Public Media

Examines the ways in which digital media technologies fit into the fabric of culture and civic life. Potential areas of focus include: visualization and information design, urban informatics, digital activism, and the investigation of digital media use to support local needs.

- Knowledge and Creativity

Investigates the role of digital media technologies in creative practices, learning, and the production of knowledge. Potential areas of focus include: creativity support tools, informational visualization, e-textiles, AI-based art, design cognition, games for learning, new models of media-based learning, or computational tools for scientific discovery.

- Arts and Entertainment

Explores how digital media technologies can enhance, expand, and reconfigure arts and entertainment. Potential areas of focus include: digital performance, games, interactive narrative, and information visualization.

Applicants should send a cover letter (containing a description of the applicant's research and pedagogical approach), a CV, and a link to a targeted online portfolio or work sample (website or PDF). Applications should be addressed to Chair, Search Committee, School of Literature, Media, and Communication and emailed as a single PDF to [hiring@lmc.gatech.edu](mailto: hiring@lmc.gatech.edu). Review of applications will begin Friday, November 16th 2012 and continue until the position is filled. The Georgia Institute of Technology is an equal opportunity, affirmative action employer. Minority candidates are encouraged to apply. For more information about the School, please visit <http://lmc.gatech.edu>.

-- Assistant Professor, Literature & Technology, Dept. of English, SUNY-Oswego

The Department of English & Creative Writing at the State University of New York at Oswego invites applications for a tenure track Assistant Professor with a specialty in Literature and Technology.

Review Date: Review of applications will begin November 1, 2012 and will continue until the position is filled.

Salary: Commensurate with rank and experience.

Date of Appointment: August 26, 2013

Description of Responsibilities: Teach and advise in an innovative English program; develop curriculum in Literature and Technology at the undergraduate and master's levels; maintain an ambitious program of scholarly research. We seek a teacher-scholar committed to exploring the emergence of different technologies and media forms, with particular attention to the formal and/or ideological aspects of 19th century British and/or American literature. Particular interests may also include a focus upon matters of gender, race, class, and sexuality; intellectual property, archives, digital humanities or new media studies. We would also be interested in candidates whose work focuses on the redeployment of 19th-century literary strategies in later times using a variety of established or emergent media. The position includes opportunities to work with thriving interdisciplinary programs, including Cinema and Screen Studies, Cognitive Science, Human-Computer Interaction, Linguistics, and Women's Studies.

Required Qualifications: Ph.D. by time of appointment

Preferred Qualifications: Teaching experience at the college level.

To Apply: Submit a letter of application addressing qualifications, particular intellectual and professional interests, a copy of transcripts, curriculum vitae, and three current letters of reference electronically to

<http://oswego.interviewexchange.com/candapply.jsp?JOBID=35040>

Send inquiries to Prof. Bennet Schaber, Chair, Department of English and Creative Writing, SUNY Oswego at bennet.schaber@oswego.edu

-- Professor for the Initiative for Digital Humanities, Media, and Culture

Texas A&M University seeks to hire a dynamic researcher with an established record in digital humanities research and/or humanities, artistic, or information visualization to participate in establishing an interdisciplinary Institute for Digital Humanities, Media, and Culture (IDHMC). Currently an "initiative," the [IDHMC](http://idhmc.tamu.edu) (<http://idhmc.tamu.edu>) will become an Institute upon approval by the Texas A&M University System Board of Regents. The IDHMC has been designated one of eight Texas A&M Initial University Multidisciplinary Research Initiatives and thus is the recipient of substantial start-up funding. The IDHMC recently received an award from the Mellon foundation for \$734,000 to fund [two years of collaborative research](#) into creating better OCR methods and procedures for early modern texts. The rank for this position is open but candidate's current research record must warrant appointment with tenure on arrival.

Possible research areas for this position include but are not limited to [Visualization](#) (including artistic, information, and scientific visualization), Computer Science, Architecture, data-mining, software development, graphic design, pattern recognition, etc. (please see more at our [Center for the Study of Digital Libraries](#)). The IDHMC supports interdisciplinary scholarly and creative

work that broadly explores the relationship between computing technologies and culture. We are interested in researchers who combine critical thinking with design, creativity, or production in their research and who are willing to shape the emerging direction of this center by galvanizing faculty, graduate students, programmers, and/or digital librarians across a span of colleges in Texas A&M University. A Ph.D., MFA, MLS, or equivalent in achievement is required.

The appointee would have access to IDHMC's infrastructure and labs, located in a wing of a new building which just opened (January 2013), and would receive substantial startup funding to create a research lab.

The successful applicant will have an outstanding research, scholarly, or artistic record in digital humanities, visualization, digital media, digital cultures, and/or social innovation with respect to new media, including substantial experience in interdisciplinary, collaborative research and in obtaining grant funding. The record of achievement must be sufficient for a tenured appointment in the College of Architecture, Engineering, Liberal Arts, or University Libraries. The individual appointed to this position is expected to pursue supplemental funding from external agencies (e.g., NEH, Mellon, ACLS, NEA, NSF, etc.). Classroom teaching is also expected in the successful candidate's home department.

Texas A&M University already supports a variety of high-profile and emerging projects involving digital humanities (<http://idhmc.tamu.edu>) and offers [a Digital Humanities Certificate](http://dhcertificate.tamu.edu) (<http://dhcertificate.tamu.edu>).

A copy of [the whitepaper that established the IDHMC](#) is available.

-- Assistant/Associate/Full Professor, Digital Humanities or Computational Social Science, Northeastern University

Requisition Number: FTFR000248

Division/College: College of Social Sciences and Humanities

FT/PT: Full Time

Position Summary:

Northeastern University invites applications and nominations at all ranks (Professor/Associate Professor/Assistant Professor) for a cluster of faculty positions in fields encompassed by the Digital Humanities and Computational Social Science. We define the range of relevant disciplines broadly to include study in the humanities or human behavior and developing computational methods applied to these domains.

In association with a new multidisciplinary center, the NUlab for Texts, Maps, and Networks, this cluster hire builds on Northeastern's national prominence in the digital humanities, computational social science, and network science. At the core of NUlab lies new collaborative

work across disciplines in the era of big data, digitized texts, visualization, and social media. The premise of the lab is that both the humanities and the social sciences are at the beginning of a paradigm shift driven by the opportunities offered by emerging corpora of large-scale data coupled with enormous computational power.

We welcome applications from faculty engaged in research areas and technologies including (but not limited to) geographic information systems, text mining, topic modeling, network analysis, natural language processing, machine learning, gaming, new media, digital curation, and data visualization and design. Cross-disciplinary and cross-college appointments are possible.

Qualifications:

PhD required by August 28, 2013.

Additional Information:

To apply visit the College of Social Sciences and Humanities website at:

<http://www.northeastern.edu/cssh/> and click on the Faculty Positions button. Applicants should be prepared to attach a letter of interest, a statement on teaching, a CV, a statement of current and future research plans, and a writing sample of no more than fifty pages. Candidates should also be prepared to enter information, including an e-mail address, for three references. For those individuals who are using a dossier or folio service, please indicate the names of the three references but enter the e-mail address of the folio service for each reference.

Inquiries and nominations may be directed to Professor Elizabeth Maddock Dillon or Professor David Lazer. Review of applications will begin December 10, 2012, but the search will remain open until all positions are filled.

DH ALT-AC POSITIONS

-- Assistant Director, Center for Digital Humanities, University of South Carolina

The Center for Digital Humanities (CDH) at the University of South Carolina seeks to hire an individual with strong knowledge of computer programming and project management for the position of Assistant Director (formally entitled *Project Coordinator* at USC Human Resources).

The CDH, now in its 5th year, has been a growing locus of Digital Humanities activity at South Carolina. This past fall we began to implement the Paragon Project, funded by a National Endowment for the Humanities Digital Implementation Grant. In addition to this, the CDH is prototyping a number of other projects. The CDH generally does pre-development consultative work for humanities scholars who are interested in building computational tools, databases, web archives or similar DH projects. We also prototype infant projects, as well as doing the web design and feature building for larger projects. A catalog of past and present projects of the CDH can be found at <http://cdh.sc.edu/projects.html>.

Requirements of the position: The Assistant Director will

- supervise the technical sides of projects under development
- be able to give instruction to CDH employees in the programming languages and software appropriate to given projects
- help design and plan out project work flows
- have good, proven communication skills, the ability to work well in groups, and the ability to manage time effectively.
- have at least a Master's degree, preferably in Library and Information Systems (LIS), Information Science or Computer Science, and 1 year related experience (or alternatively a bachelor's degree in a related field and three (3) years related experience).

It is desirable but not required that candidates have training in *or other significant knowledge* of content management systems (CMS); Drupal; Java or C++ or other object-oriented programming language; LAMP (Linux, Apache, MySQL and Perl (or PHP or Python)); markup syntax such as XML and the TEI vocabulary. It is also desirable but not required that candidates have experience or interest in data mining, network analysis or data visualization.

The position will pay a minimum of \$37,945 per year, but the salary may be greater, commensurate with experience and qualifications. This is a full-time, 12-month, classified position. This is a three-year appointment with the possibility of extension. Benefits include medical and dental insurance, state retirement or optional retirement plans. SLED background check is required.

Apply online at <https://uscjobs.sc.edu> (search by Requisition 005704). The cover letter, explaining the reason for your interest and qualifications, may be addressed to Colin Wilder, Associate Director, Center for Digital Humanities. Three references submitted must include names, addresses, telephone numbers, and e-mail addresses. Review of applications will begin on February 7, 2013 and will continue until the position is filled. Questions may be directed to Colin Wilder (wilderacf@mailbox.sc.edu; no phone calls please), but all applications *must* be made through the USCJobs portal.

-- DH Project Manager, UC Humanities Research Institute, UC Irvine (HASTAC)

The UC Humanities Research Institute is seeking a talented and motivated individual with diverse experience in academic research and administration in the digital humanities. The Project Manager for Digital Humanities Research and Engagement will be responsible for helping to coordinate the HASTAC Digital Media and Learning (DML) Competition as well as assisting in the development of programs and funding for a UC-wide digital humanities initiative.

The Digital Humanities Project Manager will work closely with the UCHRI Director and Associate Director and staff to conceptualize and implement a UC-wide initiative on digital

humanities, pedagogy and engagement. Candidates will draw on previous training and experience in digital humanities and new media to work and think strategically with UCHRI and the DML Competition and Research Hub staff, to develop UC and external networks and funding opportunities, and to build and manage existing and future digital programs and projects to further the mission of UCHRI.

Candidates should have demonstrated experience developing and administering programs, events, and collaborative research projects, preferably in a higher education setting; solid grounding in the principles and practices of research and development in digital humanities; experience with new media and technology applications for research and pedagogy in higher education; strong oral and written communications skills; and experience working with diverse campus and public constituencies. Some experience managing grants desirable though not required.

Candidate needs to be passionate about the humanities and able to think strategically about the intersection of the humanities, technology and public engagement in order to advance the mission of UCHRI. Interested candidates should apply with a cover letter explaining their interest and outlining their particular skills and experience, a resume, and links to writing samples, websites, and/or digital projects.

Open until filled; for greatest consideration apply by October 31, 2012

Salary: Range \$45,012 - \$52,326

Work Schedule: 8:00 a.m. - 5:00 p.m., M-F

100% time contract position; one-year appointment renewable, contingent on funding.

Final candidate subject to background check. As a federal contractor, UC Irvine is required to use E-Verify to confirm the work status of individuals assigned to perform substantial work under certain federal contracts/subcontracts. Please attach your resume.

-- Data Visualization, Interacting with Print Research Group

The Interacting with Print Research Group is seeking to hire a highly motivated individual who is skilled in the field of digital humanities, with a specialty in data visualization, text mining, and the design of digital tools. The ideal candidate is someone who has experience in both information design and computer programming, and an interest in applying digital methodologies to historical, art historical and/or literary topics. Students, post-graduates, and professionals are welcome to apply. This full-time position is set to begin January 1, 2013, or at an earlier mutually agreeable date, and will end August 31, 2013. The salary will be CAD \$35,000 prorated to length of appointment; office space and computer equipment will be provided, plus a professional development allowance.

The Interacting with Print group is an inter-university, interdisciplinary research group based in Montreal that is focused on studying the ways in which print media interact with other media

within larger communicative ecologies. The person responsible for data visualization will be an integral member of the team, working with individual researchers to create and develop new interfaces related to a variety of research projects. Residency in Montreal is encouraged, but not required. Please send a CV and cover letter outlining previous work and relevant experience as a single pdf document to Professor Tom Mole at interactingwithprint@mcgill.ca. Informal enquiries about the position may be directed to the same email address. Review of applications will begin on October 22, 2012.

-- Research Developer, Department of Digital Humanities, King's College London

The Department of Digital Humanities, King's College London is looking for a highly motivated and technically sophisticated individual to join the research and development team. The position will involve data modelling and analysis, and the design and development of both editorial and administrative tools, and public facing web applications, across three research projects in the department's portfolio.

The post is located in the Department of Digital Humanities. The Department is an international leader in the application of technology in research in the arts and humanities, and in the social sciences. It is in the School of Arts and Humanities, and undertakes research on a collaborative basis across discipline, institutional and national boundaries: it has collaborative relationships across King's College and with a large number of institutions and bodies in the UK and internationally.

The successful candidate for this position will have wide experience in modelling structured data and developing tools to search, query, retrieve and display them using relational databases, RDF, and related technologies; in designing, writing and modifying programs which facilitate content creation; and collaborating in the development of integrated interfaces for web publication.

Experience in creating and manipulating structured data with a range of RDB-related and web-delivery standards and technologies (SQL, SPARQL, Django/Python, Javascript/JQuery) is essential. Familiarity with ontologies, text processing techniques and standards-compliant XHTML and CSS is highly desirable, as is experience in the modelling of humanities data, especially that relating to manuscripts and documents.

In addition you will need to have an understanding of how research is conducted in the humanities and social sciences and you will be expected to make a contribution to the departmental research profile. The successful candidate will need to be able to work effectively as part of a team, as well as independently. The successful candidate should have good communication skills and the ability to document their work in clear written English.

For an informal discussion of the post please contact Paul Vetch on 020 7848 1040 or via email at paul.vetch@kcl.ac.uk. The closing date for receipt of applications is 28th November 2012.

-- Data Integrity & Metadata Coordinator, Canadian Writing Research Collaboratory, Dept. of English and Film Studies, University of Alberta

This position has an end date of March 31, 2014 and offers a comprehensive benefits package which can be viewed at: www.hrs.ualberta.ca.

Summary

The Canadian Writing Research Collaboratory virtual research environment's system will rely on the quality of the data it contains. While the CWRC platform is being developed, data entry will begin using Orlando's existing systems and protocols. Within that system, the Data Integrity and Metadata Coordinator will have primary responsibility for data quality control and for contributing substantially to the development of metadata and workflow management within the Collaboratory system. As the Collaboratory moves into testing and production mode, the activity of this team member will shift from the cleanup, monitoring, and disambiguation of materials and participation in specifications and development of the Collaboratory, to the evaluation, beta-testing and documentation of the new automated systems within CWRC. The position involves assisting with the supervision of project employees, including graduate research assistants and employees of the Arts Resource Centre.

Duties

A major responsibility of the Data Integrity and Metadata Coordinator is to ensure the integrity of encoded materials in the developing CWRC system. S/he will play a key role in the design of the entity management system for CWRC in order to provide a single point of reference for which all people, places, organizations, titles, and bibliographical records will refer. Providing expertise and guidance in metadata standards and management, s/he will develop metadata crosswalks to ensure the interoperability of CWRC materials and their metadata. S/he will develop, implement, and document XML schemas and advise the development team to ensure metadata standards are incorporated into the repository content model. In this position, the successful candidate will initiate suggestions for functionalities, develop scenarios describing the functionalities in use, and play a central role in the development of those specifications for tools to automate the production system. In addition, s/he will oversee data conversion to appropriate formats for CWRC. As a part of CWRC's ongoing development, the successful candidate will test, make recommendations, and assist with the integration of various digital tools, such as mapping and timelining. Also, s/he will work with members of the larger team to test, develop, and improve various CWRC interfaces, including input pages, search pages, and other sites of user interactivity. In conjunction with programming team, s/he will also take a lead role in prototyping spatial interfaces, evaluating possible software solutions, and developing specifications for the spatial visualization interface.

Qualifications

- The ideal candidate will have a B.A. in any subject (literature or history preferred); M.A. preferred; equivalent combinations of education and experience may be considered

- Further qualification in library science, humanities computing, or IT highly desirable; such expertise will lead to deeper involvement in the research side of project
- Knowledge of XML, including schema development, and of metadata schemas and practices related to the humanities highly desirable
- Experience in software development projects, user testing, and digital humanities research highly desirable
- Experience working with Fedora and/or Drupal desirable
- Solid electronic literacy with respect to standard tools, file management, and use of the internet for research purposes; preferably some familiarity with text encoding or advanced web design; confidence around technology; willingness to learn new skills and experiment with new tools
- Some experience of large collaborative research projects (especially in the humanities) an advantage, but not essential

DH POSITIONS IN CULTURAL HERITAGE ORGANIZATIONS

-- Historian, Hive Learning Network NYC

Hive Learning Network NYC is a consortium of non-profit organizations working together to create new learning pathways and innovative education practices for youth in New York City. Hive Learning Network NYC (Hive NYC) is looking for someone to collect and make accessible outcomes and learning innovations from member-created projects.

Hive NYC historian's duties would entail gathering and cataloging materials from Hive Digital Media Learning Fund projects and constructing a database and timeline of Hive NYC learning innovations. The position will involve working with a wide-range of digital media, so experience with digital media and design a plus!

Ideal candidates will be:

- Good communicators with strong writing skills
- Organized
- Able to research and summarize information
- Comfortable interviewing and working with Hive NYC members
- Curious about digital media, networks and learning

This is a contracted position without benefits, hourly rate is commensurate with experience

To Apply:

Applicants should email a letter of intent and resume (in PDF format) to hivelearningnyc@gmail.com with Subject Heading: Hive NYC Historian by November 15.

About Hive NYC

Hive Learning Network NYC is a Mozilla project that was founded through the MacArthur

Foundation's Digital Media & Learning initiative. Hive NYC is comprised of thirty-nine non-profit organizations—museums, libraries, media and other youth-facing organizations—that create opportunities for youth to explore their intellectual and skill-based interests using digital media and other technologies. Hive NYC members have access to funding to support this work through The Hive Digital Media Learning Fund in The New York Community Trust.

To learn more about Hive NYC visit our blog: <http://www.explorecreateshare.org>.

-- Digital Projects Manager, New Hampshire Historical Society

The New Hampshire Historical Society seeks a full-time digital projects manager to help lead the evolution of the Society's digital collections and services and to take charge of a portfolio of digital initiatives, some under way and others ready to begin the planning stages. The position is planned to be in place for a period of three years, and may extend beyond that time.

The digital projects manager reports to the assistant executive director and will work closely with the collections stewardship, interpretation, and technology advisory teams to determine, plan, implement, and support the development of digital collections and web-based services. Team members include the Society's staff (collections, interpretation, development, and administrative), current and former trustees, outside consultants and vendors, and colleagues from partnering institutions. Priority initiatives currently under way or ready to enter the planning stages include the conversion to an integrated collections management software (MINT), and the development of an online public access system for the MINT collections catalog; the establishment of an institution-wide digital assets management system; the creation of an online resource center to engage schools and local historical societies; and the development of an online collaborative portal to share digital images and transcriptions of the collected papers of U.S. President Franklin Pierce.

Responsibilities

- Lead the process to complete the conversion to and full implementation of MINT, the Society's new integrated library, archives, and museum collections management system.
- Lead the planning, development, and implementation of institution-wide digital assets management strategies, policies, standards, and procedures that support the creation, discovery, access, management, storage, and preservation of the Society's digital assets.
- Evaluate and recommend ways to integrate on-site and online offerings that are sustainable and induce people to join and donate to the Society.
- Lead the planning, development, and implementation of a redesign of the Society's website (nhhistory.org), including a new online public access system for the Society's MINT collections catalog.

- Lead the technology-related planning for the development of an online collaborative portal to share digital images and transcriptions of the collected papers of U.S. President Franklin Pierce.
- Lead the planning, development, and implementation of solutions to make PDFs of finding aids and the full run of *Historical New Hampshire* available on the Society's website.
- Participate in the planning, development, and implementation of a collaborative statewide online New Hampshire history resource center and digital repository.
- Provide technical support and training to staff and volunteers for the Society's collections, digital assets, and content management systems.
- Assist in the planning, development, and implementation of on-site, online, and peripheral digital projects related to exhibitions and programmatic goals.
- Conduct audience research and evaluate the effectiveness of web and digital media efforts through web analytics and other research tools.
- Participate in long-term technology planning and the determination of new digital projects.
- Stay current with best practices, standards, platforms, and tools for digital collections care and preservation.
- Participate in fundraising for digital initiatives.
- Participate in promoting the Society's digital projects and initiatives.
- Other duties as assigned.

Required Qualifications

- Bachelor's degree and three years experience developing and managing digital projects within a historical society, special collections library, or museum.
- Broad understanding of library, archival, and museum collections management principles.
- Experience working with digital library and museum collections systems, digital assets management systems, content management systems, and related technologies.
- Experience with best practices, standards, platforms, and tools for digital collections care and preservation, including digital creation, metadata, discovery, access, management, storage, and preservation.
- Commitment to the design of technology systems focused on the user experience.
- Experience with website development and website analytics.
- Experience managing projects to successful conclusions in a shared decision-making environment.
- Ability to communicate effectively about technology projects to both technical and non-technical people.
- Energetic, hands-on, friendly, and flexible.

Preferred Qualifications

- Master's degree in library and information science or equivalent.

- Familiarity with MINT collections management software.
- Previous work experience at a historical society or institution with both museum and special collections.
- Interest in and knowledge of U.S. history.
- Familiarity with New England history and culture.

Application Process

The New Hampshire Historical Society is an equal opportunity employer. Review of applications will begin immediately and the position will remain open until filled.

To apply, please send cover letter, including salary expectations, and resume in PDF, to Joan Desmarais, Assistant Executive Director, at jdesmarais@nhhistory.org. Subject line of the e-mail should read: Digital Projects Manager Application [your last name].

-- Director of Digital Access, Folger Shakespeare Library

Posting Date: 11/7/2012

Closing Date: When Filled

The Folger Shakespeare Library invites nominations and applications for the position of Director of Digital Access. Founded in 1932, the Folger is home to the world's largest collection of Shakespeare-related materials and the finest collection of early Continental and British printed works outside England. It offers an expansive range of scholarly, cultural, and educational outreach programs that inform, enrich, and entertain more than 100,000 individuals each year. With an endowment significantly above \$200 million, the Library is administered by a Board of Governors under the auspices of Amherst College, founder Henry Clay Folger's alma mater.

The Director of the Library seeks a dynamic individual to serve in the newly-created position of Director of Digital Access. This leadership position will work with other senior staff to expand the library's existing digital outreach, create meaningful access to Folger expertise, and develop an infrastructure that will establish the Folger's reputation as a center for the digital humanities.

The successful applicant will have an advanced degree and a record of accomplishment in online humanities scholarship and outreach. He/she must have experience in management and supervision, familiarity with application development and other emerging technologies, and a strong grasp of trends in humanities scholarship. He/she should also demonstrate a significant record of success in grant writing, community building, and an ability to collaborate with people from a variety of disciplines.

The Director of Digital Access will serve as a member of the Director's senior leadership team and, in coordination with the Director, will be responsible for developing a strategy for the current and future library's digital initiatives, which encompass all aspects of its operations. He/she works closely with the Director and other members of the leadership team

to determine how digital assets at the Folger should be deployed to expand access for both scholarly and popular audiences.

The successful candidate will be a strategic thinker, with excellent analytical, written, and oral communication and organizational proficiency. He/she will demonstrate a thorough understanding of the Folger's unique role in the cultural and scholarly communities, and be responsive to the needs of the various components of the institution and its mission.

Competitive salary and generous benefits. The position is available on January 1, 2013.

Please send cover letter and c.v. to Folger Shakespeare Library, Attn: Karen Lyon., 201 E. Capitol Street SE, Washington, DC 20003-1004 or e-mail to klyon@folger.edu. Please visit our website at www.folger.edu. No phone calls please. EOE.

Appendix C

Currently offered UNC-CH courses recommended for immediate inclusion on the list of DH graduate courses

AMST 840	Digital Humanities/Digital American Studies
AMST 850	Digital Humanities Practicum
COMM 431	Advanced Audio Production
COMM 542	Introduction to Visual Culture
COMM 544	Electronically Mediated Communication and Information
COMM 636	Interactive Media
COMM 638	Game Design
COMM 639	3D Modeling and Animation
COMM 639	Physical Computing
COMM 639	Game Studies
COMM 646	Animation
COMM 654	Motion Graphics, Compositing, and Special Effects
COMM 850	Seminar in Media Studies
COMM 852	Information Machines: Beyond Content
COMM 859	Seminar in Media and Cultural Studies
COMP 410	Data Structures
COMP 411	Computer Organization
COMP 416	Introduction to WWW Programming
COMP 426	Advanced WWW Programming
COMP 431	Internet Services and Protocols
COMP 585	Serious Games
COMP 590	Advanced Cyberculture Studies
ENG 615	Digital Editing and Curation
GEOG 424	Geographies of Religion
GEOG 491	Introduction to GIS
GEOG 541	GIS and Public Health
GEOG 650	Technology and Democracy
HIST 671	Introduction to Public History
INLS 490	Usability Engineering
INLS 509	Information Retrieval
INLS 512	Applications of Natural Language Processing
INLS 520	Organization of Information
INLS 523	Database Systems I: Introduction to Databases
INLS 541	Information Visualization
INLS 560	Programming
INLS 572	Web Development I
INLS 582	Systems Analysis
INLS 613	Text Mining
INLS 623	Database Systems II

INLS 718	User Interface Design
INLS 720	Metadata
INLS 740	Digital Libraries
INLS 760	Web Databases
INLS 795	Professional Field Experience
JOMC 581	Multimedia Design
JOMC 582	Interactive Multimedia Narratives
JOMC 583	Multimedia Programming and Production
JOMC 584	Documentary Multimedia Storytelling
JOMC 585	3D Design Studio
JOMC 586	Intermediate Multimedia
JOMC 712	Visual Communication and Multimedia
JOMC 782	Multimedia Storytelling

Appendix D

Currently offered and internally approved digital humanities courses at Duke University and North Carolina State University

Duke University

ISIS 510S	How They Got Game: History and Culture of Interactive Simulations and Video Games (also VMS 566S)
ISIS 540S	Technology and New Media: Academic Practice (also VMS 562S)
ISIS 555S	Physical Computing
ISIS 564S	Emergent Embodied Interface Design (also VMS 564S)
ISIS 565S	New Media, Memory and the Visual Archive (also VMS 565S)
ISIS 590S	Special Topics in Information Science and Information Studies (as appropriate)
ISIS 590S	Computational Cinematography (also VMS 590S)
ISIS 615S	Comparative Media Studies (also VMS 625S)
ISIS 660S	Digital Places and Spaces: Mirror, Hybrid, and Virtual Worlds (VMS 568S)
ISIS 680S	Information Archeology: Studies in the Nature of Information and Artifact in the Digital Environment (also VMS 569S)
ISIS 890S	Special Topics in Information Science and Information Studies (as appropriate)
ISIS 890S	Web Literacies, Digital Knowledge, and Digital Humanities: Theories, Methods, and Tools for Research and Teaching
VMS 551LS	Wired! New Representational Technologies

North Carolina State University

ENG 506	Verbal Data Analysis
ENG 519	Online Information Design and Evaluation
ENG 583	Digital Media Theory
ENG 583	Introduction to Humanities Physical Computing
ENG 583	Introduction to Digital Humanities
ENG 583	History of the Book
ENG 583	Emerging Genres
ENG 584	Studies in Linguistics: Laboratory and Computational Tools
HI 534	History and Digital Media
HI 599	The Practice of Digital History
COM 537	Gaming and Social Networks
COM 547	Mobile Technologies and Social Practices
CSC 281	Foundations of Interactive Game Design
ADN 419	Multimedia and Digital Imaging
ADN 423	Digital Modeling
ADN 502	Special Topics in Art+Design (Interactive Design)
ADN 561	Animation Seminar
ECI 511	Computer Applications and Curriculum Integration

ECI 512 Emerging Technologies for Teaching and Learning
ECI 513 Videography for Education
ECI 514 Multimedia Design and Applications in Instruction
ECI 515 Internet Applications and Web Page Design in Instruction
ECI 516 Design and Evaluation Of Instructional Materials
ECI 546 New Literacies and New Media
ECI 727 Digital History and Pedagogy

Appendix E

Hypothetical examples of course clusters and field experience projects

Organized according to career goals:

1. PhD in History; interested in public history

- HIST 671: Introduction to Public History (offered every Fall) or similar from NCSU
- HI 534: History and Digital Media (at NCSU)
- INLS 572: Web Development I
- AMST 7XX: Digital Humanities Field Experience
 - summer internship at the Levine Museum of the New South

2. PhD in English; interested in textual analysis

- ENG 583: Introduction to Digital Humanities (at NCSU)
- ENG 615: Digital Editing and Curation
- INLS 509: Text Mining
- AMST 7XX: Digital Humanities Field Experience
 - research assistant at William Blake Archive

3. PhD in the humanities; interested in an alt-ac DH job

- AMST 840: Digital Humanities/Digital American Studies
- ISIS 540: Technology and New Media: Academic Practice (at Duke)
- INLS 890/PUBH 690: Introduction to Project Management I
- AMST 7XX: Digital Humanities Field Experience
 - project management at the Digital Innovation Lab

4. MSLS/MSIS; interested in DH support in a university library

- ISIS 565S: New Media, Memory and the Visual Archive (at Duke)
- INLS 740: Digital Libraries
- JOMC 581: Multimedia Design
- AMST 7XX: Digital Humanities Field Experience
 - summer internship at the CDLA or DigitalINC

Organized into Thematic Clusters

1. Textual Analysis Emphasis

Career possibilities include: Tenure-track faculty; digital projects in a library

- ENG 583: Introduction to Digital Humanities (at NCSU)
- ENG 615: Digital Editing and Curation
- INLS 509: Text Mining
- AMST 7XX: Digital Humanities Field Experience
 - research assistant at William Blake Archive

2. Visualization Emphasis

Career possibilities include: digital projects in a library; cultural heritage or non-profit organization

- GEOG 491: Introduction to GIS or GIS 510: Introduction to GIS (at NCSU)
- INLS 541: Information Visualization or JOMC 717: Information Visualization
- INLS 718: User Interface Design
- AMST 7XX: Digital Humanities Field Experience
 - user interface design or evaluation for project at CDLA or DigitalNC

3. DH Project Management Emphasis

Career possibilities include: cultural heritage/non-profit organization; DH center administration or general academic administration

- INLS 890/PUBH 690: Introduction to Project Management I
- AMST 840: Digital Humanities/Digital American Studies
- INLS 582: Systems Analysis
- AMST 7XX: Digital Humanities Field Experience
 - project management at Digital Innovation Lab

4. (Humanities) Data Emphasis

Career possibilities include: DH academic job; library/archives job

- INLS 523: Introduction to Databases
- INLS 720: Metadata
- COMP 410: Data Structures (Note: requires COMP 401)
- AMST 7XX: Digital Humanities Field Experience
 - assist with data intensive project at the Digital Innovation Lab

5. (Humanities) Computing/Design Emphasis

Career possibilities include: DH academic job; library/archives job; DH center position; programming (academic or non-academic)/software development

- ENG 583: Introduction to Digital Humanities (at NCSU)
- INLS 560: Programming (or equivalent in CS)
- INLS 718: User Interface Design
- AMST 7XX: Digital Humanities Field Experience
 - summer internship with Greater Than Games or Wired! Lab at Duke or a practicum at NCSU

6. Public Engagement Emphasis

Career possibilities include: cultural heritage/non-profit organization; public history; library/archives

- HIST 671: Introduction to Public History
- PUBA 756: Nonprofit Management
- INLS 740: Digital Libraries
- AMST 7XX: Digital Humanities Field Experience
 - summer internship at the North Carolina Museum of History

7. Spatial/GIS Emphasis

Career possibilities include: tenure-track faculty position; DH center position; library/archives job

- GEOG 491: Introduction to GIS or GIS 510: Introduction to GIS (at NCSU)
- GEOG 790: Spatial Analysis and Computer Modeling
- Independent Study at Duke (Fall 2013): Maps, Art and Empire
- AMST 7XX: Digital Humanities Field Experience
 - summer internship with BorderWorks Lab at Duke

8. New Media Emphasis

Career possibilities include: tenure-track faculty position; cultural heritage/non-profit organization; public history; DH academic job; library/archives job; DH center position;

- COMM 150: Introduction to New Media
- COMM 636/ART 406: Interactive Media
- ISIS 540: Technology and New Media: Academic Practice (at Duke),
- AMST 7XX: Digital Humanities Field Experience
 - summer internship with Wired! Lab at Duke

Appendix F

Course Information			Fall 2013		Spring 2014		Summer 2014		Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016	
Course #	Course	Instructor(s)	Offered	Seats	Offered	Seats	Offered	Seats	Offered	Seats	Offered	Seats	Offered	Seats	Offered	Seats	Offered	Seats	Offered	Seats
AMST 7XX	Digital Humanities Field Experience (1 hr)	Allen/Cluster Hire #1	---	---	yes	5	---	---	yes	5	yes	5	---	---	yes	5	yes	5	yes	5
AMST 840	Digital Humanities/Digital American Studies	Allen/Cluster Hire #1	yes	20	yes	20	---	---	yes	20	yes	20	---	---	yes	20	yes	20	---	---
AMST 850	Digital Humanities Practicum	Allen/Cluster Hire #1	yes	10	yes	10	---	---	yes	10	yes	10	---	---	yes	10	yes	10	---	---
TBD	Digital Humanities Special Topics	Cluster Hire #2	---	---	---	---	---	---	yes	20	yes	20	---	---	yes	20	yes	20	---	---
TBD	Digital Humanities Special Topics	Cluster Hire #3	---	---	---	---	---	---	---	---	---	---	---	---	yes	20	yes	20	---	---
TBD	Digital Humanities Special Topics	Post-Doc #2	---	---	---	---	---	---	yes	20	---	---	---	---	yes	20	---	---	---	---
TBD	Digital Humanities Special Topics	Post-Doc #3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	yes	20	---	---
TBD	Digital Humanities Special Topics	Post-Doc #4	---	---	---	---	---	---	---	---	---	---	---	---	yes	20	---	---	---	---
COMM 431	Advanced Audio Production	Robinson	yes	14	yes	14	---	---	yes	14	yes	14	---	---	yes	14	yes	14	---	---
COMM 542	Introduction to Visual Culture	Hillis	---	---	yes	30	---	---	---	---	yes	30	---	---	---	---	yes	30	---	---
COMM 544	Electronically Mediated Communication and Information	Conte	---	---	---	---	---	---	---	---	---	---	---	---	yes	15	---	---	---	---
COMM 636	Interactive Media	Rudinsky	---	---	---	---	yes	14	---	---	---	---	yes	14	---	---	---	---	yes	14
COMM 638	Game Design	Rudinsky	yes	14	yes	14	---	---	yes	14	yes	14	---	---	yes	14	yes	14	---	---
COMM 639	3D Modeling and Animation	Rudinsky or Talenti	yes	14	---	---	---	---	yes	14	---	---	---	---	yes	14	---	---	---	---
COMM 639	Physical Computing	Robinson	---	---	---	---	---	---	yes	14	---	---	---	---	---	---	---	---	---	---
COMM 639	Game Studies	Behrenhausen	yes	30	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
COMM 646	Animation	Talenti	---	---	yes	14	---	---	---	---	yes	14	---	---	---	---	yes	14	---	---
COMM 654	Motion Graphics, Compositing, and Special Effects	Rankus	yes	14	yes	14	---	---	yes	14	yes	14	---	---	yes	14	yes	14	---	---
COMM 850	Seminar in Media Studies	Monahan	yes	15	---	---	---	---	---	---	yes	15	---	---	---	---	---	---	---	---
COMM 852	Information Machines: Beyond Content	Hillis	---	---	---	---	---	---	---	---	yes	15	---	---	---	---	---	---	---	---
COMM 859	Seminar in Media and Cultural Studies	Thomas	---	---	---	---	---	---	yes	14	---	---	---	---	---	---	yes	15	---	---
COMP 410	Data Structures	Baruah, Stotts, Singh	yes	75	yes	75	no	---	yes	75	yes	75	no	---	yes	75	yes	75	no	---
COMP 411	Computer Organization	Singh, Bishop, McMillan	yes	70	yes	70	no	---	yes	70	yes	70	no	---	yes	70	yes	70	no	---
COMP 416	Introduction to WWW Programming	Hedlund, Mayer-Patel	yes	20	no	---	no	---	no	---	no	---	no	---	no	---	no	---	no	---
COMP 426	Advanced WWW Programming	Don Smith, Mayer-Patel	yes	50	no	---	no	---	yes	50	no	---	no	---	yes	50	no	---	no	---
COMP 431	Internet Services and Protocols	Kaur, Jeffay	no	---	yes	45	no	---	no	---	yes	50	no	---	no	---	yes	50	no	---
COMP 585	Serious Games	Pozesfky	no	---	no	---	no	---	no	---	yes	35	no	---	no	---	no	---	no	---
COMP 590	Advanced Cyberculture Studies	Joseph-Nicholas	no	---	no	---	no	---	yes	20	no	---	no	---	no	---	no	---	no	---
ENG 615	Digital Editing and Curation	Viscomi, Anderson	---	---	yes	15	---	---	---	---	possibly	15	---	---	---	---	possibly	15	---	---
GEOG 424	Geographies of Religion	Olson	---	---	yes	23	---	---	---	---	yes	23	---	---	---	---	yes	23	---	---
GEOG 491	Introduction to GIS	Chen/Walsh	---	---	yes	30-35	---	---	yes	30-35	---	---	---	---	yes	30-35	possibly	30-35	---	---
GEOG 541	GIS and Public Health	Emch	---	---	yes	30-50	---	---	---	---	yes	30-50	---	---	---	---	yes	30-50	---	---
GEOG 650	Technology and Democracy	Kirsh	---	---	---	---	---	---	---	---	yes	15	---	---	---	---	possibly	15	---	---
HIST 671	Introduction to Public History	Whisnant	yes	15	---	---	---	---	yes	15	---	---	---	---	yes	15	---	---	---	---
HIST XXX	Digital Humanities Special Topics	Post-Doc #1	---	---	yes	20	---	---	---	---	yes	20	---	---	---	---	---	---	---	---
INLS 490	Usability Engineering	Barlow	---	---	---	---	---	---	---	---	yes	20	---	---	---	---	---	---	---	---
INLS 509	Information Retrieval	Arguello	yes	30	yes	30	---	---	yes	30	yes	30	---	---	yes	30	yes	30	---	---
INLS 512	Applications of Natural Language Processing	Haas	---	---	---	---	---	---	---	---	yes	24	---	---	---	---	---	---	---	---
INLS 520	Organization of Information	Shaw, Greenberg	yes	40	yes	40	---	---	yes	40	yes	40	---	---	yes	40	yes	40	---	---
INLS 523	Database Systems I: Introduction to Databases	Haas, Capra, Mostafa,	yes	40	yes	40	---	---	yes	40	yes	40	---	---	yes	40	yes	40	---	---
INLS 541	Information Visualization	Hemminger	---	---	yes	24	---	---	---	---	yes	24	---	---	---	---	yes	24	---	---
INLS 560	Programming	Boone, Hauser	yes	20	yes	20	---	---	yes	20	yes	20	---	---	yes	20	yes	20	---	---
INLS 572	Web Development I	Boone, Hassell	yes	20	yes	20	---	---	yes	20	yes	20	---	---	yes	20	yes	20	---	---
INLS 582	Systems Analysis	Haas, Shearer	yes	40	yes	40	---	---	yes	40	yes	40	---	---	yes	40	yes	40	---	---
INLS 613	Text Mining	Arguello	yes	20	---	---	---	---	yes	20	---	---	---	---	yes	20	---	---	---	---
INLS 623	Database Systems II	Hassell, Hemminger	yes	20	yes	20	---	---	yes	20	yes	20	---	---	yes	20	yes	20	---	---
INLS 718	User Interface Design	Bergquist	---	---	yes	24	---	---	---	---	yes	24	---	---	---	---	yes	24	---	---
INLS 720	Metadata	Greenberg, Pomerantz	yes	30	---	---	---	---	yes	30	---	---	---	---	yes	30	---	---	---	---
INLS 740	Digital Libraries	Pomerantz	---	---	yes	30	---	---	---	---	yes	30	---	---	---	---	yes	30	---	---
INLS 760	Web Databases	Capra	---	---	yes	20	---	---	---	---	yes	20	---	---	---	---	yes	20	---	---
INLS 795	Professional Field Experience	Haight	yes	n/a	yes	n/a	yes	n/a	yes	n/a	yes	n/a	yes	n/a	yes	n/a	yes	n/a	yes	n/a

Appendix F

Course Information		Instructor(s)	Fall 2013		Spring 2014		Summer 2014		Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016	
Course #	Course		Offered	Seats	Offered	Seats	Offered	Seats	Offered	Seats	Offered	Seats	Offered	Seats	Offered	Seats	Offered	Seats	Offered	Seats
JOMC 581	Multimedia Design	Ruel	yes	20	yes	20	no	---	yes	20	yes	20	no	---	yes	20	yes	20	no	---
JOMC 582	Interactive Multimedia Narratives	Stevens/Davison	yes	20	yes	20	no	---	yes	20	yes	20	no	---	yes	20	yes	20	no	---
JOMC 583	Multimedia Programming and Production	King	no	---	yes	20	no	---	no	---	yes	20	no	---	no	---	yes	20	no	---
JOMC 584	Documentary Multimedia Storytelling	Davison	no	---	yes	20	no	---	no	---	yes	20	no	---	no	---	yes	20	no	---
JOMC 585	3D Design Studio	Barnes	yes	20	no	---	no	---	yes	20	no	---	no	---	yes	20	no	---	no	---
JOMC 586	Intermediate Multimedia	King	yes	20	yes	20	no	---	yes	20	yes	20	no	---	yes	20	yes	20	no	---
JOMC 712	Visual Communication and Multimedia	Floyd	yes	20	no	---	no	---	yes	20	no	---	no	---	yes	20	no	---	no	---
JOMC 782	Multimedia Storytelling	Ruel	yes	20	no	---	no	---	yes	20	no	---	no	---	yes	20	no	---	no	---