

Proposal for a
Graduate Certificate in Digital Humanities
based in the
Digital Humanities Summer Institute (DHSI) and its International Network
[April 2014, after UVic Senate approval in March 2014; this document has been edited for distribution.]

1. Identification of new program

1.1. Name:

Graduate Certificate in Digital Humanities

1.2. Academic units (Faculties, departments, or schools) offering the new program:

FGS and English (program home), in association with the DHSI (and its International Network via the Electronic Textual Cultures Lab)

1.3. Anticipated program start date:

First intake September 2014

1.4. Name, title, phone number and e-mail address of contact person(s)

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2. History and context of the program

What Are We Proposing?

There is a current and growing need for training in digital humanities tools and techniques among graduate students, academics, librarians, and those in extra-academic sectors. We propose a UVic-based Graduate Certificate Program in Digital Humanities that meets the needs of this group and is based on a foundation laid by our Digital Humanities Summer Institute (DHSI; <http://dhsi.org/>).

Our chief models for this program are the *Master of Global Business* program (for its UVic-centred but partner-distributed curriculum delivery element, and related *Entrepreneurship Graduate Certificate and Diploma Programs*), the *Masters of Community Development* (for its UVic cohort-based initial contact, and distributed / distance methods thereafter), and the *Learning and Teaching in Higher Education / LATHE* program (for its integration with current graduate programs across disciplines, and its economic model).

The program will be offered and administered by English at UVic, in association with the DHSI and its international network and, through this network, its international partners; DHSI and this network is administered in the Electronic Textual Cultures Lab in the English Department / Faculty of Humanities at UVic, and with a cohort of international leaders in the Digital Humanities currently offers courses that comprise the proposed curriculum at UVic and around the world.

Framing Questions:

What are *Digital Humanities*?

Where are the Digital Humanities Happening?

Why Use our UVic Digital Humanities Summer Institute as a Foundation for this Program?

- Benton, Thomas H. "Summer Camp for Digital Humanists: An English professor immerses himself in an emerging field that has already begun to redefine academic work." *Chronicle of Higher Education* (27 June 2008). URL: <<http://chronicle.com/jobs/news/2008/06/2008062701c.htm>>.
- Bialkowski, Voytek, Rebecca Niles, and Alan Galey. "The Digital Humanities Summer Institute and Extra-Institutional Modes of Engagement." *Information Quarterly* 3.3 (2011): 19-29. <http://www.ischool.utoronto.ca/system/files/pages/publications/fig_3-3.pdf#page=19>.
- HASTAC. "The Future of Higher Education." <<http://hastac.org/forums/future-higher-education>>. (28 November 2012).
- McCarty, Willard. "What is Humanities Computing? Toward a Definition of the Field." URL: <<http://ilex.cc.kcl.ac.uk/wlm/essays/what/>>.
- Meloni, Julie. "Reporting from 'Academic Summer Camp': the Digital Humanities Summer Institute." *Chronicle of Higher Education* (10 June 2010). URL: <<http://chronicle.com/blogPost/Reporting-from-Academic/24672/>>.
- Pannacker, William. "No DH, No Interview." *Chronicle of Higher Education* (22 July 2012). URL: <<http://chronicle.com/article/No-DH-No-Interview/132959/>>.
- Schreibman, Susan, Ray Siemens, and John Unsworth. *The Blackwell Companion to Digital Humanities*. Oxford: Blackwell, 2004.
- Siemens, Ray, and David Moorman, eds. *Mind Technologies: Humanities Computing and the Canadian Academic Community*. Calgary: U Calgary P, 2006.

3. Aims, goals and/or objectives

We propose a UVic-based Graduate Certificate Program in Digital Humanities that meets the current and growing need for training in digital humanities tools and techniques among graduate students, academics, librarians, and those in extra-academic sectors. This program is based on a foundation laid by our Digital Humanities Summer Institute (DHSI; <http://dhsi.org/>), and there is considerable will among the DHSI's international network for such a program. Our chief models for this program are the *Master of Global Business* program (for its UVic-centred but partner-distributed curriculum delivery element, and related *Entrepreneurship Graduate Certificate and Diploma Programs*), the *Masters of Community Development* (for its UVic cohort-based initial contact, and distributed / distance methods thereafter), and the *Learning and Teaching in Higher Education / LATHE* program (for its integration with current graduate programs across disciplines, and its economic model).

3.1. Distinctive characteristics

At the time this proposal saw first development, there were no equivalent certificate programs of this caliber and rigor offered in British Columbia, nor outside the country, nor is the proposed program similar in structure to others offered at universities and colleges in Canada or elsewhere, though there are graduate programs in Humanities Computing and, at UVic, a

joint undergraduate minor (Humanities and CS) in consideration at the moment. Important to note is the uniqueness of conjoint area local offering (especially with the Library's central involvement), integration with an international training network that is UVic-based (so, includes and international element and concomitant potential for cultural immersion), and will draw on the highly international community that DHSI itself represents (since inception, we've drawn some 1/3 from within 100 miles of Victoria, some 1/3 from the rest of North America, and some 1/3 from the rest of the world – from every continent save Antarctica).

As planning toward this program has continued over the past several years, a number of certificate programs have emerged at places like UCLA, U Nebraska, and others. This program will be distinct, internationally, and a leader among others because of its foundation in DHSI.

3.2. Anticipated contribution to the UVic, Faculty, and academic unit's strategic plans

This curriculum addresses strategic priorities at levels of the department (English, in areas of literacy, textual studies, and computationally-facilitated reading, writing and analysis, among others), the faculty (in digital humanities and humanities computing), and the institution (in line with strategic priorities associated with technological change, internationalisation, graduate and community on-going education, and computational modeling and information processing, among others).

3.3. Target audience, student and labour market demand

An October 2012 survey distributed among DHSI alumni and community members, for which we received a 16% response rate. **86 respondents indicated that they were interested in beginning the program this year.** Further, from among respondents, 199 indicated that they were interested in enrolling in a program as we envision, with an additional 26 indicating that they would be interested in supporting this program as an instructor or partner, and/or saw value in being able to recommend such a program to others. In terms of when they would like to enrol in the program, 36% of the full response group indicated that they would like to enrol this year, drawing on past DHSI course credit toward the certificate; 11% indicated they would like to enrol this year with no past credit considered, 19% next year, 8% the year after next, and 26% at some point in the future, depending on circumstances. The main 'types' of enrollees who responded included university faculty (23%), graduate students in existing programs (36%), those working in the library or alternative-academic positions (33%), and those in other positions, including business and industry (8%). Of those who responded and indicated they would like to enrol, 17% were from within 100 miles of Victoria, 28% from elsewhere in Canada, 46% elsewhere in North America outside of Canada, 7% from Europe, and 3% from the rest of the world.

4. Admission requirements, Administration

Application to this program is to Grad Studies via regular admission procedures, with the administrative structure also of the English Department. Typically, the application deadline will be in the fall term (typically 15 September), with offers made in the spring term (typically 15 January) for a May start.

To administer the program, English will establish a DH program committee (newly created, consisting of 4 or 5 graduate faculty members with experience in the area) to assess applications and make recommendations for admission to FGS; the chair of this committee will be the Director of the program, and will report to the Chair of English. For program advice and

support, each student accepted into the program will be assigned to a faculty mentor, the instructor of their cohort foundation seminar, Introduction to Digital Humanities (details of this course below), which will contain up to 15 students.

The program committee will also be responsible for making recommendations to FGS on transfer credit requests, via external transfer, for the two courses (of five) in the program that can be taken outside of UVic as part of the program requirements; this will be governed by existing Letter of Permission (LofP) policies and those relating to Block Transfer model of transfer credit. Typically, such credit will be granted for courses taken at other institutions and institutes partnered with DHSI, applied across the board or in a case-by-case manner, where the following requirements are met as determined by the DH program committee: (a) 35 program contact hours, (b) a course outline approved by the program committee, and (c) appropriate instructor qualifications. Such courses will be indicated as Pass/Fail (i.e. not graded, and not part of GPA calculations) on the UVic transcript. As well, internal transfer of course credit from another UVic degree may be granted for two courses (of five) in the program, providing those courses are among those associated with this certificate.

5. Areas of specialization and evidence of adequate faculty complement.

UVic Humanities has a Canada Research Chair in Humanities Computing, a community of some 50 local DH-active scholars affiliated with the Electronic Textual Cultures Lab (which, as such, acts as a locus for research, teaching, service and promotion of the field) and the Maker Lab, a DH support unit in the Humanities Computing and Multimedia Centre (governed by a committee led by the associate dean), and wealth of engagement beyond this group. There are currently two tenure stream faculty in Humanities (both in the department of English) whose positions are explicitly in the field of Digital Humanities, and many more across the faculty who have DH expertise of various kinds.

Additional faculty members may be required to meet the leadership, teaching, and supervision demands of the proposed programs. This can be met, in part by assigning DH-active faculty (activity being measured by typical measures of field activity, including specialised publishing and presenting activity), or hiring new faculty and teaching-dedicated postdocs on limited term appointments.

6. Curriculum design

Requirements for graduation are the completion of a total of 5 courses, as below, each proficiency-based and involving a minimum of 35 contact hours:

1. DHUM 501: Introduction to Digital Humanities (1.5 units, compressed format)

- Proposed Calendar Description: Surveys and explores intellectual traditions and emergent concerns associated with computing in the arts and humanities. Topics include digital representation, analysis, communication, and creation, and involve theoretical considerations and pragmatic approaches. Typically offered the week before the Digital Humanities Summer Institute (see <www.dhsi.org>).
- Comment: A compressed seminar taken in cohorts of 15 at UVic, the week before DHSI. Its models are the seminar format and basic content of ENGL 507 (see an example of this syllabus at <http://web.uvic.ca/~englblog/507s2012/about/>) and the cohort-building components of the MACD on-campus cohort residency period (see

<http://www.uvic.ca/hsd/publicadmin/programs/graduate/mainCommunityDevelopment/courseinformation/index.php>). It will have components beyond its 35 contact hours over the 5 in-person days, with assignments and evaluation based on its models.

2. Any other **four** digital humanities course offerings, across DHSI at UVic, other local offerings of digital humanities courses within the faculty, and (up to two) at institutes in the DHSI's international network and/or institutions affiliated with the certificate program. These courses must be drawn from the following areas, at least one per area (see <http://dhsi.org/courses.php> for course descriptions for the below), and will be assigned the related course numbers as below:

i. **DHUM 502: Core Concepts and Skills** (1.5 units, compressed format)

- Proposed Calendar Description: Focuses on fundamental concepts and skills in the Digital Humanities, with curriculum offered by the Digital Humanities Summer Institute (see <www.dhsi.org>) or equivalent topical seminars listed annually by the Faculty of Humanities. Typical offerings include DHSI's Textual Encoding Fundamentals, Digitisation Fundamentals, Fundamentals of Programming/Coding for Human(s|ists).

ii. **DHUM 503: Remediation and Curation** (1.5 units, compressed format)

- Proposed Calendar Description: Focuses on intellectual traditions, emergent concerns, and applications related to digital remediation and curation, with curriculum offered by the Digital Humanities Summer Institute (see <www.dhsi.org>) or equivalent topical seminars listed annually by the Faculty of Humanities. Examples include XSLT, Databases, Drupal, Digital Editions, Pre-Digital Book.

iii. **DHUM 504: Creation, Communication, and Dissemination** (1.5 units, compressed format)

- Proposed Calendar Description: Focuses on intellectual traditions, emergent concerns, and applications related to creation, communication, and dissemination, with curriculum offered by the Digital Humanities Summer Institute (see <www.dhsi.org>) or equivalent topical seminars listed annually by the Faculty of Humanities. Examples include Multimedia, Social Media, Mobile Computing, Physical Computing.

iv. **DHUM 505: Analysis, Teaching, and Administration** (1.5 units, compressed format)

- Proposed Calendar Description: Focuses on intellectual traditions, emergent concerns, and applications pertinent to analysis, teaching, and administration, with curriculum offered by the Digital Humanities Summer Institute (see <www.dhsi.org>) or equivalent topical seminars listed annually by the Faculty of Humanities. Examples include GIS, Text Analysis, Augmented Reality, Computer Gaming, SEASR, Digital Pedagogy, Large Project Planning and Administration.

Students enrolled in DHUM 491 and ENGL 509 (as well as a number of others, here and at other

institutions via various agreements) as part of existing degree programs have for the past number of years already received credit for DHSI courses in which they were taught alongside those who were not seeking university credit for their work in the DHSI course; approved a number of years ago, the requirements of DHUM 491 and ENGL 509 set out the pertinent criteria for those who receive credit for these courses. Our proposal uses these accepted criteria as a foundation for DHUM 502, 503, 504, and 505 course credit toward the graduate certificate.

Credit for courses taken via extra-institutional delivery (of the maximum two courses outside of UVic) are handled as above, and are predicated on equivalence to evaluation as per that already accepted for DHUM 491 and ENGL 509, to curriculum as per that outlined at <http://www.dhsi.org/courses.php>.

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6.1. Schedule of course delivery

Each student will take the cohort-foundational Introduction to Digital Humanities at UVic, and then choose the remaining four courses in the certificate from among UVic / DHSI offerings or (up to two) from among offerings at a partner institute in our network or related institution.

6.2. Delivery methods

Typically, these courses are taught in person with a built in lab component. In future one might imagine online courses as well.

6.3. Linkages between the learning outcomes and the curriculum design

The curriculum of this program blends computational methods and theories with humanities research and pedagogy, specifically addressing the demand for graduates who are proficient in computing and will contribute to growth areas such as information management, multimedia communication, social computing, game design, digital preservation, and data visualization; at the same time, the program also prepares graduates for active participation in the digital dimensions of humanities research, including prototyping, encoding, and data processing. Graduates of the program are well positioned for project coordination and leadership roles in emerging digital, mobile, and database-driven projects, serving as informed liaisons between programmers, technical writers, new media artists, researchers, and user communities – and well beyond. Graduates of this program will be able to:

- Identify key aspects of liberal arts and humanities traditions in digital culture and pertinent computational contexts.
- Develop competences at the intersection of critical thinking and computational practices and mobilize them toward problems relevant to society at large.
- Create, document and catalogue digital data, including authoring electronic texts.
- Conduct humanities research based on digital data through qualitative and quantitative methods.
- Analyze and reflect on the social and technical aspects and impacts of Digital

Humanities.

- Demonstrate the ability to work as collaborators and managers in multi-disciplinary teams and projects.

6.4. Use and purpose of practica, Co-op, or work terms

Practica, co-op placements, and work terms are not a component of this program.

6.5. Residency requirements and anticipated times to completion

Students must participate in the Introduction to Digital Humanities (a compressed course taken in cohort at UVic, the week before DHSI); of the five courses in this program, two can be taken outside of the UVic campus.

6.6. Policies on student evaluation

Primary student supervision, both academically and administratively, falls under the responsibility of the program director and delegates, including a cohort supervisor (instructor to the cohort entry course, Introduction to Digital Humanities), and individual instructors in the courses that are part of the program.

7. Enrolment plan for the length of the program

8. Plans for on-going assessment of program success

Program success will be measured by standard measures across the groups involved, including by: a) enrolment, b) student assessment, c) employment and placement of graduates.

9. Related programs in your own or other British Columbia post-secondary institutions