Social, equitable, collaborative: 10 years of teaching and learning at the Sherman Centre for Digital Scholarship

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ABSTRACT

In the 10 years since its founding in 2012, the Lewis and Ruth Sherman Centre for Digital Scholarship has become a hub through which expertise and resources are shared with the campus community and anyone seeking to do more with digital scholarship. In this chapter, we explore how the centre has leveraged its involvement in teaching and learning to build a community to support the needs of researchers, mentor and develop the talents of emerging scholars, and produce unique programming to make learning about digital scholarship accessible. We share the core values of teaching and learning that guide programming, services, and activities at the centre, prioritizing the social before the technological, striving for equitability of access, and being collaborative by design. The goal of our chapter is to demonstrate how approaching teaching and learning in a way that prioritizes social connections and relationships, a critical engagement with digital technologies, and relational accountability has enabled the centre to iteratively build a reciprocal model of engagement that continues to adapt to the evolving role of digital scholarship in the McMaster community.

KEYWORDS
digital scholarship, digital humanities, digital pedagogy

The Lewis and Ruth Sherman Centre for Digital Scholarship (SCDS) was established in 2012 as a collaboration between the McMaster University Library and the Faculty of Humanities, following a gift from the Sherman Foundation and investments from the University Library and the Provost's Office. To the best of our knowledge, it was the first library-based digital scholarship centre in Canada. At the time of its inception, the Sherman Centre was conceived as a "campus-wide resource that [would foster] library/faculty collaboration in

interdisciplinary digital research and scholarship" (McMaster University, 2012). It was expected that "by providing infrastructure, expertise, and opportunities for collaboration, this research centre [would] increase the capacity of McMaster researchers to engage in world-class innovative digital scholarship" (McMaster University, 2012). Although the Sherman Centre was not explicitly modelled on any other centre, inspiration was drawn from Emory's Centre for Digital Scholarship. While other library-based centres in the United States were specializing in a particular area of digital scholarship, such as the digitization of research collections and software development, Emory's approach was to remain exploratory as to how the campus community could engage with digital scholarship across research, teaching, and learning rather than to claim a specific function. The Sherman Centre modelled Emory by staying curious about what people wanted to do with digital scholarship and receptive to the range of requests for support and collaborations. As presented by Lippincott et al. (2014), the Sherman Centre was conceptualized as an incubator and catalyst of digital scholarship activity at McMaster in anticipation of researchers adopting new research tools and methodologies given appropriate exposure and support. Within this context, the centre was envisioned as "something that traditional researchers might not fully embrace the day the ribbon was cut, but who would come to recognize the value proposition for in the future" (Lippincott et al., 2014, "Center for the Future" section, para. 1).

The centre's high-level objectives have remained relatively consistent since its founding, even if the means of achieving them have evolved. Those founding objectives include optimizing resource sharing; provisioning scalable IT infrastructure to support faculty and graduate student research projects in digital humanities/digital scholarship; providing technical support and consulting services for digital scholarship projects; promoting interdisciplinarity through shared physical spaces, projects, and events; and promoting and disseminating research (McMaster University, 2012). And while teaching and learning were not explicitly referenced in the centre's original high-level objectives, supporting the development of undergraduate and graduate students, faculty and staff, and members of broader communities has been inherent and integral to its establishment, growth, and evolution over the past decade. As is expanded upon in the following paragraphs, in many cases, teaching and learning activities have been the means through which the original objectives were most effectively addressed.

In this chapter, we reflect on the first 10 years of teaching and learning at the Sherman Centre for Digital Scholarship. We begin with an overview of the pivotal areas that anchor and organize the centre's services, notably digital scholarship, the digital humanities, and digital pedagogy, and extend these definitions through a brief overview of the centre's core activities, discussing how the development of the centre's services stem from balancing trends in digital scholarship with the needs of the multiple communities the centre serves. We then turn our attention to the core values of teaching and learning that guide the centre's programming, services, and activities. These values are social before technological, equitability of access, and collaborative by design. We share the centre's values while also acknowledging that groups and institutions with different contexts than ours may observe different values emerge through collaboration with the communities they serve. In other words, we do not wish to make

universal claims about digital scholarship, the digital humanities, or digital pedagogy based on our local context alone (Risam, 2016). Following Lisa Spiro (2012), we view these values as a flexible statement that communicates the centre's identity and guides its priorities in teaching and learning.

DEFINING DIGITAL SCHOLARSHIP, DIGITAL HUMANITIES, AND DIGITAL PEDAGOGY

Throughout the chapter, we use the terms digital scholarship, digital humanities, and digital pedagogy to name the core areas of teaching and learning activity at the Sherman Centre. We take a very inclusive approach to defining these terms because our goal is to support teaching and learning needs broadly to the best of our capacity and ability.

Digital scholarship is the term commonly used to name scholarly activities that make extensive use of digital approaches and tools in research, teaching, and learning in support of new sources of evidence, methods of inquiry, and dissemination and preservation in research, teaching, and learning. These new sources of evidence and methods of inquiry and dissemination and preservation are many and growing. Sources of evidence include things like social media data, digitized text and images, biometric data, sensor data, linked open data, and more. New methods of inquiry capture database development, natural language processing, programming, and 3D printing. And novel modes of dissemination and preservation include podcasting, data visualization, interactive narratives, digital exhibits, data, documentation, code, and their corresponding repositories. Digital scholarship is inherently interdisciplinary because it incorporates a range of domain knowledges and competencies and produces outcomes beyond the purview of a single scholarly field. Digital components (i.e., data, tools, approaches, platforms, networks) are instrumental in digital scholarship; however, as Mary Jo Orzech (2019) emphasizes, much of the work carried out by digital scholarship centres "focus[es] on relationships, extending ways of collaborating with faculty and students in their scholarly practices" (0:34). Similarly, Diane Zorich (2008) observes how characteristics like "eliminating boundaries and fostering interdisciplinarity" (p. 72), "engaging a broad community of professionals" (p. 73), "leading pedagogical innovation" (p. 74), and "building collaborations" (p. 74) are core to digital scholarship practices. At the Sherman Centre, we strive to create multiple entry points to digital scholarship that respect and celebrate a range of approaches to engaging with emerging digital technologies in research, teaching, and learning.

Comparatively, we understand the digital humanities (DH) as a scholarly field of research and teaching that is accentuated by the application of computational methods and tools to traditional humanistic inquiry. However, like Jesse Stommel (2018), who advocates for "allegiances . . . to people and communities, not to disciplines" (p. 82), we take an inclusive approach to DH by centring people and relationalities. By extension, our understanding of DH has been informed by Matthew Kirschenbaum's (2016) definition, which frames DH co-productively, as "a common methodological outlook" rather "than an investment in any one specific set of texts or even technologies" (para. 4) and as a "social undertaking" (para. 5) that materializes through networking, collaborations, and the sharing of resources. In this respect, DH at the Sherman Centre is constituted through practices that borrow from a humanistic framework of inquiry. In "Where is Methodology in Digital Humanities?", Tanya E. Clement

writes: "as humanists, we must be explicit about our desire to distinguish ourselves from the objective stances . . . when what we do is deliberately open-ended, circular, situated, subjective, or personal" (2016, para. 2). We emphasize instead processes of knowledge production by centring on methodological concerns. This centring of methodology renders transparent how the chosen methods, tools, sources of evidence, and the formulation of research questions shape the production of public knowledge.

The terms digital scholarship and the digital humanities are sometimes used interchangeably. However, as Lippincott et al. (2014) discern, "a key attribute that distinguishes digital scholarship centers from more traditional research institutes (such as digital humanities centers) is that they are service organizations, staffed by individuals with specialized skills, who support work in the digital environment" (par. 6). Notably, when the Sherman Centre was first established in 2012, it was not built around the research agenda or expertise of a single researcher or research group. Instead, it was formed as a central hub through which knowledge and resources could be shared with the campus community. In a traditional lab model, there is cohesion between a researcher's scholarly profile, their lab, and collaborations and programming activities the lab carries out. Alternately, the Sherman Centre remains committed to serving its communities broadly through the equitable and sustainable distribution of knowledge and technical resources for those seeking these things (Zeffiro, in press).

Finally, digital pedagogy is central to digital scholarship and the digital humanities. We understand digital pedagogy as the critical study and use of contemporary digital technologies in teaching and learning, which includes knowing not only which digital tools and approaches to use but also when and how to thoughtfully integrate them into face-to-face, remote, and hybrid learning environments (Hirsch, 2012; Stommel, 2014). Digital pedagogy tools and methods can include open educational resources (OERs), learning management systems, massive online open courses (MOOCs), code and data repositories, websites and online exhibits, digital storytelling, data visualization and mapping, minimal and physical computing, and speculative and critical design, to name only a few examples familiar to us.

TEACHING AND LEARNING AT THE SHERMAN CENTRE: ACTIVITIES AND APPROACHES

The Sherman Centre integrates teaching and learning into much of its central programming, services, and activities by offering multiple workshop series, engaging in consultations and collaborations with instructors, running a graduate residency program, and offering a second-year undergraduate course.

Workshops

Workshops comprise a core part of programming within the centre. Open to students, instructors, researchers, faculty, staff, and external community members, the Sherman Centre's workshops provide opportunities for hands-on engagement with digital tools and methods around a wide range of topics representing emerging trends and community-identified needs. What began with the Demystifying Digital Scholarship Series[1] in 2014, (and is now the Do More with Digital Scholarship Series), the centre's workshop offerings have since expanded to include the Data Analysis Support Hub[2]

(DASH) Series, which is geared towards undergraduate students with a special focus on data analysis skills; a Research Data Management[3] (RDM) Series; and the Software Freedom[4] Series (SFS), the latter of which is a technology and privacy series developed and facilitated by and for undergraduate students.

Consultation and collaboration

The Sherman Centre's staff also consult and collaborate with instructors to incorporate digital methods and tools into their teaching. This support can take a variety of forms, ranging from a series of classroom sessions led by Sherman Centre staff, or semester-long partnerships where we assist students in building end-of-term digital projects that incorporate elements such as data visualization, numerical and spatial analyses, digital exhibitions and storytelling, and 3D printing. In these collaborations, our focus is not just on tool training or teaching technical skills, but on supporting students to foster a critical reflective practice around digital methods and competencies (Russell & Hensley, 2017; Baer, 2013).

Graduate residency program

Since the inception of the graduate residency program in 2014, over 50 students have participated in it (see Appendix A). Graduate residents are mentored in approaches to digital scholarship and have access to interdisciplinary professional skills training. Through this cohort experience, graduate researchers develop and share expertise, learn from each other, receive critical support for their projects, demonstrate and document their development, and share their work with the broader digital scholarship community.

Undergraduate courses

Finally, the centre offers undergraduate courses designed to introduce students to the broad field of digital scholarship and its associated projects and contexts. This includes a regular Level II undergraduate course (HUMAN 2DH3[5] Creative, Collaborative, Critical: Approaches to Digital Scholarship), and several one-unit courses listed within a variety of programs across campus, including Arts & Science, Integrated Science, and Intersessional Learning. While these courses are listed under specific programs for administrative purposes, they are fundamentally interdisciplinary and open to most or all students across all programs. With a heavy emphasis on inquiry- and project-based learning, they aim to develop frameworks from which students can apply digital methods and tools to their own fields of study.

Generally, the development and expansion of the centre's programming and services stem from some of the broader trends in digital scholarship we highlighted earlier. However, the centre's activities develop in unison with the interests and needs of our communities. We work primarily with the McMaster campus community, including students, staff, and faculty; community at the Sherman Centre also includes national and international digital scholarship and DH communities and networks, as well as members from local and regional communities.

Interactions with our communities over the last 10 years have assisted us in clarifying the centre's approach to facilitating digital scholarship.

CORE VALUES OF TEACHING AND LEARNING SUPPORT

Our desire to continue to build an inclusive, supportive, and sustainable community around digital scholarship informs the centre's core values of teaching and learning: social before technological, equitability of access, and collaborative by design. These values, which emerged organically over 10 years, were first articulated in an invited talk we delivered at the International Virtual Symposium on Digital Scholarship, hosted by the Tamil Nadu Veterinary and Animal Sciences University in October 2020 (Zeffiro & Brodeur, 2020). As co-directors of the Sherman Centre, we were invited to speak at the event given our shared experiences building institutional capacity to address emerging and future digital scholarship needs. We took the invitation as an opportunity to reflect on how the centre supports digital scholarship and the values that orient us in this work. We expand on these concepts below.

Social before technological

In the centre's formative years, it became apparent that digital technologies alone could not ignite collaboration or community. For this reason, during the first few years, creating accessible opportunities for individuals to learn about digital scholarship was a primary focus for the centre. Our workshop series has allowed the community to learn more about digital approaches and consider integrating them into their work while the centre's staff has learned more about the types of programming and services that match current needs in the community. Historically, we have focused on introductory training opportunities through our multiple workshop series. In this respect, digital scholarship training at the Sherman Centre focuses on new digital approaches and tools for research and teaching. However, as we have learned over the years, building programming and services to support teaching and learning on campus is about more than just technical infrastructure and digital tools; it is about people (Moritz et al., 2017). When Sherman Centre staff, affiliates, researchers, instructors, and students share expertise and promote collaborative and interdisciplinary research, they become the driving force of digital scholarship.

The Software Freedom Series is an example of how the centre can serve as a platform for members of the community to create resources and training opportunities that are of interest and relevance to them. The undergraduate students who created the Software Freedom Series first came to us with the idea of forming an interest group facilitated by and for students around topics related to digital privacy and security. We worked with them to develop their interests into a workshop series on open-source digital tools, offering support via our event space and registration system, as well as promoting their sessions in the same manner that we promote the centre's workshops. Sherman Centre staff also mentored the students on workshop planning and delivery. In instances like this, and with all our workshop programming, we facilitate training opportunities for community members to come together, learn from each

other, and explore the kinds of digital scholarship activities and projects that resonate with them.

The centre increasingly supports learning by collaborating with instructors to integrate introductions to digital methods into course curricula. These partnerships involve close collaboration between centre staff and instructors to create lessons that promote digital fluency in a manner that is closely connected to the course's disciplinary objectives, as well as the people, places, events, and ideas around which the course is situated. Among the notable examples are collaborations with instructors in a variety of history courses of varying levels. Centre staff work with instructors to develop hands-on activities where students work together in small groups to digitize historical documents[6], make them machine-readable, apply digital analysis and visualization approaches to explore patterns and hidden themes, and discuss results with invited subject-matter experts (from within McMaster and the broader Hamilton community). For example, we have collaborated with numerous classes to prepare, analyze, and explore trends in historical census data from the extirpated Hamilton Brightside neighbourhood (Bouchier & Cruikshank, 2020; Taws, 2021; Wilson, 2019). Students used prior knowledge of the neighbourhood, its people, and surrounding context to drive their quantitative analyses and interpret results. Local academic and community researchers were invited to participate in the exercise and contribute to class-wide discussions that followed group presentations of findings.

For us, social connections and relationships are central and serve as a means of informing future development and direction, as well as building a foundation for collaboration. These relationships are primarily built and sustained through our programming and services because they provide us with regular opportunities to engage with our community and allow for bi-directional knowledge transfer to take place.

Equitability of access

Around the time the Sherman Centre was establishing its workshops and training opportunities, Wendy Hui Kyong Chun and Lisa Marie Rhody (2014) were urging researchers, educators, and administrators to appraise "the general euphoria surrounding technology and education" (p. 3) by attending to "the larger project of rewriting political and pedagogical problems into technological ones, into problems that technology can fix" (p. 3). Indeed, accessing hardware and software is advantageous for learners, especially in post-secondary contexts, but access alone is insufficient. Assessing the promises and the potential perils of educational and pedagogical technologies is even more urgent given the increased dependency on digital technologies and the corporations that provide them during the global pandemic. The abrupt move to remote learning left no time to consider the long-term exploitative effects of relying on proprietary platforms, software, and networks for everything from delivering lectures and developing educational resources to proctoring exams (Zeffiro, in press).

Tacit assumptions imported from humanistic inquiry, such as an attentiveness to how technology and power are inseparable, are central to the shaping of the centre's values. Humanities scholarship, including intersectionality (Crenshaw, 1991; Kumar & Karasula, 2019; Puar, 2011), critical race (Benjamin, 2019; Coleman, 2009; Hill Collins, 2000; hooks, 1992), crip

technoscience (Hamraie, 2017; Hamraie & Fritsch, 2019), design justice (Costanza-Chock, 2020), and data justice (Dencik et al., 2019; Taylor, 2017) studies, theories, and concepts provide the requisite frameworks to ask questions like, how do digital technologies mediate historical struggles against inequality, oppression, and domination? What are the ways some people and groups benefit from technological solutions, and why does not everyone benefit in the same manner?

These underlying themes are infused throughout the curricula of the centre's undergraduate course offerings. In the shorter, one-unit course, Electronics For the Rest Of Us, students are introduced to the basics of minimal computing (i.e., building simple devices that do just what they need to do) (Gil, 2015; Sayers, 2016) as a means of developing fundamental skills with and knowledge of electronic devices; at the same time, students are encouraged to consider how these ubiquitous and pervasive devices contain inherent flaws, vulnerabilities, and biases due to the fact that they are created by fallible people. In the undergraduate course HUMAN 2DH3, we engage students in similar questions to consider how the digital scholarship approaches employed in the learning environment are not a set of neutral tools, methods, or practices because the way knowledge is produced, distributed, and utilized affects people in disproportionate ways. A crucial component of the course is to counteract the normative assumptions about technology-enhanced learning as strictly about tool training. We provide scaffolding to support students in the creation of their own digital scholarship research projects, while also teaching them how to work with data, develop research questions, and apply methodology. In this way, our course takes a critical approach to digital pedagogy by "creatively and critically incorporat[ing] technology into assignments in ways that truly enhance student engagement and encourage them to confront how technology impacts the work they do" (Varner, 2016, p. 207). Our goal is not only to help students develop technical skills, but also cultivate collaboration, digital project management, risk taking, experimentation, and innovation. Through this digital project-based approach, students learn how expertise develops and how collaborative work environments function, acquire new forms of digital literacy, and adapt the research methods and critical practices they have been developing throughout their undergraduate education to new, digital contexts. Moreover, asking students to think creatively and critically about a variety of digital tools, methods, and contexts prepares them for diverse digital work environments and empowers them as critical content producers, rather than just passive consumers, in these spheres (Rorabaugh, 2020). Students are equipped with theoretical and practice-based approaches to contribute to ensuring equitability of access in the classroom and beyond.

Collaborative by design

Collaboration is an underlying foundation for the development and success of digital scholarship (Griffin & Hayler, 2018; Miller, 2016; Nowviskie, 2012). However, building a collaborative, inclusive space is an ongoing, embedded, and embodied process that is not always readily apparent in public-facing projects and programming. Our understanding of collaboration is shaped by a "relational accountability" perspective, which recognizes the activities of digital scholarship, including teaching and learning, as a collective process through

which staff, researchers, students, and instructors share a responsibility to that collective (Pualani Louis, 2007, p. 133; Singh & Major, 2017, p. 7). At the Sherman Centre, relational accountability has meant decentering ourselves as experts to create opportunities for campus community members to redefine digital scholarship on their terms. This is perhaps most evident in the graduate residency program.

Since 2014, the graduate residency in digital scholarship has been a core offering at the centre, having evolved from an exclusive program with three students admitted per year to a more inclusive cohort experience. The first few iterations of the residency were self-directed. Graduate students would seek out the expertise from staff when needed, use the centre's computing resources, attend workshop sessions, and participate in a graduate symposium. After a student in 2016 asked the academic director to deliver professionalization workshops, we started to reconsider the residency structure. Over the next few years, we hosted several professional development workshops for the residents, for instance a CV workshop that addressed how to centre non-traditional modes of scholarship often not captured by research metrics, a workshop on public writing modalities to translate specialized knowledge for wider audiences, and a session on citational politics that delved into ways citational norms, infrastructure, and expectations uphold western knowledge structures and contribute to racial, gendered, linguistic, and locational biases (see Civic Laboratory for Environmental Action Research [CLEAR], n.d.).

We have also encouraged students to identify modes of engagement that are meaningful and urgent to them. In 2018, for example, some of the residents were keen to gain experience in organizing a research event. This interest resulted in a one-day conference, System/Système D: Improvising Digital Scholarship,[7] which attracted graduate students from Canada and the United States. In 2020, we organized a roundtable as part of the Do More with Digital Scholarship workshop series that featured graduate residents and the Sherman Centre's postdoctoral fellow.[8] Rather than emphasize only established approaches and conventions of digital scholarship, the roundtable centred the expertise of emerging scholars.

In 2019, we tried something different by emphasizing community building and collaboration rather than accentuating digital scholarship approaches in the call for applications to the graduate residency program. As always, students entered the program with individual project goals; however, learning about and refining competencies in digital scholarship was an inherently collaborative endeavour. During COVID, when remote work was required due to restrictions, we instituted bi-weekly sessions,[9] where residents learned about digital scholarship approaches, tools, and discourses from campus experts and one another. Given the reduced opportunity for serendipitous encounters between the residents and the general uncertainty and anxiety most of us were experiencing during the height of the lockdown, we felt it was important to create a meaningful cohort experience for residents, with many opportunities for interaction and discussion—even if it had to be virtual.

Generally, the majority of residents have come from the humanities and the social sciences, yet the program draws students from across campus and, in one case, outside the university (see Appendix A). Projects over the years have ranged from social media research (Cochrane, 2021; Goodwin, 2020; Jerreat-Poole, 2018; Kenney, 2021; Rauchberg, 2022),

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database design (Whitwell, 2019), mapping (Leonard, 2017; Song, 2018), data visualization (Jorgenson, 2017), digital archives (Corridon, 2021), digital pedagogy (Paust, 2021), app development (Beny, 2020), digital exhibits (Eaton, 2020), knowledge mobilization (Matthews, 2022; Morgan & Propst, 2022), 3D printing (Johnson, 2019), and minimal computing (Surlin, 2019). These projects engaged digital scholarship practices through critical disability studies, critical technocultural discourse analysis, critical design and design justice, public health policy, Caribbean and Black diaspora studies, critical race theory, and Indigenous sovereignty, to name but a few scholarly domains. Bringing together students with unique competencies, interests, perspectives and lived experiences has enabled the graduate residents to redefine digital scholarship through deeply collaborative, cooperative, and interdisciplinary actions.

In 2021, the cohort organized a takeover of the Sherman Centre's Twitter account with personal narratives about their experiences in digital scholarship. The underlying aim was for the residents to position their work in digital scholarship across the scholarly communities to which they belong, and to engage in sustained and iterative public dialogue. Residents from the same cohort presented together at the one-day virtual conference of the Alliance of Digital Humanities Organization (ADHO) called, *Open/Social/Digital Humanities Pedagogy, Training, and Mentorship*. The panel, "Creating Intentional Constellations of Community, Care, and Knowledge" consisted of six lightning talks (5-minute papers) on issues relating to training, pedagogy, and mentorship in the humanities from an open, digital, and/or social perspective (see Digital Humanities Summer Institute [DHSI], 2021). The panel followed Tara McPherson's (2012) call for "new practices and modes of collaboration" (p. 154) in the digital humanities. Together, the talks emphasized the importance of fostering interdisciplinary collaboration and community building as critical DH practices, steering the focus away from tool training and traditional hierarchical mentorship by challenging what it entails to "train" and "mentor" emerging scholars in DH (Paust et al., 2021). The presentation was an occasion for the residents to share their experiences and create a space of intervention.

Like other services and programming at the Sherman Centre, the graduate residency is responsive to our community's scholarly dispositions and lived experiences. We have adapted the program to cohort needs and trends in graduate training and professionalization because although the residency is a formal program at the Sherman Centre, it is not formalized in the vein of a graduate degree program. This in/formal structure has provided us with a high degree of flexibility to continuously adapt the residency experience to meet the needs of students in each cohort. More importantly, because digital scholarship and the digital humanities have been criticized for perpetuating settler-colonial knowledge biases that preserve and promote normative practices of whiteness, disability, class, gender, and sexuality (Earhart & Taylor, 2016; Hamraie, 2018; McPherson, 2012; Risam, 2018), collaboration and community building, rather than mastery over tools and techniques, are mobilized as a critical entry point for students who might not otherwise view digital scholarship or the digital humanities as spaces where they belong.

The residency has proven to be an effective way of getting campus community members through the centre's doors by bringing together students from across campus to share the same space, learn from one another, work jointly, and develop collaborations and

friendships beyond the residency. Relational accountability is embedded in how we continue to strive not only to support graduate students in their digital scholarship projects but increasingly aim to build and centre constellations of community, care, and knowledge (Paust et al., 2021).

CONCLUSION

When it was inaugurated a decade ago, the Lewis and Ruth Sherman Centre for Digital Scholarship had clear direction about what services, expertise, and infrastructure were required to increase the capacity of McMaster researchers to engage in world-class innovative digital scholarship. Since that time, the centre has leveraged its involvement in teaching and learning to build communities and collaborate with them to help define how its programs and services are provided to meet the diverse and evolving needs of scholars within and beyond the institution. By approaching teaching and learning in a way that prioritizes the social before the technological, strives for equitability of access, and is collaborative by design, the centre seeks to cultivate a virtuous cycle where its core values drive an engagement with communities, which in turn shapes the evolution of its values over time. In this way, though our Centre for Digital Scholarship is assembled with technology, it is built around and for its people.

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NOTES

1. With full credit to its originator, former Sherman Centre Postdoctoral Fellow, [Paige Morgan](#).
2. The DASH Series originated in 2016 in the Maps, Data, GIS Centre in the University Library and has since been incorporated into the Sherman Centre and managed by Vivek Jadon, Christine Homuth, and Amanda Montague
3. The Research Data Management (RDM) series is coordinated by Isaac Pratt.
4. Credit to originators and facilitators Sil Hamilton, S. M. Mukarram Nainar, and Alexander Schaap.
5. Dr. Sandra LaPointe is credited for proposing the course to the Faculty of Humanities. Since 2015, the course has been taught by a multitude of instructors: in 2015, Paige Morgan, Jason Brodeur, Myron Grover, Dale Askey, John Fink, and Gord Beck; in 2016, Michael Gallant; in

2017, Andrea Zeffiro and Matthew Davis; in 2018, Matthew Davis; in 2019, Mica Jorgenson; from 2020-2022, Amanda Montague.

6. Such as US [congressional testimonies in the late insurrectionary states](#), passenger lists relating to [twentieth-century Caribbean migration](#), and historical census data relating to residents of [lost Hamilton neighbourhoods](#).

7. With full credit to the [conference](#) organizers Katherine Eaton, Arun Jacob, Adan Jerreat-Poole, Michael Johnson, Melodie Yunju Song, and Sarah Whitwell.

8. The roundtable participants included Helen Beny, Raquel Burgess, Emily Goodwin, Adrianna Michell, and Amanda Montague.

9. Since May 2020, the graduate residency has been offered remotely due to COVID-19 restrictions. Before the shift to online, residents were required to be at the centre at least 20 hours a month; they mostly worked individually on projects, and we convened as a group monthly. The fact that students continued to apply to a remote residency meant that they saw something in the program beyond research deliverables and professionalization activities; the residency fosters community.

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APPENDIX A: SHERMAN CENTRE GRADUATE RESIDENTS 2014–2021

Faculty of Health Sciences
Health Policy: Melodie Song

Faculty of Humanities
Cognitive Science of Language: Rudaina Hamed, Melda Coskun Karadag, Mackenzie Salt, Daniel Schmidtke, Bryor Snefjella

Communication Studies and Media Arts: Alexis Carlota Cochrane, Kristine Germann, Luis Navarro, Jess Rauchberg, Stephen Surlin

English and Cultural Studies: Emma Croll-Baehre, Linzey Corridon, Jantina Ellens, Emily Goodwin, Arun Jacob, Adan Jerreat-Poole, Theresa Kenney, Adrianna Michell

History: Marley Beach, Samantha Clarke, Hayley Goodchild, Mica Jorgenson, Kellen Kurschinski, Samantha Stevens-Hall, Sarah Whitwell

Faculty of Science
School of Earth, Environment and Society: Mark Belan, Shaila Jamal, Jeremy Parsons, Joann Varickanickal

Psychology, Neuroscience and Behaviour: Cameron Anderson

Faculty of Social Sciences
Anthropology: Katherine Eaton, Duygu Ertemin, Brianne Morgan, Sarah Paust, Shalen Prado, Akacia Propst

Master of Public Policy in Digital Society: Angelo Mateo, Gloria Park

Political Science: Helen Benny, Kelsey Leonard, Marrissa Mathews

Religious Studies: Chris Handy, Michael Johnson, Channah Fonseca-Quezada

Sociology: Deena Abul Fottouh

Social Work: Maddie Brockbank, Melissa Marie (emmy) Legge, Tina Wilson

Visiting Resident

Yale School of Public Health: Raquel Burgess

Zeffiro, A., Montague, A., & Brodeur, J. J. (2022). Social, equitable, collaborative: 10 years of teaching and learning at the Sherman Centre for Digital Scholarship. In A. de Bie & C. A. Grisé (Eds.), *Where learning deeply matters: Reflections on the past, present, and future of teaching at McMaster University* (Chapter 22). Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching, McMaster University.