Between November 2014 and July 2016, the project ‘Digital Humanities & Arts Praxis – Interrogating Interdisciplinarity’ (DHA Praxis) received funding from the University of Nottingham’s ‘Discipline Bridging’ scheme. The project undertook a critical meta-reflection on the drivers and benefits of interdisciplinarity, as well as on the risks and obstacles that researchers face when undertaking collaborative interdisciplinary work. The project considered these issues from the perspectives of both the institution and academics, using digital humanities and arts as a case study.

For more information, see: http://dhapraxis.wp.horizon.ac.uk/about

This Good Practice Guide was produced in July 2016 by the DHA Praxis team at the University of Nottingham, on the basis of workshops, seminars, focus groups and interviews conducted over one and a half years. A full list of our events and activities is provided inside the back cover.

This Guide provides a survey of the main factors impelling and shaping the interdisciplinarity ‘agenda’ and interdisciplinary research within UK institutions of higher education (HEIs); the main current institutional structures, strategies and policies designed to support interdisciplinarity (with a particular focus on the digital humanities and arts); and the most significant risks and challenges to its effective implementation.

To inform and underpin the promotion by UK HEIs of interdisciplinarity, and specifically of the digital humanities and arts, the Guide sets out some key considerations and recommendations for management. Finally, it provides a practical ‘toolkit’ for researchers aspiring to undertake interdisciplinary collaborative research.

The DHA Praxis team, all at the University of Nottingham, comprised:

- Dr. Laura Carletti (Principal Investigator, Horizon Digital Economy Research Institute)
- Dr. Katharina Lorenz (Co-Investigator, Department of Classics)
- Dr. Nick Baron (Co-Investigator, Department of History)
- Dr. Gareth Stockey (Co-Investigator, Department of Spanish, Portuguese and Latin American Studies)

The project team would like to acknowledge support from the many colleagues from the University of Nottingham and elsewhere who attended our lectures, workshops and seminars on interdisciplinarity, who responded to our questions and who permitted us to conduct interviews. Their ideas and suggestions have profoundly shaped our own thinking on the subject, but the project team bears full responsibility for the content of this Guide.

The quotations used in the text have been excerpted from interviews conducted by the DHA Praxis team with University of Nottingham academics working in the digital humanities and arts. A short video presenting highlights of these interviews is available to view at: http://www.horizon.ac.uk/research/videos/digitalhumanitiesandarts/
Good Practice Guide

**ENVIRONMENT**

**Research policies**

In the UK during the last twenty years, the government, research funding organizations and universities have placed ever greater emphasis on the significance of interdisciplinary research, and invested ever greater resources in promoting and supporting scholarship cutting across traditional disciplinary boundaries.\(^1\)

The motivation for this push for interdisciplinarity has been a perception that complex research integrating diverse forms of expertise, method, theory and practice has the greatest potential to address effectively and efficiently (in a context of ever tighter budgetary stringency) the most pressing concerns facing present-day societies and to identify and realize newly emergent opportunities for scientific advance, technological innovation and commercial return.

In December 2014, for example, the British government resolved to invest £2.9 billion between 2016-2021 (of a total research budget of £5.9 billion) in a ‘Grand Challenges Fund’ to enable the UK to invest £2.9 billion between 2016-2021 (of a total research budget of £5.9 billion) in a ‘Grand Challenges Fund’ to enable the UK to build capacity in specific interdisciplinary research areas, including big data, advanced materials, the study of ageing, and energy security and innovation.\(^2\) A portion of these funds is earmarked to meet future ‘Grand Challenges’.

Responding to government policy-making, the seven UK Research Councils are increasingly concerned to promote research addressing selected themes of perceived strategic priority. Such priority areas invariably call for the expertise of different parties, thus promoting interdisciplinarity in the academy as well as engaging non-academic participants in collaborative partnerships. The number of such initiatives requiring interdisciplinary and intersectoral research is set to rise in the future, not only in the UK but within the EU and internationally. Notably, interdisciplinarity was the main theme of the 2016 Annual Meeting of the Global Research Council (GRC).\(^3\)

**Disciplinary structures**

Investigating complex questions requires a multitude of skills; this can only be achieved by bringing together researchers from different disciplinary backgrounds, so that through the interplay of their expertise, they collectively produce new knowledge. Collaborative interdisciplinary research is above all a *learning process*. Each member of an interdisciplinary team must understand how their own specialist role fits into the project as a whole. Only by sharing their expertise and gaining insight into the way each individual or sub-group works, and what each seeks to achieve in their research, will the team be able determine its core aims and objectives, derive its key research questions, define the mix of methods and sequence of activities required to answer these questions, and elaborate each person’s contribution and outputs.

Traditionally, research in universities is organized, evaluated and rewarded within core discipline structures. Such monodisciplinary research environments are important because they enable the development of tools and skills that can be applied elsewhere, including in interdisciplinary projects. The disciplinary structure of universities is also instrumental from an organizational perspective as it is single-discipline administrative units that most often provide the framework for recruiting and managing academic staff and for delivering undergraduate and postgraduate degree programmes. The enduring appeal to students of disciplinary specialization underpins, underwrites and also perpetuates the centrality of disciplines in higher education.

The Research Excellence Framework (REF), in its most recent (2014) iteration, made efforts to account for interdisciplinary research falling outside the remit of a single Unit of Assessment. However, not all REF panels evaluated interdisciplinary research activity in the same way, and so the submission of interdisciplinary outputs (especially those co-authored in collaborative projects spanning different disciplines) presented for researchers potentially greater risk than the submission of monodisciplinary work. In general, there may be good reasons for believing that the REF might hinder innovation.\(^4\)

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4. As Derek Sayer, a professor of history at Lancaster University argued: ‘The most innovative work – the research that breaks molds, shifts paradigms and redefines fields – may not even make it into the REF at all because universities tailor their submissions to what they think REF panels want, and REF panels reflect disciplinary hierarchies. Panel chairs have to be endorsed by relevant professional associations and chairs then ‘advise’ on the appointment of other panelists. Interdisciplinary research is most obviously in jeopardy here. ’ Derek Sayer, ‘Five reasons why the REF is not fit for purpose’, The Guardian, 15 December 2014: https://www.theguardian.com/higher-education-network/2014/dec/15/research-excellence-framework-five-reasons-not-fit-for-purpose [accessed 20 June 2016].
“While we have government, we have the funding agencies, we have industry crying out that the world’s biggest problems need interdisciplinary approaches, we have put in place a system [the Research Evaluation Framework] which is not sending the right messages.”

Derek McAuley (Horizon)

Interdisciplinary research activity has to reconcile these divergent pressures and mitigate or manage the inherent risk while needing also to overcome challenges that are usually not present within core disciplinary research, including:

- The need to bridge or reconcile diverse epistemic cultures among those participating in interdisciplinary research;
- The need to integrate diverse protocols of enquiry and heuristic tools;
- The need to ensure genuine research outcomes for all participating disciplines, not relegating some team-members to the role of “service providers”;
- The need to accommodate diverse dissemination strategies and reward systems.

The University of Nottingham Landscape

Global Strategy 2020, inaugurated at the University of Nottingham (UoN) in 2014-15, adopted a systems approach to research, setting out five Global Research Themes (GRTs), sub-divided into thirty-one Research Priority Areas (RPAs). This structure aimed to provide ‘umbrella’ themes to promote and organize collaborative synergies among disciplinary units across the university. Formulation of Global Strategy 2020 was a bottom-up process, in which academics identified potential RPAs within the broader GRTs and applied for institutional recognition and time-limited funding. During 2015-16, UoN funded an RPA in ‘Heritage & the Digital’.

Alongside the Global Strategy 2020 structure, UoN provides a number of mechanisms to span disciplines and inspire interdisciplinary collaboration. The following schemes and structures were among those crucial to promoting and supporting the interdisciplinary field of digital humanities and arts in recent years:

- **Discipline Bridging Award (DBA).** Established in 2013-14, this fund represents a key mechanism of the UoN research strategy to support new interdisciplinary research within the university and grow and develop research collaborations across academic disciplines. The DBA scheme funded the project ‘Digital Humanities & Arts Praxis: Interrogating Interdisciplinarity’ that produced this Guide;
- **Horizon Digital Economy Research Institute.** Horizon consists of both a Research Hub and a Centre for Doctoral Training (CDT) within the Research Councils UK Digital Economy programme. It was inaugurated in 2009 with a £40 million investment by RCUK, UoN and with over one hundred academic and industrial partners. Both the Hub and CDT have received further follow-on funding. It provides opportunities for UoN academics to collaborate, both internally and with external partners;
- **Centre for Advanced Studies (CAS).** Since 2010, CAS has provided leadership on key challenges and strategic themes relevant to the arts, humanities and social sciences, in particular promoting interdisciplinarity and serving as a bridge between researchers inside and outside the Faculties and as a facilitator of collaboration between academics and non-academic organizations. To build interdisciplinary capacity and expertise, it has provided vital support to research networks (including the Pervasive Media Group, and the Digital Humanities Network), as well as seedcorn funding for pilot projects.

“You go in and you’re slightly anxious on how it’s going to work […]. You are coming from different backgrounds, you are coming with different trajectories of knowledge and understandings of the material, and it’s trying to find a way of translating what each other is saying […].”

Richard Gaunt (History)
Digital Humanities & Arts Praxis at UoN

Over the last decade a vibrant and active digital humanities community has formed across UoN from a number of looser interdisciplinary networks aggregating around specific research questions. Most of its participants are associated with units established to develop and deploy digital tools within their respective disciplinary domains. These include the Digital Humanities Centre (DHC)8 and the Centre for Research in Applied Linguistics (CRAL)9 [Faculty of Arts]; the Horizon Digital Economy Research Institute and Mixed Reality Lab (MRL)10 [Faculty of Science]; the Spatial Literacy in Teaching Hub (SPLINT)11 [Faculty of Social Science]; and the Human Factors Research Group (HFRG)12 [Engineering].

Recent years have witnessed a drive towards organizing these individual hubs of expertise into a unified centre of excellence. An early intervention was the 2005 establishment of the Pervasive Media Group, a network of academics working in digital humanities, facilitated by the Humanities and Social Sciences Research Centre which in 2010 was re-formed as the Centre for Advanced Studies (CAS). Digital humanities remained a highlight theme for CAS and continued to benefit from CAS support until the reconfiguration of UoN strategy into GRTs and RPAs. In 2012, the Nottingham Culture Innovation Labs [CILs] were established as a non-budgetary meta-unit for the Mixed Reality Lab, the Centre for Research in Applied Linguistics, the Digital Humanities Centre, and the Spatial Literacy in Teaching Hub.13 In 2014-15, as part of the University’s introduction of GRTs under Global Strategy 2020 (see above), a Research Priority Area ‘Heritage & the Digital’ was formed, co-led by academics from the Arts and Sciences (Katharina Lorenz and Benjamin Bedwell) and with an independent budget.14 This structure brings together academics from Horizon, the Mixed Reality Lab, the Digital Humanities Centre, the Spatial Literacy in Teaching Hub, and the Human Factors Research Group, as well as colleagues within departments across the Faculties of Arts, Social Sciences, Sciences and Engineering. Its focus is on heritage computing as a specific field of digital humanities activity.

The drive to bring together all digital humanities expertise at UoN was primarily a bottom-up process, propelled by the interests of the individual networks of researchers seeking greater institutional and disciplinary visibility for their activities and expertise, i.e. a distinctive profile. Individual academics at different levels of seniority facilitated this development by lobbying university bodies on behalf of the field. This coincided with the implementation of top-down institutional strategies seeking to address government policy incentivizing large-scale collaborative research (e.g. into creative industries, digital transformations of arts and humanities, big data) as well as the generation of impact outside the HEI sector.

Over the last decade, UoN has used a variety of mechanisms to generate and sustain interdisciplinary digital humanities research. AHRC and EPSRC provided significant external support for some of these mechanisms; internal research support allocations funded or facilitated by CAS underpinned other initiatives.15

To promote internal relationship-building:

- Themed network meetings and talks by academics about their individual research (including visits to individual units);
- Pump-priming of collaborative projects across units via open calls or sandpits;
- Short-term secondments to different units of the university (‘troubadour’ schemes).

To promote external relationship-building:

- Lecture series as part of the Culture Innovation Labs programme, within the individual units, or linked to individual research projects;
- Innovation vouchers to help external partners “buy” academic expertise for their businesses and produce collaborative work;
- Pump-priming of collaborative projects and feasibility studies with external partners via open calls or sandpits, leading to joint publications.

Infrastructure development:

- Investment in new technologies (hardware and software) and provision of training, to serve both individual departments and as platform for integration of research activities and management across UoN.

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9 See: http://www.nottingham.ac.uk/research/groups/cral/index.aspx [accessed 20 June 2016].
10 See: http://www.nottingham.ac.uk/research/groups/mixedrealtylab/index.aspx [accessed 20 June 2016].
13 See: https://www.nottingham.ac.uk/cas/cultureinnovationlabs/index.aspx [accessed 20 June 2016].
CONSIDERATIONS FOR MANAGEMENT

1. Structures and Interventions

Research policies & disciplinary structures. Funding agencies’ increasing emphasis on complex, multidisciplinary research, in major calls issued at both national and international levels, requires the presence of well-established links of communication and collaboration across units in order that academics are able to form relevant configurations of expertise in a flexible and agile way.

At the same time, external and top-down drivers of interdisciplinary research need to be reconciled with:

- The necessity of sustaining and asserting strong monodisciplinary identities, recognizing that the single discipline remains the dominant organizational principle for knowledge production, research evaluation and academic career progression as well as student recruitment and training;

- Challenges associated with the ongoing evolution of disciplinary identities, the fluidity of many modern disciplines and, equally, new opportunities for interdisciplinarity arising when REF Units of Assessment do not mirror the organization of disciplines at UoN;

- The emergence of new research questions within the academic community and the need to ensure the willing and active participation of researchers as the strongest drivers of interdisciplinary research activity.

The UoN landscape. As outlined in the ‘Environment’ section above, the institution offers a range of mechanisms to promote and capture grassroots interdisciplinary initiatives, notably the Discipline Bridging Award. These are combined with a top-down interdisciplinary research framework, specifically the Global Research Themes and Research Priority Areas implemented under Global Strategy 2020. The Centre for Advanced Studies (CAS) fulfils the vital role of melding grassroots energies with top-down priorities, which otherwise could not be brought into interplay with each other.

In conjunction with these schemes and structures, UoN benefits from a range of other attributes that operate to support interdisciplinary research:

- Infrastructure: provision of spaces and equipment for interdisciplinary research, including the Digital Humanities Centre, the Centre for Research in Applied Linguistics, the Mixed Reality Lab, and Horizon (for details on all, see above).

- Service units: supporting the internal infrastructure as well as providing expertise and content – the main service units participating in digital humanities and arts research are Information Services, Lakeside Arts and Manuscripts & Special Collections.

- International scope and reach: this is supported by the International Collaboration Fund pump-priming scheme, UoN’s overseas campuses and its membership of Universitas 21, which together provide a framework for identifying and working with international collaborators.

- High level of grassroots enthusiasm and early-career involvement: strong attendance at interdisciplinary events and strong input in activities, especially on the part of young researchers trained in interdisciplinary Doctoral Training Centres with good understanding of their stakes in different disciplines.

2. Challenges & Risks

Despite the range of mechanisms and structures in place to promote and support interdisciplinary collaboration, UoN, like all HEIs, faces considerable challenges and risks in implementing strategy on interdisciplinarity. Among these are:

- Distance between disciplines:

  Lack of shared physical spaces for sustained long-term interaction, both within units and especially as a venue for encounters and interactions between departments.

  Epistemic gaps, if not tensions, between individual disciplinary cultures, including lack of clarity regarding research outcomes for individual disciplines, conflicting dissemination strategies, and different reward structures.

“Despite the narrative around the importance of interdisciplinary research, there are not many interdisciplinary career opportunities [. . .]. Academic paths seem still to be monodisciplinary.”

Laura Carletti (Horizon)
“What is actually more of a challenge I think in interdisciplinary projects is that the outcomes are equally valuable for everybody involved because of course we are all still judged against disciplinary norms and that’s what people’s careers depends on.”

Sarah Martindale (Horizon)

- **Lack of incentives:**

  Complex challenges of the type issued by funding agencies are easy to formulate; it is more difficult to define methods to solve those problems in ways that offer all participating researchers valuable research outputs.

  Lack of opportunity for academics to take time out of their usual commitments within their discipline to build a shared understanding with their partners in other disciplines before or at the start of an interdisciplinary engagement; limited opportunities for ‘clinical secondments’ to spend time in another unit (or to have internally-funded remission incorporated into workload models).

  Workload models fail to account for actual staff time commitments required for effective interdisciplinary collaboration.

  Lack of risk management and reward structures that take account of the open-ended and uncertain nature of interdisciplinary collaboration for the individual researcher, with career progression and rewards biased towards disciplinary skills and less risky single-researcher activities.

- **Sustainability:**

  Internal funding allowing for sequences of short-term interdisciplinary projects does not offer security or stability and acts as a deterrent for academics to commit to interdisciplinary collaborations over the long term.

  Retention and continuity of membership of interdisciplinary networks and groupings with fixed-term funding is difficult, as key academics and service unit staff may gravitate towards areas and activities that enjoy more secure and stable funding, within the institution or elsewhere.

  Conscript of expertise, e.g. through top-down expertise mapping exercises, does not produce full buy-in from those specialists but creates a false impression of attainable levels of activity.

  Overemphasis on short-term research income, not continuous growth and qualitative innovation, stands in the way of long-term strategic planning.

  No translation of interdisciplinary research into new undergraduate and postgraduate teaching to train the next generation of interdisciplinary researchers: need to stress to prospective students that most jobs require broad-based understanding and skills, and that interdisciplinarity will raise students’ employability. There is especial need for ‘translators’ who work across and mediate between fields and can ask the right questions of technology.

“You just have to take the time to sit and work out - is this somebody that you can work with? [...] It's about trust as much as it is about knowledge.”

Jo Robinson (English)
RECOMMENDATIONS FOR MANAGEMENT

1. Consider means to open up and facilitate communication between and among faculties, schools, departments and service units; this is vital for both academic researchers and administrative staff providing support to interdisciplinary initiatives.

2. Create spaces and provide opportunities for spontaneous interdisciplinary encounters and exchanges, as well as for formally directed interactions and sustained research efforts. Provision of social and collaborative spaces plays an increasing role in the design of teaching and learning environments; venues facilitating interaction among research staff should similarly figure in the design of infrastructure (e.g. provision of departmental, school, faculty or cross-faculty common rooms).

3. Provide investment to expand and strengthen the remit of UoN’s Centre for Advanced Studies (CAS) to promote and support large-scale interdisciplinary and inter-institutional collaborations with partners in the UK, Europe and globally, e.g. with seconded mid-career and senior academic staff tasked with initiating and driving strategic activities at UoN, and with anticipating and shaping funding agencies’ emergent highlight themes and changes in the funding landscape; to establish a funded, high-profile programme of Visiting Fellowships for scholars at all career stages; to support and host large-scale conferences, etc.

4. Underpin the Centre’s high-level research leadership and agenda-setting remit with expansion of mechanisms and structures to stimulate, support and develop smaller-scale grassroots interdisciplinary initiatives, e.g. through workshop and conference support; expertise mapping and ‘matchmaking’ activities; seed-corn funding for pilot projects; postdoctoral bursaries; support and facilitation of interdisciplinary networks and clusters. The Centre should be responsible for ensuring widest possible participation by UoN academic staff in collaborative initiatives, by researchers at all career stages, and for identifying and nurturing future interdisciplinary leaders (see point 9. below).

5. Implement measures to encourage inter-unit mobility to overcome disciplinary ‘silo mentalities’, foster mutual understanding, nurture shared research languages, catalyze collaborations and disseminate best practice in interdisciplinary working. This may be effected by means of temporary secondment vouchers (which need to take account of workload models and scheduling).

6. “If you want to maximize your career opportunities, you may be well advised to do exactly what industry says - which is we need broader skills; we need broader understanding of challenges, rather than simply a very deep understanding of one particular area.”

Derek McAuley (Horizon)

7. Encourage faculties, schools and departments to explore opportunities for split/shared academic appointments, either on a permanent or fixed-term basis. Among the specified roles/duties of inter-departmental staff should be the introduction, design and leadership of initiatives in interdisciplinary teaching, postgraduate supervision and research.

8. Encourage faculties, schools and departments to explore opportunities for interdisciplinary degree programmes at undergraduate and postgraduate taught levels, responding to the demand for broad-based interdisciplinary skills in the graduate job market.

9. Introduce research leadership training for staff at all career stages, including Postgraduate Research Students, Postdoctoral Researchers and Early Career Researchers, incorporating modules on interdisciplinary work and management of interdisciplinary teams.

10. Establish training for academic staff newly promoted to Levels 6 (Associate Professor) and 7 (Professor), to include modules on interdisciplinarity; this may be complemented by specific consideration of interdisciplinarity in personal development and performance review procedures and self-development programmes.

11. Incentivize interdisciplinarity, enterprise and innovation, through reward and career progression mechanisms that take account of the real risks of undertaking interdisciplinary scholarship, while managing and mitigating the tensions between interdisciplinarity and the needs of the Research Excellence Framework and departmental teaching requirements.
TOOLKIT FOR INTERDISCIPLINARY RESEARCHERS

1. How do you initiate a collaboration?

- What’s your question (why do you need to collaborate)? Be aware that your question might change in light of interdisciplinary interactions.

- Identify your collaborators, within and outside the borders of your discipline (e.g. by communicating via social media). Meet your potential collaborators in person (and leave your disciplinary language behind as much as you can while doing that) – make sure there is compatibility in aspirations, aims, attitudes, and approaches. Beware of outside brokerage of collaborations! What you are looking for is a ‘working with’ rather than a ‘working for’ approach. Ensure you fully understand how the collaboration ‘adds value’ to your research but, as importantly, also how your research will ‘add value’ to that of your prospective collaborators.

- Organize a series of meetings with a neutral facilitator during project/bid development to break the ice and explore interdisciplinarity on a ‘level playing-field’ – there should be no disciplinary ‘first among equals’; discuss: working cultures; institutional incentives and constraints; individual aims and aspirations; language of research; routes to publishing and funding; career trajectories.

- Aim to draw up a Memorandum of Understanding on envisaged research outcomes, also outlining commonalities and differences (including favoured work environments for different academic activities; preferred working practices; levels of commitment; career goals; publishing objectives; other output aspirations), and how these will be reconciled in the project design, management and implementation.

- Formalize the role of a facilitator/’translator’ in your interdisciplinary research groups.

- Have an exit strategy: if you don’t think the collaboration is going to work, consider ending it at this point. Beware: interdisciplinary work requires trust among all members of the team.

2. How do you start working?

- Draw up a schedule of work packages, outlining tasks and responsibilities for each collaborator; include milestones to keep track of project development. Beware of unforeseen circumstances arising: always build in some contingency (time and finance).

- Schedule regular administrative reviews and interactions (e.g. workshops, reading groups) during the project to exchange ideas, discuss progress, identify and resolve issues.

- Draw up a list of potential outlets for the work you’re likely to produce. Be aware of specific disciplinary requirements and publishing strategies.

- Seek out training opportunities to gain a better understanding of each other’s approaches, techniques and processes, and how these inter-relate and interact.

“All of us in a sense have to learn a new academic language, one that communicates with people out there, who are interested in our disciplines but who are not going to spend years and years learning specialist terminology to figure out what we actually have to say.”

Maiken Umbach (History)
3. **How do you maintain momentum?**

- Facilitate continued interaction and maintain team-building: share work in progress; develop and respect a shared culture of critique; pay attention to individual disciplinary protocols of communication and interaction. Beware of collaborators drifting apart!
- Seek out opportunities to present your collaborative work and use the feedback to enhance your research. Beware of stagnation!
- Play and explore: mix up interactions, change perspectives, experiment, keep an open mind and value creativity. Don’t lose sight of your objectives!

4. **How do you consummate collaboration?**

- Collectively discuss whether you have achieved your aims and objectives and completed the intended outputs?
- Evaluate your outcomes: are these positive/negative, expected/unexpected?
- Do any concerns remain among collaborators? How can these be resolved?
- Document what you have learned from your experience.

5. **How do you sustain and extend collaborations beyond a project?**

- Consider what new questions have arisen from your collaboration: can your findings be employed/applied in other contexts?
- If so, go back to No. 1.

“People who haven’t worked on interdisciplinary projects before maybe speak in jargon without really thinking that other people might not understand, as you find people who are really entrenched in their disciplines […]. I often find myself googling things in project meetings.”

Ben Bedwell (Horizon)
Between November 2014 and July 2016, the University of Nottingham project DHA Praxis organized a series of events exploring the benefits, challenges and risks of interdisciplinarity. For further details on these, please see:

http://dhapráxis.wp.horizon.ac.uk/activities-events


- **Second Round-Table**, ‘Bridging Disciplines: the University Research Strategy, Funding, and Case-Studies’, 17 February 2015, Highfield House, University of Nottingham.


- **Fourth Roundtable**, ‘Questioning Space and Time across Disciplines: Perspectives from the Humanities & Geospatial/Computer Science Research’, 21 April 2015, Trent Building, University of Nottingham.

- **Guest Lecture**, ‘Digital History: Computing Historical Watersheds, a Linguistic Approach’ by Prof Joachim Scharloth, Dresden University of Technology, 13 May 2015, Highfield House, University of Nottingham.

- **Guest Lecture**, ‘Digital and Environmental Humanities – Bloomsday’s Big Data: Tweetflickrtubing James Joyce’s Ulysses (1922)’ by Dr Charles Travis, Trinity College Dublin, 14 October 2015, The Hemsley, University of Nottingham.


