

GLAMorous Collaboration

Supporting Digital Humanities Faculty
Research Projects



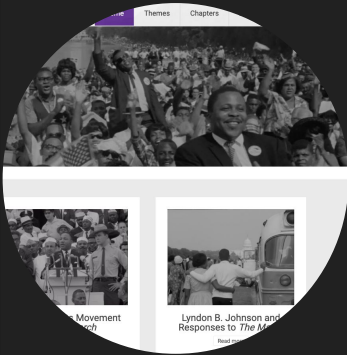
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Leveraging GLAM Assets in Research, Teaching, and Learning: Mellon Faculty Fellowships to Advance Library-Museum Collaboration

- 3 year, \$300,000 grant from the Andrew W. Mellon Foundation
- Supported 1 postdoctoral fellowship; 2 graduate employee positions; 6 faculty course buyouts for individual projects that unite complementary collections
- 6 unique DH projects, ranging from digital exhibits to open course materials, covering traditional Japanese calligraphy to the American Civil Rights movement.



The March



Yokai Senjafuda



Artful Fabric of
Collecting

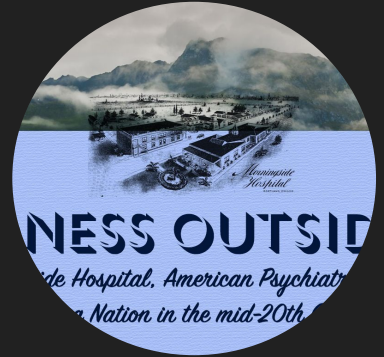
jsma.uoregon.edu/Mellon



Tekagami & Kyogire



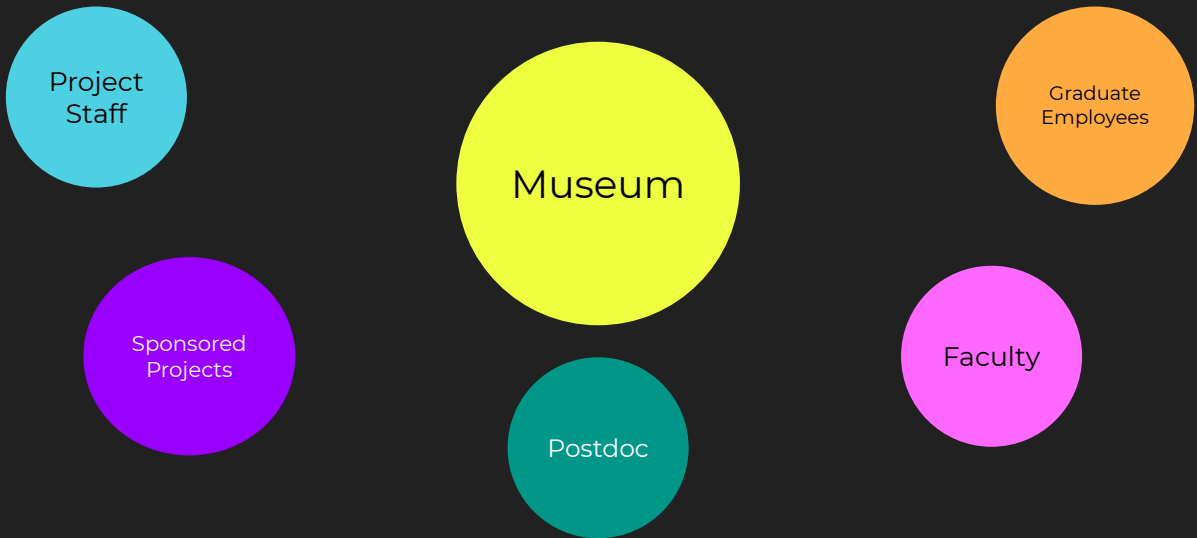
To Have and To Hold:
Collections in the 2020s



Madness Outside In:
Morningside Hospital,
American Psychiatry, and
the Evolving Nation in the
mid-20th Century

coming soon...

Collaborators



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Literal, physical collaboration with the Museum across institutions. Sponsored tours, ensured meetings were held in both locations. Providing photography, metadata, access to collections

Faculty collaborations -- Everyone was different. Some intrinsically self-motivated by passion projects and others prepared to hand over some outlines and have the project completed for them, and it's not always who you expect!

Project staff - Leaned heavily on library developers for the Omeka S work that was done. Digital scholarship services -- supporting the post-doc with project management, digitization. Through collection services, this was metadata support to help facilitate ingest into our cultural heritage repository. Intention to have subject liaisons attached to the projects to facilitate these collaborations, but ultimately that was less important to project success than faculty dedication to outcomes and seeing the project through.

Postdoc -- So very important to have this support, time solely dedicated to these projects and helping them move forward, providing supervision, mentorship and support for the graduate employees. Because we had two, which we didn't expect, brought two different types of skillsets, found that these were the most important skills: need to be painfully organized, the ability to work with faculty members and hold them to account, and a profoundly collaborative mindset. When do you call a meeting? Write an email? How to run a meeting? Who should be there? Some of this also applies to our graduate employees.

Graduate employees -- We want them to have some of the skillset I outlined, but also want this to be a valuable learning opportunity. They're working 20 hours a week and receive tuition remission.

Sponsored projects -- definitely not an everyday sort of collaborator, but we've needed to report back to our funders regularly and we also needed to reallocate funds. Erin will talk about this more later.

Quantifying DH



1 2 3

Time-tracking!
Exit interviews with staff and faculty.
Quantitative and qualitative

How can we support grant-funded labor through mentoring and professional development opportunities?

- 1x1 meetings
- Peer mentoring
- Department and organization meetings and discussions
- Support for presentations and scholarly writing
- Resume/CV and cover letter assistance

* [Collective Responsibility Labor Toolkit](#) provides helpful framework 9

Mentoring:

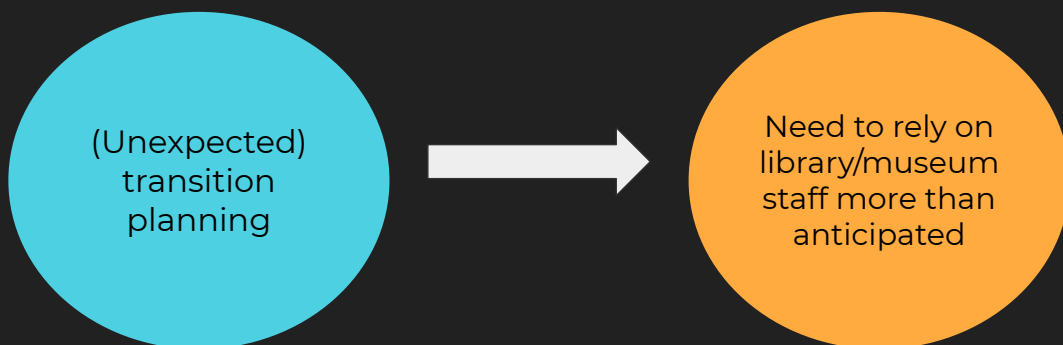
How can we support grant-funded labor through mentoring and professional development opportunities?

I want to start by acknowledging the excellent work coming from the IMLS recently funded *Collective Responsibility Labor Toolkit*. This project has brought important conversations to the forefront about worker equity in grant-funded projects. One way that this can be emphasized is through mentoring, which was directly baked into our Mellon grant in a number of ways, including:

1. Structured mentoring opportunities between grant-funded and library/museum staff identified as having responsibilities related to their career goals;
2. Unstructured peer mentoring opportunities between grant-funded and library/museum staff to

2. trade skills and experiences with each other;
3. Exposure to department meetings, which allowed grant-funded staff to be part of conversations around topics such as curation and digital scholarship; and participation in all-staff meetings to be exposed to working in a large organization;
4. Time and funding to pursue professional development opportunities relevant to the grant and of interest to their careers, including:
 - Panel presentations at national and state conferences, both in-person and virtually when Covid-19 hit;
 - Workshop training to improve technical skills;
 - Opportunity to produce co-written scholarly publications, such as articles and book chapters related to the grant;
5. And finally, a commitment to support grant-funded positions moving into their professional career through resume/cv and cover letter review.

Administrative Challenge pre-Covid-19



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(Unexpected) transition planning:

This particular grant has been challenging due to unexpected role turnover. The 2 original PIs left for a new dean position and retirement. In both cases, library and museum staff had to step in during these transitions to new PIs to bring them up to speed. 1 graduate assistant left after the first year to pursue a teaching opportunity. Most unexpected was the postdoc position; originally set as a full-time position for 2 years, the first postdoc left after 1 year to complete a certificate in data management; and the second postdoc left after 6 months for a position at the Smithsonian. While the postdoc transitions were unexpected, they were both positive in that each postdoc left to pursue their next dream career scenario (hopefully somewhat in part due to mentoring and preparation received).

The major challenge in all of these position transitions fell on library and museum staff to work through the administrative challenges of hiring new personnel on a tight timeline. It also meant that the burden fell on library and museum staff to shift gears for supervision of the graduate assistants, manage and maintain expectations on the faculty projects, and onboard new personnel again. Lessons learned included understanding that if your department is written into grants, it is possible that your time could increase suddenly, and exponentially, i.e. *You might be the back-up plan!* (As Franny would say). On the administrative side, it is worth taking some time to identify a back-up plan at a higher level in case these transitions need to occur.

Administrative Challenge during Covid-19:

- Change to work from home
- Changes in public promotion and consumption of faculty projects
- Formal budget reallocation and work plan

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Challenges Presented During a Time of Covid

We were already facing personnel challenges when Covid-19 hit the United States hard in March. However, the coronavirus further exasperated grant timelines and workflows:

First, faculty were not ready to shift their projects to work remotely. While faculty had 1 course buy-out for their time, they still needed to shift their remaining courses online. Faculty still felt slightly uncomfortable working on digital projects, and illness and administrative responsibilities also majorly affected the original timelines.

Second, we had to quickly transition all staff to work remotely from home. This affected the grant in a few ways:

6. Podcasts were supposed to be created using the library's new recording studio. This required a fast

6. switch to using technology at hand, such as smartphones to record in non-optimal locations.
7. Plans for promotional events such as in-person launch parties would prove to be impossible, between campus closures and state mandates for social distancing. A physical exhibit celebrating all 6 faculty projects was also delayed until fall, with the possibility of moving them online.
8. Due to salary savings, we requested a budget reallocation to pay the graduate assistants to stay on for the summer months to assist with project delays and clean-up.

These are just a few ways in which we had to react to Covid-19 and how it impacted the grant. Having lived through this for even a few short months has already affected how the Library will consider and plan for future grant proposals. While library/archives/and museum professionals may be comfortable working with digital tools, we are still grappling with how to work with collections that are mainly physical and staff that are used to working physically together.