Expanding Communities of Practice: Digital Humanities Research Institute

Final Report

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Introduction

Distinctive for its grassroots, train-the-trainer approach to improving foundational technical skill training in the humanities, Digital Humanities Research Institute: Further Expanding Communities of Practice fosters professional development for humanists through community-engaged pedagogy. As proposed, 15 participants from diverse humanities institutions and job roles would spend 10 days at the CUNY Graduate Center learning from a pre-existing and vetted curriculum on topics such as the command line to Python and mapping. During their residency, participants would have worked with mentors from our first IATDH grant [HT-256968-17] to plan local institutes based on our model. By supporting participants’ development of local versions, DHRI would have provided an exponentially larger impact than similar week-long institutes. Based on feedback from 2018, we anticipate at least half of the participants' institutions will continue supporting local versions in subsequent years.

Due to the crisis caused by the COVID-19 pandemic, the in-person institute planned to take place in summer 2020 was delayed to summer of 2021. With supplemental funding provided by NEH, we were able to produce an online curriculum and led the institute virtually, over Zoom. In 2020, we applied for supplemental funding through the CARES Act to support changes in the Institute’s format, goals, and funding. Upon receiving supplemental funding in January 2021, We adjusted our application and selection criteria to accommodate pairs of attendees and increased the number of available seats to 32. The 32 selected Community Leaders participated in 48 hours of virtual instruction supported by hours of asynchronous preparatory materials over the course of 8 days from July 6 - 15, 2021. In preparation for the change in format, Summer 2020 efforts shifted our curricular materials, previously in markdown files on GitHub, to a format that would be more supportive of remote instruction. The format included building out content and design. The content goals became providing enough instructional and supporting materials that participants could a.) learn asynchronously as well as synchronously and b.) could use these materials directly in their own instruction at local institutes. The design goals became creating an interface for the content that would promote a positive, engaging, and intuitive approach to the content.
Following the virtual CUNY-hosted DHRI in Summer 2021, 32 participants began to integrate what they had learned into their own work and to plan local versions of a similar DH training event.

Rationale/needs

In our initial proposal, recruiting 15 new participants, connecting them to mentors, and offering them 15 examples of how the DHRI curricula can be modified to meet the needs of local organizations was intended to provide scaffolding for support based on feedback we received from participants in 2018. The connections between new participants and the 2018 cohort would offer professional support. Our commitment was: a.) to reach humanities scholars who are interested in building out a community of DH practice while also enhancing their own research and/or teaching, b.) to develop a critical practice of digital pedagogy that lowers the barrier to entry for those with little to no prior experience with foundational technical skills, c.) to help participants to leverage local and regional resources and support for their efforts, and d.) to connect participants to one another, to local DH practitioners, and to broader national and global DH networks for support and visibility.

Despite the impact of the pandemic in 2020, our commitment remained to drawing from lessons learned from DHRI 2018 and offering an enhanced curricula, planning documents, strategies for hosting local institutes, and a network of collaborators and mentors to turn to for support—even if instruction needed to take a new format. These values informed our marketing and community leader selection process as we incorporated feedback from our 2018 participants.

Pivot to Virtual

In parallel with their curricular revision work, Kalle Westerling, 2018-2020 DHRI project coordinator spearheaded the development of a new Django-based interactive website. The website allowed participants to engage in both asynchronous and synchronous workshop activities. An early alpha version of the website had been tested with a small group of learners. Westerling managed a summer development process in which a team seven instructors utilized Scrum methodology across six sprints to fundamentally revise parts of the existing curriculum. The revisions enhanced the workshops by incorporating contextualizing information, pedagogical cues, related readings and projects, discussion and challenge questions, as well as suggestions for further learning steps. The revised workshops were released in early 2021.
Supplemental funding provided by NEH supported the following project deliverables:

- **8** digital humanities online workshops that provide professional development training for non-specialist audiences, available open access.
- A new user-friendly curriculum interface for existing workshops based on extensive feedback and testing.
- Synchronous and asynchronous support for **30** participants from **15** institutions that combine coaching and instructional support from experienced graduate research assistants and mentoring support from a pool of former DHRI participants.
- **20** hours of individual support in year 2 for each participant by the DHRI faculty and staff.
- **15** group sites on Humanities Commons that include discussion forums and sharing of gray literature deposited through CORE that help local development of more DHRI institutes nationally.
- **15** local institutes offered across the U.S. reaching upward of **300** additional humanities students and scholars in either face to face, hybrid, or distant learning formats.
- Feedback, evaluation, and lessons learned from leading **15** additional digital humanities institutes across the US based on the DHRI model presented in an online showcase and in a final white-paper report available on our website, deposited in Humanities Core and in the NEH’s repository.
- Salary support for **8** graduate students to replace employment lost due to COVID-19

**Outcomes**

The Digital Humanities Research Institutes (DHRI) provided online training for **32** humanities faculty, librarians, staff, and graduate students across the United States in summer 2020. During the following two academic years and working in pairs, the selected community leaders used what they learned during the online institute, the curricular materials that were provided, and at least **20** hours of mentoring, online office hours, and support to lead local DH institutes. By the end of the project’s period of performance, fifteen institutes reaching **349** additional humanities scholars had run. The institutes addressed topics such as local women’s history and indigenous archives, building local networks of community college and regional college instruction and skill development, developing new minors in digital humanities, and new methods of training doctoral students to do oral history interviews. Many of the DHRI participants were able to raise external funding to support their efforts, paying graduate students to
lead workshops, honoraria for speakers, stipends for faculty to perform curriculum development, and more than 25 days of professional development workshops for humanities faculty, librarians, and staff. Participants in DHRI experienced professional growth, and partnered with key organizations inside and outside their college or university.

Application Outreach

A call for applications was circulated widely across a national network of digital humanities programs. Additionally, we scraped information about humanities faculty at HBCUs, tribal colleges and universities, community colleges, and hispanic serving institutions (HSIs). We sent individual, personalized invitations to faculty in these groups encouraging them to apply. Our outreach efforts, particularly targeting HBCUs and community colleges, were successful. Half of our 86 applications came from faculty and staff at publicly funded institutions of higher education. One in ten applications came from an HBCU. Sixty percent of applicants identified as female. Twenty-five percent of applicants identified as Black or African American.

Nearly 20% of the applicants had heard about the call for application from multiple sources.

<table>
<thead>
<tr>
<th>How did you hear about the Digital Humanities Research Institute?</th>
<th></th>
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<tbody>
<tr>
<td>From one of your current Community Leaders</td>
<td>8</td>
</tr>
<tr>
<td>Word of mouth</td>
<td>4</td>
</tr>
<tr>
<td>From a colleague</td>
<td>24</td>
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<tr>
<td>From a colleague, Twitter, Word of mouth</td>
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<tr>
<td>Email from listserv (DHSI, Code4Lib, AIR-L, etc.)</td>
<td>36</td>
</tr>
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<td>Twitter</td>
<td>4</td>
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<tr>
<td>Announcement on H-NET</td>
<td>2</td>
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<tr>
<td>From a colleague, Email from listserv (DHSI, Code4Lib, AIR-L, etc.)</td>
<td>2</td>
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<tr>
<td>Post on HASTAC</td>
<td>2</td>
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Application Results

In total, we received 63 applications from 29 states from a variety of professional titles. Nearly 30% of our applicants were early career professors who could leverage DHRI to build a DH community at their institution for professional development opportunities.

<table>
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<tr>
<th>Title</th>
<th>Count</th>
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<tbody>
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<td>PhD Student</td>
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<tr>
<td>Digital Architect</td>
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</tr>
<tr>
<td>Librarian</td>
<td>11</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>12</td>
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<tr>
<td>Assistant Professor</td>
<td>6</td>
</tr>
<tr>
<td>Lecturer</td>
<td>1</td>
</tr>
<tr>
<td>Director</td>
<td>6</td>
</tr>
<tr>
<td>Adjunct Professor</td>
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</tr>
<tr>
<td>Digital Technology Consultant</td>
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</tr>
<tr>
<td>Professor</td>
<td>3</td>
</tr>
<tr>
<td>Program Manager</td>
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<tr>
<td>Postdoc</td>
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<td>Chair</td>
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We had a total of 29 U.S. states represented in the full applicant pool. The heat map below shows the distribution of applicants, where a darker color represents more applicants. The states that have no shading were not represented in the applicant pool.
The overwhelming response to our call for applications illustrates the continuing and growing need for intensive training on fundamental computational methods and concepts that are humanities-oriented and once acquired, can lead to greater confidence and flexibility in making informed choices as they develop DH projects and pedagogy.

Nearly a quarter of the 2021 applicants to DHRI had previously applied to the 2018 DHRI—the national need for responsive technical education around digital humanities persists but our expansion to double the participants provided an opportunity to learn how to scale virtually and cast a wider net of participants.

Community Lead Pairs

One defining feature of the 2021 DHRI after the 2020 pivot and 2021 CARES Act supplemental funding was accepting community leader as pairs to serve as a local support system both in the technical learning part of the CUNY DHRI and the local institute organization and implementation. In 2018, we served 15 participants from 15 institutions and in 2021, with additional NEH funding, we were able to expand our participant pool from 32 participants representing 16 institutions. The thinking behind pairs of community leaders was based on feedback from the 2018 cohort’s experience of running their own local institutes and part of our strategic pivot to virtual learning. Two participants of the 2018 DHRI were both situated at different institutions in northern
Indiana and organized their local institute together to great mutual benefit. This pair leveraged support from each institution to deliver digital humanities training to both communities while building relationships between them. This serendipitous union served as a model for us as we developed the structure of 2021 DHRI. 2018 participants and teaching staff all expressed overwhelming support of the sense of camaraderie from in-person instruction and selecting pairs was a way to replicate that kind of feeling in an online space. We saw positive feedback from 2021 participants directly relating to the ability to collaborate with a local partner.

Participants chose their own collaborators to submit a single application with a collaboration proposal. While most of the accepted pairs are from a single institutions, notable pairs were collaborations between state university systems (San Diego State University and San Jose State University); regional collaboration (UC Irvine and UCLA), local collaboration (independent researcher and Howard University). This allowed for cross-institutional pollination enabled by the virtual mode of teaching.

We also wanted to enhance the potential of virtual learning as we observed that that learning technical skills, especially over Zoom, can be challenging. Having a partner in the learning allows each participant to find support in each other, troubleshoot, and share insights with each other, and making the work of learning new skills less daunting.

History of the Institute Model at CUNY

The Digital Research Institute or DRI was initially funded in 2016 by a CUNY-wide Strategic Investment Initiative grant with continued funding from the Provost’s Office in the years since. This institute is administered annually by CUNY Graduate Center’s Digital Initiatives program, having served over 220 participants in 7 years by graduate student Digital Fellows. After collaborating with external instructors from a traditional coding bootcamp program for the first Graduate Center Digital Research Institute (DRI) (http://cuny.is/gcdri), this partnership was discontinued as Graduate Center participants found the traditional digital skill bootcamp approach was incompatible with our humanistic/social science research objectives and commitments to research ethics.

Since then, the foundational principle of DRI is a peer-led pedagogical approach. Digital fellows develop and teach curriculum based on the digital tools they’ve learned through

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their own research and critical reflection on existing digital pedagogical approaches to our institutional deficits - recognizing where our school/departments aren't fully able to support student research. We always start with the question, what do we wish we had? This line of inquiry motivates all aspects of digital research institutes - from marketing to underserved departments, to participant selection, curriculum development and post-institute support in the form of individual project consultation.

Our approach has proven effective in reaching highly interdisciplinary cohorts of previous participants because, as we discovered, students of all backgrounds responded positively to a humanities-focused approach. For example, CUNY’s population is one of the most diverse in the country and our curricular model is highly-attuned to existing barriers to entry for many women and minorities. Because building a supportive and engaged community of learners is a key outcome for our institutes, we will begin with an activities that situate participants as experts in their own research questions. We encourage participants to become familiar with one another’s research so that as we proceed through the week, they can be aware of and responsive to their colleagues’ needs and concerns, becoming advocates for their own interests as well as the interests of those around them. We use red and green post it notes to indicate desire to move faster or slower, and purple for the need for breaks. We include challenge activities for students who proceed at a slightly faster pace, and we offer narrative explications for those who are unable to do the independent challenges. We introduce questions of ethics, data bias, and foreground research projects that represent the work of diverse researchers and also allow for anonymous feedback during each day via Google forms. Our efforts have proven effective, as participants often respond in daily exit slips that they feel comfortable asking questions of the instructor and peers.

2018 DHRI

The original motivation to scale this institute up to digital humanities practitioners nationally was the belief that others could benefit from this pedagogical approach. The success and positive outcomes from the 2018 institute underscored the viability of this educational model and positive professional outcomes for participants. As the landscape of digital humanities and technology continued to evolve, there was a growing recognition that digital humanities would be enriched by wider participation made possible by comprehensive and accessible online curriculum content, while flexible enough to adapt to local and specific institutional needs. By extending the reach of the
institute, this broader community of learners and educators could tap into the transformative potential of digital tools and methodologies.

How 2021 DHRI was different from 2018:

Covid encouraged creativity between the 2018 DHRI and it’s online version in 2021. In summer of 2020, the institute underwent a transformation with the introduction of an online platform enriched with advanced features, including a flexible curriculum that allowed participants to revisit material after the institute. The 2021 DHRI fully embraced the online format, embodying an innovative institute model that not only catered to its participants but also provided valuable pedagogical insights from the DHRI instructors’ own experience for those participants venturing into the realm of virtual education.

2021 DHRI Supplemental Funding

Supplemental funding enabled instructors to accelerate their curriculum development and encouraged institute cohesion and standardization. As the instructor team experienced teaching via Zoom along with the rest of the world, they picked up tips to encourage more engaged virtual participation. The online platform allowed us to create constant support for participants. They could prepare for workshops by reading the content in advance. Participants had a ready-list of sample projects that make use of the skills they were learning each day. We embedded ethical considerations directly into each lessons by framing questions of ethics at the beginning, including them in challenge questions at the end of each unit, and connecting back to them again in a special “Theory to Practice” portion of the curriculum that provided students with next steps beyond the online workshop (e.g. tutorials from Programming Historian or Toward Data Science).

From Applicants to Community Leaders

Application Review and Selection

The applicant selection process was intentional -- each applicant’s package was read by several reviewers. Our selection process prioritized candidates with a clear project idea and a positive attitude towards tackling technical challenges, ensuring that those who would benefit the most from the digital skill curriculum were given preference.
Participants who were able to demonstrate an ongoing commitment from their institution, as well as those with a clear plan for how to support one another were rated most highly. Our ratings privileged the curiosity and willingness to learn over existing skills. Furthermore, we looked for a wide distribution in geography, institutional type, and disciplinary and professional backgrounds. Applicants completed an additional survey to explain whom they had selected as a partner and why they would work well together to accomplish their shared goals.

**Community Leaders**

The following applicants were selected as the 2021 cohort of DHRI Community Leaders:

- Celeste Lee, Assistant Professor of Sociology at Spelman College
- Christina Mune, Associate Dean of Libraries at San José State University
- Christina Willever, Librarian of George T Potter Library at Ramapo College
- Corey D Clawson, PhD student of American Studies at Rutgers University, Newark
- David Myles Gustavsen, Humanities Librarian of Libraries at University of Hawai'i at Mānoa
- Deborah Elizabeth Kemp-Jackson, Professor of ESL of English at Union County College
- Dieyun Song, Ph.D. student of History at University of Miami
- Elaine Julia Walker, Assistant Professor / Graduate Studies Librarian of Fant Memorial Library at Mississippi University for Women
- Fernando Esquivel-Suárez, Assistant Professor of Ethnic Studies at Spelman College
- Francisco Javier Lopez-Martin, Associate Professor of Spanish / Modern Languages at Denison University
- Hilary Nicole Huskey, Lecturer of Art and Interactive Media at North Carolina Central University
- Hillary Ann Hamblen Richardson, Associate Professor of 0 at Mississippi University for Women
- Jeanelle Domenique Horcasitas, Program Manager of Career and Postdoctoral Services at Scripps Research
- Joel Overall, Director of Writing and Associate Professor of English of English at Belmont University
- Krista White, Librarian II and Digital Scholarship and Pedagogies Librarian of John Cotton Dana Library at Rutgers University, Newark
- Lenora Helm Hammonds, Associate Professor of Music at North Carolina Central University
- Lyndsay Dolf Bratton, Assistant Director for Digital Scholarship of Connecticut DH group at Connecticut College
- Mary-Margaret Mahoney, Digital Scholarship Coordinator of History / other at Trinity College
- Marya McQuirter, Assistant Professor & Inaugural Director of Public History Collaborative of History and Libraries at University of Arizona
- Natalie Hopkinson, Associate Professor of Journalism at Howard University
- Nicole Marie Fox, Assistant Professor, Research & Instruction Librarian of Library at Belmont University
- Olivia Quintanilla, Postdoctoral Fellow of Environmental Studies at University of California Santa Barbara
- Pamella Robin Lach, Digital Humanities Librarian of Library at San Diego State University
- Regina Kay Martin, Associate Professor of English and Global Commerce at Denison University
- Sarah Elizabeth Koenig, Assistant Professor of History at Ramapo College of New Jersey
- Sarah Nakashima, Humanities Librarian of Hamilton Library at University of Hawai'i at Mānoa
- Sumor J’net Aletha Sheppard, Foreign Language Program Coordinator of 0 at Prairie View A & M University
- Sydney Nii Odotei Odoi, Ph.D. Student of Hispanic Linguistics at Texas A&M University
- Tarika Sankar, PhD candidate of English / Center for Faculty Development at University of Miami
- Tatiana Bryant, Research Librarian for Digital Humanities, History, and African American Studies of 0 at UC Irvine
- Tulay Altin, Adjunct ESL Professor of English at Union County College

1 We are sad to report that Krista White passed away just following having led the Rutgers DHRI in January 2021. Her partner Corey Clawson completed the project, but Krista’s absence was felt by the whole GC and DHRI community.
2 Marya McQuirter has since left the University of Arizona to join the Library of Congress as part of their Community outreach programs.
3 Before the end of the grant period, Natalie Hopkinson moved to American University.
4 Tatiana Bryant is now the Head Personal Librarian at Barnard College.
See Appendix A for a list of full biographies of each Community Leader.

Fellows

The DHRI Institute in 2021 was fully staffed by CUNY Graduate Center Digital Initiative Digital fellows. 100% of digital fellows who participated expressed that this experience has helped them professionally, including adapting the entire curriculum to online format. One digital fellow advanced his interest in teaching technical skills and is soon to be certified as a Software Carpentries Curriculum Developer. One honed their skills in teaching online, finding ways to engage students through transitions to online discussions. For the graduate student instructors, this was an opportunity to develop a curriculum with flexibility outside of departmental curricular demands and model digital pedagogy for participants.

My involvement in the DHRI and the GCDI has been of immense help to me in my professional development because I learnt how to teach and write for highly-skilled audiences who were learning new technologies. This experience has been instrumental to me in my post-PhD career as a technical writer for a financial services software company, where I create resources that help financial advisors and insurance agents use our software. My work in the DHRI and the GCDI has taught me how to breakdown complex tasks and workflows so that people have a better understanding of how to use software to do their work better. Furthermore, working with the DHRI and GCDI gave me an opportunity to collaborate with other students and professors from different disciplines, librarians, as well as technologists, which taught me how to work with cross-functional departments. This has been essential to me in my current role, where I regularly work with other technical writers, software engineers, product managers, and customer success agents to collaboratively maintain and update our software documentation. I owe a tremendous amount of my writing, speaking, teaching, and teamwork skills to my experiences with the DHRI and GCDI.

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5 Zoe Borovsky retired shortly after leading the UC Irvine Digital Humanities Research Institute.
DHRI’s Community-led Orientation

DHRI’s pedagogical approach is built on a belief that transformative and sustainable learning is most possible when it is community-based. Our workshops begin by introducing each participant as a domain expert with valuable experience to contribute to the learning community. We combine inclusive and critical pedagogy with a flexible set of workshops in foundational technical concepts, foregrounding humanities skepticism and inquiry in form and content. Through hands-on workshops that model peer-to-peer learning communities in the humanities, DHRI is designed to value and further develop local expertise rather than reproduce the myth that digital humanities training is best when it happens at “centers of expertise.”

The community-orientation of our institute guided our formulation of DHRI’s curriculum and schedule. Responsive to both pre-institute surveys and daily exit slips, DHRI in theory and practice is designed to reflect that humanistic values we hope will guide DH practice. The participants in DHRIIs hosted by The Graduate Center receive foundational training so that they are best positioned to respond to and to provide guidance for projects at their local institutions. We find that many DH coordinators, specialists, assistant directors, or program staff are hired because of their experience working with a single project or several similar projects. However, they are often less well prepared to support a range of projects given an insufficient technical base in concepts like how their computer or the internet works, how to work from the command line, what data types are necessary to complete a project, or how to make decisions between different types of software. While the DHRI hosted by the CUNY Graduate Center is designed to back-fill these gaps, our emphasis in helping participants to become community leaders emphasizes the knowledge they already possess about their local contexts, the needs of their immediate communities, and the resources they have at their disposal to develop a locally-informed version of the DHRI.

What we mean by being community-led is that we focus on how to support participants as they work through the local iteration of the DHRI, and we promote information sharing across the network of community leads so that they can feel supported and capable of growth even when areas of resource scarcity at their local institutions may make supporting communities more challenging.
Pre-institute

Due to COVID, we had to stop activities on the grant in March of 2020 and rethink some of our work. We made some decisions: We are expanding the grant from the initial 15 participants to 32 (16 sets of partners). The institute was held virtually, and in preparation, we led a local version of the institute for Graduate Center students using a combination of synchronous and asynchronous modules: synchronous using Zoom one-on-one installation sessions, discussion sessions focused on specific topics, etc. and asynchronous using a newly developed website and the Humanities Commons.

Over summer 2020, the DHRI team expanded our curricular materials in order to better support virtual synchronous and asynchronous instruction. Over the course of a 6-10 week Agile development sprint, we revised eight workshops making sure that each one included relevant materials we often delivered in person for each workshop: learning objectives, prerequisite knowledge, key terms in a glossary, prereadings to help contextualize the workshop’s learning objectives, and sample projects that use the skills covered in the workshop. Topics included Intro to Python, Textual Analysis with NLTK, Git/Github, HTML/CSS, Data Literacy, Introduction to Command Line, Introduction to Mapping

We also added self-quizzing, feedback mechanisms, and post-workshop materials, which included further questions for exploration and discussion during synchronous meetings and over Discord, next tutorials to try that reinforce and extend the concepts covered in the DHRI workshop, and articles, projects, and suggestions for next steps. The new curriculum interface included tracking the number of views each workshop had and allowed users to create accounts that could help track workshops that they favored.

Additionally, an extra curriculum component has been introduced to enhance the learning experience. In the initial version, materials were primarily text-based, but now a DHRI website has been developed as a pedagogical intervention. This website serves as a comprehensive resource hub, providing access to additional materials for those who may have missed or require further information. The website has garnered significant popularity and has become widely used across various locations. Overall, these curriculum changes have aimed to create a more inclusive and dynamic learning environment.
We fleshed out online documentation with the understanding that participants are less likely to ask for help in an online setting, used a teaching assistant to field questions, and used breakout groups to simulate breaking out in an in-person setting. Building on Steve's previous database workshop, I created the content for the curriculum to be hosted on the website. I then added activities that can be utilized in breakout rooms to facilitate small group discussions. The activities included several different problem scenarios for participants to cover a broader number of topics over a short period of time when returning from their breakout groups into the main group. As the workshop was the most reliant on discussions, the transition from breakout groups to main group was key, and that also meant that groups were pre-allocated to minimize confusion in the process. Participants were also prompted to prepare for the workshop by looking over the online curriculum to allow for most of the time during the workshop to be dedicated to the activities. The main concern when adapting the HTML/CSS workshop for the virtual format was making sure that all participants were able to follow the lesson on zoom and work on their computers. This involved a lot of management of different windows (zoom, text editor, web browser, command line) which made the learning process more difficult. Furthermore, the virtual format necessitated a slower pace of moving through the lesson because adequate time had to be provided for the participants to carry out tasks on their computers and for us to troubleshoot issues as they arose.

**During the Institute**

In April to June of 2021, we selected 32 attendees for the July 2021 DHRI out of 88 applications (176 total applicants), who participated in 48 hours of synchronous instruction over 2 weeks. Through a combination of email, zoom meetings, and Discord conversations, we continued supporting participants asynchronously, as well. During this time, the new cohort of Community Leads took courses such as Introduction to the Command Line, Data Literacies, Introduction to Git and GitHub, Introduction to Python, Introduction to Jupyter Notebooks, Introduction to Text Analysis with Python, Introduction to Digital Publishing with Manifold and Humanities Commons, Introduction to HTML/CSS, and Mapping with QGIS. The week culminated in a workshop on Project development and management. During this time, Community Leads began creating proposals for their local institutes.
During the eight-day remote workshop from July 6 - 15, 2021, participants developed core computational research skills through hands-on workshops, explore interdisciplinary digital humanities research and teaching with leading DH scholars, and begin developing versions of the DHRI for their own communities. During the institute, attendees participated in discussions and readings about humanities projects coupled with workshops on underlying digital methods. The DHRI’s first week emphasized foundational technical skills, such as the command line, Git, data literacies, and Python, that provide a flexible technology “stack” and that better enable DH researchers to become self-teachers and mentors in their own right. The expectation is for participants to not only be able to develop familiarity with useful tools but will also learn how to navigate a computer’s information architecture, read technical documentation, and reason through simple systems, leading to a greater conceptual vocabulary and increased confidence approaching technology with a critical eye.

In the second week of the institute, DHRI scaffolded the work ahead—laid the groundwork for our communication with each other using a Discord Server, discussed how to maintain an ongoing support from a network of peers, and received mentorship from our staff. We also spent time on concrete plans and ideas for how participants could run a digital humanities methods workshop at home institutions.

DHRI community leads were organized into regional teams (ex. Mid Atlantic, West Coast, etc.) to engender a sense of geography despite the virtual nature of the institute. Each team was guided by a team leader from the DHRI teaching staff who served as a mentor and liaised between the team and the teaching staff. Every morning of the nine days of the institute, teaching staff held online office hours, ready to answer questions and troubleshoot any technical issue. This allowed participants to feel supported and catch up as they ready for the day’s instruction.

The DHRI team set up a Discord server to facilitate communication to the DHRI participants and foster a sense of virtual community. Unlike Slack, a similar communication platform, Discord is free to all users and content does not disappear, which made it suitable as a respository of DHRI ephemera. Learning teams had their own channels, facilitated by a DHRI team member; this feature allowed conversations to continue off zoom as people shared links and memes and DHRI team members checked in on learning progress. Each institute topic also had its own channel for participants and team leaders to post questions and development in the field. For example, in the Git/Github channel months after the institute, Corey Clawson from Rutgers shared...
challenges with new MacOS and personal access tokens and Dan from Notre Dame chimed in that Windows had a similar problem.

Curriculum & Schedule

DHRI's curriculum provides an accessible introduction to foundational technology skills that support digital humanities research.
During the first week, the Community Leaders learned how to work from the command line, database concepts and management, the Python programming language, and the git version control system. Building on core skills such as these, sessions later in the first week focused on more specialized approaches. Those sessions included natural language processing, machine learning, mapping, and data collection with APIs. In the last three days of the institute, the sessions offered the Community Leaders opportunities for project management and development skill development, as well as time to continue planning their local institutes.

Our emphasis on fundamental skills during the first week demonstrates our commitment to cultivating resilience that empower humanities researchers to become self-teachers and mentors in their own right. While intensive lessons prioritize instrumental outcomes, such as whether students can write a “for loop” or build a map, our focus is on a longer arc of professional development. While immediate results help pique interest and help scholars see the potential for digital research methods in their own work, confidence in core computational skills and concepts help to develop resilience that lasts beyond a single project or tool’s lifespan. Better prepared to approach technology (and technological rhetoric) with a critical eye, scholars comfortable with core computational literacy and a common technical vocabulary are more likely to participate in local communities of practice.
The second week’s workshops improved their confidence as learners, teachers, researchers, and leaders, as they were able to reflect on their pedagogical process in the first week. This emphasis on meta-cognition helped strengthen the institute participants’ leadership role in their local DH environments. They reported in evaluations, that they had understood what it meant to “know enough” without needing to “know everything.” Many of the Community Leaders later reported that the skills built in the second week, had led to an increase in title or recognition, additional funding, and greater clout among colleagues and administrators. Additional professional development outcomes noted by the cohort included: new pedagogical strategies to integrate into their teaching, new ideas about graduate education and open access to share with their local institution, and an increased ability to locate and leverage alternative resources locally.

In response to feedback received from 2018 DHRI Community Leaders, some additional adjustments were made to the schedule for 2021. For example, we spent more deliberate time during the command line workshop discussing file paths, as this concept continues to be reused throughout every subsequent workshop and understanding file relationships within the computer’s memory makes a lasting impact on overall student learning satisfaction. We were unable to add a workshop on installing and using Omeka; however, we made materials created by the GC Digital Fellows for local Graduate Center workshops available to participants. We hosted visits from Kathleen Fitzpatrick and Bonnie Russell from Humanities Commons, and Robin Miller and Matthew K. Gold from Manifold Scholarship to talk about academic and open access publication for sharing and reuse of curricular materials. Our HTML/CSS workshop was expanded, and we refocused our mapping workshop on understanding data and the ethics inherent in developing mapping projects and data visualization. The new Mapping/QGIS workshop used a combination of the public version of ESRI Online, which is free, and the free, open-source mapping software QGIS to build an interactive map. By the end of this workshop you will know the basics for making an interactive map that can be shared and embedded in a website. You can find the updated curriculum at https://github.com/DHRI-Curriculum/mapping.

For data literacy, we developed a workshop that introduces the basics of research data, in terms of its material, and presentation. The workshop engages with the ethical dimensions of what it means to work with data, from collection to visualization to representation. By the end of this workshop, participants will know the stages of data
analysis, understand the difference between proprietary and open data formats, become familiar with working with tabular data and learn about ethical issues around working with different types of data and analysis.

https://github.com/DHRI-Curriculum/data-literacies

July 2021 Lightning Talks

At the end of the two-week synchronous virtual workshop, each DHRI participant team developed a presentation to help them ideate on their own local institute. They presented on purpose, intended audience, potential institutional partners, timeline, model, and funding opportunities to help them get off the ground. They received feedback from each other and DHRI fellows, instructors and program directors.

Mid July 2021 - December 2022
Running the institute and follow up. Every team returned to their institutions, with most teams focusing on the initial research and goal setting and subsequent institute design stage. Two of the 16 teams were preparing to launch their own digital research institutes in January. During this time, our team was available for consultations by request to participants.
Spring 2022 Open Office Hours

We hosted Open Office Hours on Fridays throughout Spring 2022, inviting mentors who were previously participants in DHRI 2018. They shared their perspectives and experiences from running their own DHRI and the subsequent professional and institutional support the program provided.

The following are the dates and topics for Open Office Hours hosted by the DHRI team:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/1/2022</td>
<td>Open Discussion</td>
<td>Lisa Rhody</td>
</tr>
<tr>
<td>4/8/2022</td>
<td>Open Discussion</td>
<td>Erika Gault and Sarah Noonan</td>
</tr>
<tr>
<td>4/22/2022</td>
<td>Collaborators &amp; Instructors</td>
<td>Sarah Noonan, Dan Johnson and Amy Gay</td>
</tr>
<tr>
<td>4/29/2022</td>
<td>Funding &amp; Resources</td>
<td>Dan Johnson and Amy Gay</td>
</tr>
<tr>
<td>5/6/2022</td>
<td>NEH White Paper</td>
<td>Lisa Rhody</td>
</tr>
<tr>
<td>5/13/2022</td>
<td>DHRI Curriculum</td>
<td>Dan Johnson, Rico Chapman and Dianne Fallon</td>
</tr>
<tr>
<td>5/20/2022</td>
<td>DHRI Curriculum</td>
<td>Amy Gay, Rico Chapman</td>
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<tr>
<td>5/27/2022</td>
<td>DHRI Curriculum</td>
<td>Erika Gault</td>
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<tr>
<td>6/10/2022</td>
<td>NEH Funding</td>
<td>Elizabeth Tran from the NEH</td>
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</table>

Participants asked questions of mentors selected from the 2018 cohort and discussion ranged from collaboration between community colleges and universities, getting institutional buy-in from deans, and how to empower participants to be content experts.

August 2022 Reconvening
Our reconvening had two main parts: a working session and a presentation session. During working sessions, participants collaborate in their teams to write their white paper and to develop their presentation. Drawing on the materials they received at the online institute and in collaboration with peers and local partners, each pair of participants led (or is in the process of leading) local DH institutes designed for their local community of practice. Each team presented their institute, including lessons learned and what plans—if any—they have for future digital humanities research institutes.

In adapting the DHRI curriculum to their own institutions, community leaders found that starting earlier than one thinks is necessary and bringing on more people for troubleshooting helps their workshops run smoother. What we heard from participants was the following advice for others who may be considering a similar institute at their own organization:

- Start earlier than necessary and do not be afraid to ask for help when organizing events, specifically a workshop or institute;
- Include more people than you think you will need to assist with troubleshooting tech issues or other tasks;
- Scope the length of a workshop in direct correlation to the amount of buy-in from participants.
Shorter, more concentrated introductions are good for getting a lot of information out, while longer workshops can be draining for both the participants and organizers;

Participants felt more comfortable tailoring their workshops to their specific needs rather than trying to reproduce the Graduate Center DHRI exactly;

Community Leaders recommend building time into the institute to showcase a variety of projects, to detail the skills required to complete that project, and then connect those project skills to the kinds of workshops offered during the institute.

Every Community Leader agreed that time for socializing, mingling, and getting to know one another and building local community and support was critical to ongoing interest beyond the local institute.

Navigating Institutional Support

We believe that participation in DHRI enhances both participants’ own professional development and continued institutional support for their work, be that in the library, research or community engagement context. Embedded in our curriculum, training and support are the following “how to’s”: engaging funders, building equitable budgets, fostering institutional sustainability, and finally bridge DHRI and our continued effort to develop curriculum and community to fit into their own programming.

Funders

Community leaders from DHRI come from a wide range of institutional types, including public and private colleges and universities; R1, R2, regional, liberal arts, HBCUs, HSIs, and other minority-serving institutions. Consequently, access to funding varies demonstratively between each. However, the 2021 cohort of DHRI participants were able to secure funds from a variety of sources inside and outside their own institution, including: NEH, state humanities councils, the Social Science Research Council, the Mellon Foundation, and a variety of small private donors.

Budget/Labor

The DHRI’s grassroots model leverages an “economy of care” by recognizing and providing visibility to labor that is often unpaid and undervalued in academic settings, such as scheduling, organizing events, answering emails, evaluating applications, ordering food, and creating outreach and educational campaigns. We have discovered
that our open access curriculum allows more resources to go into paying participants who are learning these skills to address needs within their own community.

Impact

Belmont College used the opportunity to partner with the newly established Belmont Data Project and to develop a digital literacy / data literacy module based on DHRI content. The CaliDHRI’s 3 virtual keynotes on Black Digital Humanities each reached 80 participants and attracted $1,000 in institutional funding for each keynote speaker. California State participants were able to address the challenges of creating cross-institutional participation with a traveling DHRI across San Jose State University, San Diego State University, the Digital Humanities Center at California State University, and the Dr. Martin Luther King Library. The Traditional Arts DC Go-Go Stories Oral Histories DHRI collaborated with District of Columbia Public Libraries to create an online, digital oral history collection of interviews conducted by Howard University doctoral students. Denson University’s DHRI efforts led to a semester-long DH 101 course for faculty and students introducing at least 10 faculty to new DH tools that can be integrated into the courses taught in the new DH minor. Surveys demonstrate how faculty in history, modern languages, computer science, and English can collaborate to offer new courses for students in the minor.

The Deep South DHRI hosted by the Mississippi University for Women included attendees from other regional colleges, the University of Alabama, Millsaps College, and Poarch Creek Indian Nation, as well as interested local history hobbists. The program earned $2,000 through a state humanities council award and was able to begin work on a local, public history project on women’s letters. The workshops were recorded and are now available to help introduce new project participants to the skills necessary to add their private collections of letters to the public archive. Schools like Prairie View A&M were able to offer faculty development training workshops in a school where there are no formal humanities programs, but where faculty are interested in integrating humanities data into their courses. Ramapo College of NJ brought together local historians, indigenous communities, faculty, and librarians to begin thinking about how to record and to increase the visibility of state-recognized indigenous communities who do not receive federal recognition.

Meanwhile, San Diego’s community colleges were able to pool resources for a hybrid event that provided faculty with project ideas for introducing DH pedagogy into the classroom; at the same time, the two community leaders achieved professional
accolades and advancement due to their participation. One received an NEH Digital Projects for the Public grant, delivered a keynote address at the Global Digital Humanities Symposium, and was hired as a tenure-track Ethnic Studies professor at MiraCosta Community College. The other leader became a technical writer at Digital Ocean and participated in the Women Impact Tech event in San Francisco. Rutgers University Newark was able to raise $5,000 in a combination of RUN, consortia, department, and alumni donations to provide stipends to faculty and graduate students to participate in their 3-day event.

Institute leaders at Spelman College leaned into the DHRI network and became part of the Atlanta Consortia recently awarded $1.5 million by the Mellon Foundation to do DH and Social Justice initiatives. Community colleges like Union College were able to use professional development time to help faculty think about the ways to use nearby landmarks in Elizabeth, NJ to reach their majority Hispanic student body in writing courses about their local environments. The Triangle DH consortia of liberal arts colleges in Connecticut, including Trinity College and Connecticut College used DHRI curricula to help lead several of their 10 annual virtual workshops for faculty. The University of Miami procured an additional $1,400 for graduate students to teach workshops on DH topics that served other students and faculty, and the University of Hawaii, Manoa drew new disciplines into local conversations about DH, including American Studies, English, Linguistic, Second Language Studies, and Theater.

Overall, we continue to be encouraged by the grass-roots approach to teaching and learning that values local forms of knowledge production and expertise while offering local practitioners a national network of support and resources. In the August 2022 reconvening meeting, participants expressed gratitude for the online curriculum, noting that they were able to revisit workshops and work through them multiple times in order to refresh their memory. One participant referred to the online curriculum as the “gift that keeps on giving.”

**Professional Development Outcomes**

Community leaders leave the institute brimming with ideas. Professional development support continued beyond summer 2021. We continued to answer community leaders questions and concerns, kicking off a series of office hour discussion in Spring 2022.

Depending on capacity and institutional resources, community leaders organized their local institutes between Fall 2021 and Fall 2023. While our nine-day institute developed technical skills, the responsibility to run a local institute, critical element of our DHRI
model, also serves as experiential learning for our early and mid-career participants who also learn to navigate building local support and partnerships to build enough infrastructure for this local institute.

Adapting Curriculum to Local Community Needs

We found that each pair creatively expanded upon the DHRI curriculum or used skills learned from the CUNY institute to design new materials that were responsive to the local stakeholders. See the individual institute white papers for more information on how each community built on, adapted, or developed new workshops for their events.

Professional Development/Updates for 2018 DHRI Cohort

It is important to note that many of the 2018 DHRI Community Leaders continue to be in touch and let us know about their professional achievements, of which there have been many.

Rico Chapman

Rico Chapman is the program director of the Ph.D. in Humanities Program at Clark Atlanta University, an HBCU in Atlanta, and the Associate Dean of the School of Arts and Sciences. His participation DHRI 2018 has helped him develop more DH-focused programming at his home institution, including founding of CAU’s Center for Africana Digital Humanities. We include Chapman’s story here as an example of the opportunities made possible through DH professional development and the need to improve and extend the infrastructure supporting it. Chapman is a member of our advisory board, and his participation is motivated by a strong desire to see a DH OER created that can be used in the HBCU classroom. Chapman is also part of the Mellon funded Atlanta social justice network initiative, which funds partnerships between Clark Atlanta, Emory, and Georgia Tech.

Nancy Um

Nancy Um was recently hired as Associate Director for Research and Knowledge Creation at the Getty Research Institute. In that role, Dr. Um will oversee the Research and Knowledge Creation division, which includes the celebrated Getty Scholars Program, research projects and academic outreach, the Getty Provenance Index, digital art history, and the Getty Vocabularies. As associate dean for faculty development and inclusion in Harpur College of Arts and Sciences, she has been involved in the launch of
two cluster hire programs, the approval of a new interdisciplinary program in Digital and Data Studies, and a slate of faculty development and retention initiatives.

**Erika Gault**

Erika Gault won an NEH Start Up grant for her project Digital Black Religion while she was Associate Professor of African Studies at the University of Arizona. Shortly after, she was hired by the Library of Congress as a program specialists for their Connecting Communities Digital Initiative.

**What comes next?**

We believe that over the 2 NEH IATDH awards, the DHRI has helped provide DH resources and professional development and research training to far more people than most two-week summer institutes. By our accounting, after both grants, workshops have been offered to at least 700 humanities faculty, librarians, staff, and students. However, there are three areas that we feel could benefit from additional funding and support.

**Rural Digital Humanities**

Despite our deliberate efforts to reach beyond the usual suspects, we have found it challenging to recruit participants from more rural and less populous states. After surveys, informal questions, and conversations with faculty at institutions in the Pacific Northwest, West, Central South, and Midwest, we have found that our emphasis on in-person institutes created barriers for potential participants from more remote areas in the U.S.

We believe that a next logical step is to build from the online curricula that we are currently developing with an NEH Digital Humanities Advancement Grant so that we can do more to train and to connect DH practitioners at institutions that are not physically proximate to one another, particularly in the center of the continental U.S.

In short, digital humanities training can help to bridge the digital divide between rural and urban areas, provide access to resources and educational opportunities, preserve cultural heritage, promote economic development, and empower rural communities to tell their own stories.
Minimal Computing

During the remote, synchronous workshops, we discovered that several participants were working with computers that were insufficient to the computational tasks at hand. For example, one attendee had to continue to delete software from their machine in order to install Python or QGIS. We also heard from Community Leaders at the August 2022 reporting out session that they found their computer labs to be unable to sustain the connectivity required for multiple softwares or platforms to be open simultaneously, or that there was limited bandwidth and so installation processes were throttled to a point that resulted in frustration among students.

In future iterations, we will be building on our curriculum platform to create a light-weight and minimal computing approach that will allow students to learn how to use Python, the command line, git, R, and other technologies such as Javascript directly in the browser. This should increase the number of devices that people trying to access our open source curriculum could use to include Chrome books and iPads. It would also significantly decrease the amount of help required to support local institutes, as students would not be required to install software on their own machines to get started.

Hybrid Formats

During the August 2021 convening, Community Leaders expressed interest in a hybrid format DHRI in future. Participants agreed that there are social, professional, and comprehension benefits to having in-person meetings. They cite the loss of cross talk, informal discussion, and an interest in learning more about one another and their institutional situations for which breakout rooms and Discord conversations were insufficient. They suggested that a short residential kick-off meeting that included introductions and one or two workshops could be followed with a later week of online work. For example, we received the following comments from participants at our August 2022 convening: “Would love the format to be in-person as it will help to facilitate networking and community.” “[The] community element is really nice for informal conversation to happen.” “Tech support would be easier in-person.” However, some participants were careful to mention that the remote format was advantageous to those who were not able to travel as easily, for example those with physical disabilities or family obligations: “Remote format is also more accessible for folx who may not be able to leave their home/travel.”
Appendix A: Full bios of Community Leaders

Dr. Celeste N. Lee is an Assistant Professor in the Sociology at Spelman College. She teaches courses in Multivariate Analysis, Research Methodology, Race and Ethnic Relations, and Social Inequality. Dr. Lee is an Atlanta native who completed her Ph.D. (with a specialization in Social Inequality and Race and Ethnic Relations) in Sociology at Emory University.

As a researcher, Dr. Lee is passionate about and committed to understanding racialization processes. Her research interests lie at the intersections of ideology, institutionalized inequality, and people’s lived experiences with race and racism. Her current work draws upon survey data and statistical analysis to explore the role that nurses play in mitigating/exacerbating racial disparities in healthcare outcomes. Additionally, she serves as a researcher on digital humanities project that takes a comparative approach to exploring/visualizing racialization processes and the War on Drugs in Atlanta, Georgia and Cali, Columbia.

As a teacher, Dr. Lee is dedicated to creating innovative and collaborative learning environments. She promotes educational experiences that introduce students to sociological concepts, research, and data science techniques on a variety of levels in hopes that they will develop analytic skills to evaluate their lived experiences and the world around them. Using an array of pedagogical approaches, Dr. Lee empowers students to engage in a process whereby they witness firsthand the transition of course content from theory to practice, and (hopefully) eventually social change."

Christina Mune, MLIS is the Associate Dean of Innovation and Resource Management at San Jose State University’s Dr. Martin Luther King, Jr. Library. She has previously served as an Online Learning and Digital Initiatives Librarian. She is the project director of the new Digital Humanities Center at King Library, currently under construction. Her research and scholarship focuses on engaging virtual learners, digital literacy, and Open Access and OER initiatives.

Christina Connor is the Assessment and Instruction Librarian at Ramapo College of NJ, a public liberal arts institution. She received both an M.S. in Information Studies and an M.A. in History from the University at Albany. Her thesis explored the early American book trade and dissemination of information during the eighteenth century. As a
current Ph.D candidate at Drew University concentrating in book history, her research interests focus on textbook history. Recent publications look at student engagement with special collections as well as textbooks as a historiographical teaching tool. At Ramapo, she oversees the care, maintenance and accessibility of the library’s special collection, the American History Textbook Project. In addition, she coordinates and teaches textbook-centered sessions and workshops to history and education students, and has developed lessons and hands-on activities utilizing the collection. In 2010, she co-authored a chapter entitled, “The American History Textbook Project: The Making of a Student-Centered Special Collection at a Public Liberal Arts College.” within the ACRL publication Past or Portal? Enhancing Undergraduate Learning through Special Collections and Archives.

Corey is an administrative professional at RU-N where he is also a pursuing a PhD in American Studies. He has lived several lives in higher education: helping undergraduates connect with research opportunities, teaching world literature courses on the short story and exile, planning events, and a range of research projects on a range of topics from fugitive polygamist narratives to the poetry of Gabriela Mistral and Elizabeth Bishop. His primary research project Archivepelago (https://archivepelago.org/) uses archival finding aids to visualize queer networks of influence in the 19th and 20th centuries by mapping the translations, correspondence, and collaborations between gay and lesbian writers and artists.

David Gustavsen is a Humanities Librarian at the University of Hawai‘i at Mānoa Library.

Debbie Kemp-Jackson is a professor of ESL at Union County College, a two-year community college located in Elizabeth, New Jersey. She has had more than 30 years of teaching ESL in various programs and institutions such as Rutgers and Princeton, where she have taught ITAs. In addition, she have considerable experience teaching all proficiency levels and all four language skills. Her recent interest is helping English Language Learners become more engaged in their local neighborhoods and the larger community by utilizing project-based assignments. This past year has been challenging and this “pandemic experience” has necessitated a change in the way in which she present information to my students.

Dieyun Song is a PhD Candidate in History researches U.S.-Latin American relations and development during the Cold War at the University of Miami (UM). Her
dissertation is tentatively titled The Power of Philanthropy: Development, Empire, and Non-State Actors in Cold War Colombia, 1961-1973. It Highlights the Colombian engagements and influence in foreign foundations’ and governments’ interventions in education, mass media, and public health that redirected the trajectories of social and political development. Dieyun is interested in employing interdisciplinary approaches in her research, including oral history, sound studies, and digital humanities. Dieyun has been involved with Digital Humanities since 2019. She was a Research Assistant of WhatEvery1Says for two years, which is a Mellon-funded multi-institutional project uses digital humanities methods to study public discourse about the humanities at large data scales. She’s currently a Research Fellow of the Digital Narratives of Covid-19 Project, co-sponsored by the University of Miami and the Argentine National Scientific and Technical Research Council, investigating the sociolinguistic patterns of Twitter discourse about the Covid-19 pandemic in English and Spanish worldwide. Dieyun’s research has been supported by the Rockefeller Archive Center, the John F. Kennedy Presidential Library and Museum, the Lyndon Baines Johnson Foundation, the Tinker Foundation, Digital Humanities Summer Institute, among others. Dieyun is a Distinguished Graduate Research Fellow at the Institute for Advanced Study of the Americas in 2021-2022 and can be reached at dxs1138@miami.edu."

Elaine Walker is the Graduate Studies Librarian at Mississippi University for Women. She teaches multidisciplinary library instruction sessions, host workshops for citation management, Graduate School 101, and WordPress, and manage their institutional repository, Athena Commons. She work closely with her university archivist on digitization projects and building collections for the IR.

Fernando Esquivel-Suárez is an Assistant Professor in the Department of English at Spelman College in Atlanta, Georgia. He received an M.A. and a Ph.D. in Latin American Studies from Emory University. His background includes training in cultural studies and philosophy at Universidad Javeriana, in his hometown Bogota – Colombia. His main research interests focus on African American/Latinx relations, overlapping oppression, and solidarity in the context of the War on Drugs in Colombia, Mexico, and the United States. He is currently a fellow at the National Humanities Center where he works on his book titled The Pablo Escobar Mixtape. This project analyzes the War on Drugs and the iconization of Pablo Escobar in African American popular culture. He is also a member of the Board of Advisors for Freedom University, an organization that offers college-level classes and mentoring to undocumented students who have been denied this right by the State of Georgia.
Francisco Lopez-Martin is originally from Huelva, a city located in the south of Spain. He received a PhD. in Literature and History from Universidad de Huelva and a PhD. in Romance Studies (Theory) from Duke University. Since 2010, he’s been teaching Spanish literature and language, critical theory and writing at Denison University. His specialty area is 16th and 17th Hispanic Transatlantic Literature and History with emphasis in the representation of time, space and the dynamics of power between America and Spain. He is also interested in European Humanism during the 16th century, hyper-textuality, complexity systems and in Spanish Golden Age Theater. Some of my publications are “Violencia, neoplatonismo y aristotelismo en La Aurora en Copacabana”, “Definiendo las reglas del juego: Calderón y el espacio virtual” and “Complejidad e hipertextualidad en el teatro barroco: Calderón y sor Juana”. His book entitled Representaciones del tiempo y construcción de la identidad entre España y America (1580-1700) was published by Universidad de Huelva in October, 2012.

Natalie Hopkinson, Ph.D., is a writer, scholar, activist and Associate Professor of Media, Democracy and Society at The American University. Described as a “dynamic connector of people and ideas,” she uses Black and Indigenous art, history, and knowledge systems to ask questions about citizenship, belonging and freedom.

Hillary Richardson is an Associate Professor and Coordinator of Undergraduate Research and Information Literacy at the Mississippi University for Women in Columbus, MS. She is has published on information literacy and digital pedagogy, the research practices of humanities scholars, and the intersections of writing and information literacy. She has also worked on "A Shaky Truce," a digital public history project detailing the civil rights movement in Starkville, MS, and is currently working on a digital project involving women's letters in 20th century Mississippi.

Jeanelle Horcasitas received her B.A. in English from UCLA and her Ph.D. in Literature/Cultural Studies from UCSD. She is a proud first-generation woman of color that comes from a working-class and immigrant family. Throughout her academic and professional career, she has been proactive in gaining knowledge about technology and digital tools, particularly with digital humanities; and in turn, providing those same opportunities to grow and learn to students and other community members from historically underrepresented backgrounds. Her dissertation “Reclaiming the Future: A Speculative Culture Study,” aims to amplify the voices and stories of Black and Latinx authors and filmmakers who use speculative fiction as a tool for social justice to reclaim
and re-imagine more inclusive futures. For this reason, she explored free and open-access tutorials online and at her academic institutions to learn more about technology and its value to herself and her community. She is especially invested in learning how to use technology ethically and equitably. She has been involved in various DH projects, research groups and communities, and has even implemented DH for San Diego community college students in her courses. She believes education is the most powerful and transformative when it is available to the wider community, and she hopes to continue strengthening the DH community at San Diego institutions and beyond.

Joel Overall (B.S. Abilene Christian University, M.A. Abilene Christian University, Ph.D. Texas Christian University) is Associate Professor of English specializing in digital writing, rhetoric, and design. He is particularly captivated by the intersection between music and persuasion through the fields of Sonic Rhetoric and Kenneth Burke studies. As an undergrad, he majored in Music, Journalism, and Marketing, but his interests in writing propelled him into graduate work in Composition and Rhetoric. These diverse subjects continue to inform his teaching and scholarship. At Belmont, he has taught courses in writing, the history of rhetoric, the art of the essay, and digital literacies while co-leading study abroad trips to Italy and Japan.

Krista White is the Digital Scholarship and Pedagogies Librarian at the John Cotton Dana Library on the Rutgers-Newark campus. Her interests include art history, Haitian culture, art, and religion, Pennsylvania Dutch Powwow and the quilting arts. She received her MLIS from Rutgers University’s School of Communication and Information in 2008 with a concentration on digital libraries. She earned her Master of Philosophy in the Anthropology of Religion from Drew University in 2006 and her Master of Arts in Art History in 1996 from the University of Colorado at Boulder. As the Digital Scholarship and Pedagogies Librarian at the Dana Library, Ms. White consults in the area of the use of technology in pedagogy, participates in digital library projects with RUN faculty, and provides research assistance to scholars in anthropology, visual arts, art history, philosophy, religion, theater, computer science, and digital humanities.

"Chicago IL native, Former U.S. Jazz Ambassador and Fulbright Senior Music Specialist, Lenora Helm Hammonds is a tenured, Associate Professor in the Department of Music and Jazz Studies Program at North Carolina Central University (NCCU). She teaches undergraduate and graduate courses in vocal jazz performance, ear training and songwriting, directs the NCCU Vocal Jazz Ensemble (12 voices and rhythm section) and has authored a number of academic and student initiatives, including the planning,
design and coordination of an NEA-sponsored Teaching Artist Certificate program. Her current digital humanities project is a website in development, GreatArtistsPastandPresent.org. The project is focused on creating a digital library of curated media and research materials on well-known musicians, visual artists, and dancers/choreographers (particularly those with ties to North Carolina), out of which teaching artists could build their own programs and curricula. (https://www.nccu.edu/research-projects/great-artists-past-and-present)

Lyndsay leads digital scholarship and digital humanities initiatives from the library at Connecticut College. She works with faculty and undergraduate students across the curriculum to support the use of digital tools and methods in their research and scholarship. She holds a PhD in Art History from the University of Maryland, and her research focuses on Czech modernist applied arts and architecture.

Mary Mahoney is the digital scholarship coordinator at Trinity College where she establishes connections between faculty, students, and staff engaging in digital scholarship, and works to grow digital scholarship capacity and expertise across the college. She is also a historian specializing in histories of bibliotherapy from the United States to the present. She is currently at work on a history that explores episodes of therapeutic reading in nineteenth-century asylums, the trenches of World War I, Graceland, and beyond. Some of her digital work on this project can be found at www.booksasmedicine.com. In her other work, she examines the history of the American Girl franchise as a touchstone of girlhood and popular culture from the 1980s to the present. With her friend and fellow historian Allison Horrocks, she hosts the critically-acclaimed American Girls podcast that rereads the American Girl series book by book. They are also at work on a book exploring the series to be published in 2023.

Marya curated the dc1968 project, a dh project highlighting art, activism, architecture and everyday life in 1968 in Washington, dc. Her current book project, technochoreographies: bicycles, freedoms, movements, is a cultural history of mobility and technology in the late 19th and early 20th centuries in the u.s.

"I am Natalie Hopkinson, Associate Professor in the Dept. of Communication, Culture and Media Studies at Howard University. I am a critical-cultural scholar working at the intersection of the arts, history, place and social change. My work is anchored by my roots as an arts writer, ethnographer and educator. I have travelled and researched widely across the U.S., South America, the Caribbean, United Kingdom and Africa. In
addition to publishing numerous peer-review academic articles and book chapters, I have published essays for general audiences as a former staff, writer, editor and columnist at the Washington Post, The Root, Huffington Post, and a guest contributor to the New York Times Op-Ed section. These publications have spanned the genres of music, theatre, visual art, dance, literary arts, gender, media, education policy, and more.

My 2007 doctoral dissertation at the University of Maryland-College Park was the second academic publication on go-go Washington, DC.’s indigenous music. The study blended theory and methods spanning the fields of journalism, communications, history, American studies and ethnomusicology. Since I co-founded the #DontMuteDC movement, a digital activism campaign to prevent the erasure and silencing of Black people and culture in gentrifying Washington, D.C. in April 2019, I have worked with grassroots activists to co-produce dozens cultural activations involving live music, culinary arts, graphic designers, makers & artisans, and human rights activism, engaging thousands of people in the streets and online. I hope to work on creative, interactive tools for an oral history and archival project underway during the summer of 2021."

Nicole Fox is a research and instruction library at Nashville’s Belmont University. Her research interests include information literacy, the interaction between research instruction and writing instruction, and visual literacy. She have a Master’s of Library Science from San Jose State University.

Dr. Olivia Quintanilla earned her Ph.D. from the Department of Ethnic Studies at UC San Diego in 2020. Olivia’s family is from Guahan and she's used her academic opportunities as a Chamoru scholar to research the unique histories and futures of Pacific island life. She is interested in climate justice, marine justice, Pacific underwater ecology, and Indigenous environmental activism. She is co-founder of #DRS OJ Educational Success Consulting that uses Digital Humanities as a tool for personal and professional growth. Olivia will start as a UC President's Postdoctoral Fellow with the Department of Environmental Studies at UC Santa Barbara in the Fall to continue her work on marine justice in Guam.

Pamella R. Lach (she/her/hers) is the Digital Humanities Librarian at San Diego State University, which occupies the traditional lands of the Kumeyaay. She is Director of the Library’s Digital Humanities Center (https://library.sdsu.edu/dh) and Co-Director of *Expanding Communities of Practice: Digital Humanities Research Institutes*
SDSU’s Digital Humanities Initiative (https://dh.sdsu.edu/). Pam’s work explores how new and emerging technologies transform humanistic scholarship and pedagogy. Her areas of interest include data visualization, folksonomy, user experience design, digital pedagogy, surveillance, critical librarianship, and anti-racist digital humanities. She has a PhD in U.S. Cultural History with an emphasis on gender and film history from the University of North Carolina at Chapel Hill, and a MS in Information Science from UNC’s School of Information and Library Science.

Regina Martin is an associate professor of English and Global Commerce at Denison. Her research interests are British literature 1850-present, Caribbean literature, modernism, economic history and theory, critical theory, and digital humanities. Her book manuscript is entitled "Finance Capital and Modernism, 1870-1940." She is a member of a team of faculty, librarians, and educational technologists at Denison who are building a DH minor.

Sarah E. Koenig is Assistant Professor of History at Ramapo College of New Jersey. She is the chair of the Digital Humanities Committee for the School of Humanities and Global Studies and also serves on the advisory board for Ramapo’s Faculty Resource Center, which supports faculty pedagogical innovation. Her research and teaching explore the intersections of religion, history, race, and memory in the American West. In April 2020, Koenig collaborated with other Ramapo history faculty to create “The Human Side of a Pandemic,” an Omeka collection of student-created oral histories of the Covid-19 pandemic. She is currently working to digitize the photographs and research of historian Penny Colman to form the basis of a new Omeka collection, “Memorializing Women,” documenting the images, histories, and present-day statues of monuments to women in the United States. She has an M.A.R. in Liturgical Studies from Yale Divinity School/The Yale Institute of Sacred Music and a joint Ph.D. in History and Religious Studies from Yale University. She is the author of Providence and the Invention of American History (Yale University Press, 2021).

Sarah Nakashima is a Humanities librarian at the University of Hawai‘i at Mānoa, from where she received her MLISc and MEd in Learning Design and Technology. She is interested in digital story in the humanities.

Dr. S. Ziva Sheppard, Assistant Professor of Spanish and the Foreign Language Program Coordinator. I have interests in OER, decreasing minority and diaspora invisibility in the FL classroom.
Sydney Odoi is a lecturer at Prairie View A&M University. Sydney has been teaching Spanish for 10 years.

Tarika Sankar is a PhD candidate in English literature at the University of Miami. Her research focuses on constructions of Indo-Caribbean identity in the North Atlantic diaspora. Tarika was a graduate research assistant at the WhatEvery1Says Project, a digital humanities and advocacy project analyzing public discourse about the humanities. She is among an emerging cohort of DH scholars at UMiami. Her other research interests include Caribbean literature, feminist studies, queer theory, immigrant literature, and cultural studies.

Tatiana Bryant is the Research Librarian for digital humanities, History, and African American Studies within UC Irvine Libraries Digital Scholarship Services department. At UC Irvine she co-leads the Digital Humanities Exchange, which organizes dh programs, trainings, and skill shares for campus community building. She holds an MPA in Public and Nonprofit Policy from New York University, an MS in Information and Library Science from Pratt Institute, and a BA in History from Hampton University. She has taught Black digital humanities, Global Studies, and information literacy courses at the undergraduate level.

Tulay Altin is an adjunct professor of ESL at Union County College in Elizabeth, New Jersey, where she’s been teaching for six years. She is also pursuing a doctoral degree in Educational Technology Leadership at New Jersey City University, though she is currently on a leave of absence due to the pandemic. Her research interests include digital humanities, mixed reality, and global education. She believes that technological advances will impact all sectors of society, including education, where they can be a lever to drive student engagement and improve learning outcomes. When not teaching, Tulay enjoys visiting museums, libraries and attending seminars at Columbia School of Linguistics.

Zoe Borovsky, Ph.D., is librarian for Digital Research and Scholarship at UCLA Library. She is the liaison for Anthropology and Archaeology as well as the Digital Humanities Program--supporting both the minor and the graduate certificate program. She teaches workshops on network analysis, text-mining and text analysis as well as visualization tools such as Tableau. The local institute she and Tatiana are planning to create an online version of a national directory of African-American newspapers.
Appendix B: Highlights of anonymous exit slip comments:

Answers to: How did today go?

My head is spinning but I did get excited by today's discussions- I see the potential for the text analysis lessons to help me in my work and dissertation (which is an added bonus!). I could perform the tasks, but still wrapping my head around how things function. I'll definitely be reviewing the curriculum pages! Pretty good, but I wanted more time with text analysis. This was the session I was most excited about, as I teach text analysis using Voyant and the more I can learn about what happens "under the hood" the better I'll be able to teach it. I do plan to practice and extend my learning in my "spare" time.

Today was amazing. Thank you for taking the time to do the socializing. It was helpful to hear what others had in mind in terms of their projects and their local DHRIs. I am even more excited to be here and prepare for my local DHRI. The text analysis seems like the most applicable set of skills and I am excited to learn more about what Python can do for me.
Although I know intellectually it will give me more independence and control, I still feel (emotionally) that I'm at toddler stage. Thanks to you all for the support, and the chance to take baby steps!

Answers to: What are you most looking forward to in the coming year?

I'm looking forward to being in touch with everyone as our institutes develop, because I suspect they'll take very different shapes based on our locations and needs. I'm also looking forward to building connections between my college and the local groups we're hoping to recruit for the workshop.

Honestly, it's figuring out how to put these tools and conversations into practice in a local context. I spent last night trying to figure out how to do something specific in Python for example. I'm thinking about the different projects colleagues have been working on and what skills might accentuate that work. For instance, a colleague recently received a grant to map early modern migration among the Spain's Moorish population and put that work in conversation with today's ongoing refugee crisis. I'm thinking about what it would take to guide her through that process and Olivia's workshop was certainly useful in terms of what we need to plug in, how we combine files, and so on. It is exciting and the type of work I would really enjoy doing for a living.
Appendix C: Local DHRI White Papers
1. Background

Belmont University is a private, four-year university located at the southern end of Music Row just two miles from downtown Nashville, Tennessee, a dynamic and vibrant hub for government, healthcare, music, tourism and more. The institution brings together the best of liberal arts and professional education in a Christian community of learning and service. Recently, our institution has undergone a change in leadership as our new president L. Gregory Jones continues to develop his vision for the university.

One of the goals set before us in our institution’s new vision is “Data-informed Social Innovation.” As a part of this new focus on data science and storytelling, Dr. Jones has established the Belmont Data Collaborative (BDC) in an effort to develop partnerships with businesses, non-profits, and other agencies while infusing the curriculum with conversations about data literacy and digital storytelling. Naturally, we have worked to partner with the BDC in order to find common goals and use our Digital Humanities Research Institute (DHRI) as an aid to those efforts. We have held multiple meetings with the Director Charlie Apigian and Assistant Director of Curriculum and Programs Jennifer Gibson to collaboratively develop a DHRI module on Data Literacy. Though this has led to a slower and more scaled-down version of the Belmont DHRI, the resulting asynchronous online approach has become much more tailored to the university’s trajectory, and thus, the program appears to be more likely to succeed and grow in future years.
The Belmont Teaching Center was our main institutional partner for building awareness about the Belmont DHRI and hosting a day-long event in coordination with the Belmont Data Collaborative. The Teaching Center provides practical ways to support faculty efforts to learn more about teaching and learning. From regular events to individual teaching consultations, the Teaching Center has been the hub for a variety of workshops, reading groups, and faculty connections involving both teaching and research. Mike Pinter, the longstanding Teaching Center Director suggested that the DHRI was a strong fit for the end of year May workshops, and he was able to invite faculty, coordinate marketing for the event, and provide lunch through the Teaching Center’s budget.

2. Summary of Local DHRI

The Belmont DHRI is a mixed-mode workshop and learning experience. BDHRI started off with an orientation session, which introduced the concept of digital humanities, how it can be used to enliven scholarship and teaching, and discussed some basic DH tools. Each orientation attendee was then enrolled into the workshop for their desired tool, which is setup in the campus LMS (Blackboard) organization with information on software installations, tutorials on HTML/CSS, mapping, command line, and Python (utilizing DHRI curriculum materials), and a discussion board for questions and comments. This hybrid approach also makes good use of the Teaching Center small groups and lunch sessions to provide in person learning once participants have spent time in the asynchronous online Blackboard platform. The goal of this in person element is to continue to develop and foster a digital humanities community on the Belmont campus. 15 Belmont faculty members attended the orientation session.

BDHRI is an ongoing effort, and we were able to use the established infrastructure through the Teaching Center to host the orientation, market the event, and continue offering in person learning in coordination with the asynchronous content. We were also able to secure funding from the library to purchase a laptop that includes all of the necessary software preinstalled; faculty can check out the laptop from the library and work through the tutorial files. As we progress through this academic year, we anticipate adding more content to the BDHRI organization. We have already begun partnering with the Belmont Data Collaborative to design and implement an Intro to Data tutorial for faculty.

3. Outcomes and Reflections

The DHRI curriculum has been invaluable in developing our own Belmont DHRI. Notably, DHRI taught us the value of community-building in learning DH tools and using DH
projects. Interacting with our Discord group was fundamental in learning how to feel comfortable with the DHRI curriculum. This has informed our own BDHRI approach. Rather than simply hosting a finite event or workshop series, we’ve focused on how we can build a community of lifelong DH enthusiasts on campus. The Blackboard course allows BDHRI attendees to continually interact with their fellow cohort members.

For Joel, the DHRI experience was vital to building important connections across campus to more easily facilitate interdisciplinary digital humanities projects. In addition to learning skills like Text Analysis and Python, he will be able to identify potential tools for colleagues and direct them to the appropriate location for learning those tools. In essence, the DHRI helped Joel to become a better advocate for the digital humanities as he found ways to infuse curriculum and institutional spaces with this new knowledge. In addition, he is now in a better position to propose curricular changes in the major and in general education that infuse the digital humanities into student learning at Belmont.

For Nicole, DHRI has been instrumental in both solidifying her interest in DH and her desire to support DH work across campus. The lessons in Python and Text Analysis made her feel comfortable enough to begin exploring them as tools to be used in her own scholarship, which in turn makes her a better resource to support the work of her colleagues at Belmont University.

4. Appendices
Welcome

Welcome Belmont Community!

The Belmont Digital Humanities Research Institute is an online learning and gathering space for those that are interested in learning and practicing digital humanities. Digital humanities is the practice of utilizing digital tools to enrich scholarship in the humanities. Have any questions? Please post in the discussion boards. If you’d like to further explore the world of digital humanities, check out the Digital Humanities at Belmont page!

Here’s how to get started in the DHRI:

1. Take a moment to introduce yourself. There’s an Introductions thread in the Water Cooler section of the discussion boards.
2. Figure out what you want to achieve. Check out the flow chart in the Tutorials section to determine where you should start.
3. Install the needed software. There’s a list of what you need to install in the first part of the tutorials.
4. Work through the tutorials.
5. Ask for help whenever you need it! Post in the Discussion boards. Be sure to respond to other people if have you an answer! We’re building a community, we’re all learning together.

Tutorials

Introduction

GETTING STARTED

Not sure which tutorial you should start with? Use this chart to help you decide!

I WANT TO LEARN TO CODE

START WITH THE COMMAND LINE TUTORIAL

THEN MOVE ONTO THE PYTHON TUTORIAL

I WANT TO MAKE A MAP

START WITH THE MAPPING TUTORIAL

I WANT TO MAKE A WEBSITE

START WITH THE HTML and CSS TUTORIAL
1. Background

UCLA has had a minor and grad certificate since 2011 with very active faculty and staff. However, faculty and support staff are stretched thin and challenged to engage in regional outreach activities. Networking with regional colleagues (even other UC’s) has been ad hoc at a time when shared training and outreach events that engage with archives and museums is increasingly important and desirable.

We proposed a collaboration between UCLA and UC-Irvine to organize an annual regional workshop, CaliDHRI, to focus, thematically, on Black Studies, Chicanx Studies, Native American studies. Tatiana Bryant (UC-Irvine) and Zoe Borovsky (UCLA) each hold similar positions as Digital Humanities subject librarians. They attended CUNY DHRI (virtually) and organized the inaugural CaliDHRI 3-day workshop held virtually April 27-29, 2022.

2. Summary of Local DHRI

A. CaliDHRI was organized as three morning keynotes that were open to the public. We had an average 80 attendees per keynote. Afternoon workshop participants applied to be accepted; we had about 30 applicants and about 25 were able to attend. The
application form is on our Humanities Commons website:
https://calidhri.hcommons.org/2022/03/15/apply-now-for-calidhri/

B. Our schedule was morning keynotes and afternoon workshops, all virtual using Zoom. The recordings of the keynotes are available on the website.

<table>
<thead>
<tr>
<th>April 27</th>
<th>28</th>
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<tr>
<td>10-11:15</td>
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<td>Angela LeBlanc-Ernst (independent scholar)</td>
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<td>11:30-1</td>
<td>Intro to Jupyter Notebooks and Python</td>
<td>Text-Analysis (grad students)</td>
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<tr>
<td>2-4:30</td>
<td>Mapping</td>
<td>Topic Modeling</td>
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C. Participants’ profiles can be viewed on our website:  
https://calidhri.hcommons.org/meet-the-participants/  
See Appendix (CaliDHRI summary), a spreadsheet with names, emails, and affiliations of all applicants.

- Did you have any partners and collaborators? Did you receive any extra funding?
  Honoraria: $1k for each keynote. UCLA DH, USC DH, UC-Irvine Libraries, UC Irvine Humanities Center, and CSW (Center for Study of Women, UCLA). The funding came from our sponsors.

3. Outcomes and Reflections
This section should include the questions that we have discussed at our August 2022 meeting:
We were interested in using Jupyter Notebooks as a way to teach hands-on workshops online. One UCLA instructor, Dr. Yoh Kawano, had taught an (Urban Planning) class using this platform. We adapted the mapping and text analysis lessons to eliminate the need for ArcGIS and/or other installations on participants’ desktops, and to highlight the availability of open-source platforms. Dr. Wendy Perla Kurtz (UCLA) engaged the UCLA DH grad students in repurposing the text-analysis section, reducing the text explanations and adding diagrams.

For example, we found an article Lisa Rhody wrote about topic modeling in which she used an analogy of analyzing shopping carts from the farmers’ market, and adapted her model to our workshop to create diagrams as we explained tokenization (separating, and counting lettuce leaves) and analyzing the ingredients of a salad as similar to topic modeling.

A. **Zoe:** DHRI really pushed me to spend more time learning Python and Jupyter Notebooks, especially ones that 1) DH folk (e.g. Melanie Walsh) are authoring¹ and 2) packages such as Constellate that ITHAKA (as well as other vendors such as Gale Digital Scholar Lab, Nexis Data Lab, Hathi Trust Analytic Center, etc) were asking librarians to evaluate. These text-mining packages (bundles of content with tools) are challenging the DH Community because librarians have to build consensus across departments, bridge research vs instruction vs IT (constituencies) and even other members of our consortia in order to evaluate them properly, not to mention purchasing and supporting them.

B. **Tatiana:** It allowed me to put into practice designing and hosting a full online synchronous multi-day, multi-institutional event focused on digital humanities learning. I was also able to connect with colleagues at other institutions, and create professional opportunities for my UC Irvine grad student.

We were delighted to hear one participant state: “I learned more in one day than I did in a one-week workshop at DHSI”. Using a web-browser-like interface (of Jupyter Notebooks), participants were able to view instructions, run and edit code. This allowed participants to focus attention on one screen, reducing the need for hands-on support staff, while instructors could focus on explanations and answering questions. IDRE staff hosting the instance of JupyterHub were needed just to help users log in during our initial session. Ben Winjum (IDRE) was convinced that IDRE could consider offering workshops with users external to UCLA.

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¹ See [https://github.com/quinnanya/dh-jupyter](https://github.com/quinnanya/dh-jupyter) for a directory of DH-oriented Jupyter Notebooks that we found inspiring!
We encountered the usual difficulties coordinating across institutional boundaries. To solve these challenges, we divided our week. Tatiana focused more on over-arching logistics. Zoe focused on workshop content—and divided the instructors into two groups: Day 1: mapping and Day 2: text-mining. Files in Jupyter Notebook were organized by workshop so that participants could find the data, instructions, and explanations bundled together in folders. Only one instructor (Yoh Kawano) had taught this way before, and because he was making arrangements to move to Japan, we had limited time to “train-the-trainers” and were relying mainly on instructors learning as we went.

The teams we devised were as follows:

- Yoh Kawano (UCLA’s IDRE) and Andy Rutkowski (USC) worked on Day 1: Intro to Jupyter Hub & python, and Mapping.
- Wendy Perla Kurtzl (UCLA’s DH program) worked with 3 graduate student employees to select and prepare a text-mining data set. They chose a Black newspaper (J.L. Edmond’s Liberator, published in Los Angeles 1900-1913) that the LAPL had scanned, OCR’d and digitized.
• Zoe worked with Eleanor Koehl and Benjamin Winjum (both of UCLA’s IDRE) to set up the Jupyter Notebook/Binder environment. Eleanor and Zoe tested topic modeling tools with the full Liberator dataset: 165 issues. We had hoped to use Hypershelf’s Topic Explorer in order to provide a chronological visual representation of the topic modeling results—equivalent to the mapping Day 1 results. Unfortunately, that application was outdated and did not work with IDRE’s installation of Jupyter Notebook. Ben and Eleanor devised a workaround based on Gensim.

• Tatiana led the application and selection process, as well as communication with the Humanities Commons website and the keynote speakers. Eleanor Koehl (UCLA IDRE) and Stacey Williams (UCLA) helped to create the application form, and select participants.

We each contacted our libraries, DH programs, and colleagues. While we offered honoraria to keynote speakers, we did not have funding to pay instructors – who volunteered their (considerable) time as contributions.\(^2\) Because UCLA Library staff frequently partners with IDRE and USC to support DH workshops and instruction, we built upon trusted relationships with former colleagues.

We sent emails to list-serves and distributed the call for participants on social media once our keynote speakers were confirmed. Participants were self-selecting, mostly due to scheduling. We chose the virtual environment to allow graduate students to participate, but many had courses or teaching obligations that interfered.

Our target audience had sophisticated research questions so we wanted to emphasize conceptual learning, beyond foundational skills. Our goal was to give them an opportunity to see what they could accomplish in order to inspire them to invest the time in learning the foundations. In our experience running similar workshops, we spent more time trouble-shooting complex installations on participant’s (outdated) laptops—requiring extensive support from IT staff. To minimize the need for IT staff support, in addition to instructors, we opted to use IDRE’s (UCLA’s) Jupyter Notebooks/Binder solution. This allowed a more interactive classroom experience; presentation slides could be combined with code cells. More advanced users could write their own code, while beginners were happy to run the code, make small changes, see the resulting errors, and modify accordingly.

**Goals**

1) “train-the-trainer” experiment for instructors. Tatiana and Zoe shared with UCLA’s DH instructors the materials from DHRI. Yoh Kawano (UCLA) shared his instructional

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\(^2\) UC’s do not allow us to pay other UC faculty or staff with honoraria. Grad students were paid by their regular salary and fee remission.
materials with Jupyter Notebooks hosted on IDRE's JupyterHub installation. Instructors envisioned how CaliDHRI might test an environment that allows us to

- Create and share Notebooks, data-sets, and workshops across institutional boundaries,
- Require fewer installations on participants’ computers and
- Provide a more interactive classroom experience: presentations and code could be combined.

2) **CaliDHRI as a persistent, sustainable “node” on the DHRI network.** Based on a successful experiment, Tatiana and Zoe shared CaliDHRI lessons learned during DHRI office hours; we like to believe CaliDHRI has encouraged

- At DHRI: development of a more interactive, browser-based curriculum,
- Use of Humanities Commons as local DHRI project websites, providing local DHRI organizers and participants with a way to stay connected and share materials.
- Tatiana is already planning CaliDHRI 2023, tentatively scheduled for the last week of May 2023. Melissa Stoner, UC-Berkeley Native and Indigenous Studies Librarian, has expressed interest in co-convening the Institute next year.

**Outcomes:**

In return for their investment, we consider the following developments as signs of success:

1. **At UCLA’s IDRE:** publishing the workshop materials as a Jupyter Book. Ben Winjum (bwinjum@oarc.ucla.edu) and Eleanor Koehl (ekoehl@oarc.ucla.edu) have also expressed an interest in the editorial team at DHRI.

2. **At UCLA’s DH program:** UCLA graduate students moved from providing “back-end” support and gained experience creating materials and leading workshops. With Wendy Perla Kurtz they are creating a course of Los Angeles-based materials using Jupyter Notebooks, Jupyter Book.

3. **At UCI, DH Exchange Grad Fellow** acted as the interlocutor and facilitated engaging Q&As with dh keynote speakers.

**4. Appendices**

We have included in the folder:

- a spreadsheet with names, email addresses, and institutional affiliations of all the applicants. Those who were able to participate, our instructors, and sponsors are listed on the website.
- All other assets are on our website.
Certificate of Completion

PRESENTED TO:

Nanditha Krishna

This certificate is awarded to Nanditha Krishna for completing the California Digital Humanities Research Institute, (Black Press) on April 27, 28, and 29, 2022. This certificate is awarded on 25 May 2022.

Tatiana Bryant, MPA, MSLIS
Co-Director

Zoe Borovsky, Ph.D.
Co-Director
Join the @uclalibrary for the "California Digital Humanities Research Institute: The Black Press," with THREE separate keynotes held over April 27-29.

Register for the event: csw.ucla.edu/event/californ...
# Digital Humanities Research Institute

## White Paper

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<tr>
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## 1. Background

The California State University (CSU) DHRI will be held virtually on October 11 & 12. It is open to faculty, staff and graduate students at both San Jose State University (SJSU) and San Diego State University (SDSU). SJSU and SDSU are part of the CSU, the largest public four-year university system in the country. The CSU is comprised of 23 campuses spanning the entire state, and has one of the most diverse student bodies in the country. SJSU and SDSU are leading efforts to build a CSU-wide digital humanities network.

San Jose State University is a public M1 institution, the oldest public university on the West Coast and a founding campus of the CSU. SJSU is a Hispanic Serving Institution, as well as a Asian American and Native American Pacific Islander Serving Institution. The campus occupies the traditional land of the Ohlone Muwekma people. In 2021, SJSU received a $750,000 challenge grant from the National Endowment for the Humanities to build a Digital Humanities Center located in the Dr. Martin Luther King, Jr. Library. King Library is a joint-use building shared with the San Jose Public Library system, which serves the over 1 million community members of the City of San Jose. The new Digital Humanities Center will support the digital scholarship and pedagogy of the SJSU community as well as the local San Jose communities.

San Diego State University is a public R2 institution occupying the traditional lands of the Kumeyaay. Established in 1897, SDSU is a Hispanic Serving Institution and a
federally-designated AANAPISI. Our Digital Humanities Initiative (DH@SDSU) is a grass-roots, faculty-led community of researchers, teachers, and learners interested in how digital technologies and culture impact human experience. In 2015 the initiative was awarded an Area of Excellence in “Global Diversity and Digital Humanities,” which allowed us to conduct an interdisciplinary faculty cluster hire, and led to the creation of the Digital Humanities Center (DHC) in the University Library: https://library.sdsu.edu/digital-humanities-center. The DHC launched in late 2017/early 2018 and has since made a name for itself as a national leader in podcasting, digital pedagogy, to name a few areas. During the pandemic, the DHC and focused on creating peer-to-peer tool tutorials to support remote teaching: https://teachdh.sdsu.edu/tools/. DH@SDSU emphasized care-based, equitable, and critical engagement in digital humanities that emphasizes process over product and experimentation.

Titled *Networked Connections: Explorations across Digital [Humanities] @ SJSU*, the goals of the event are to:

- Connect DH-curious members of the SJSU and SDSU communities to each other, as well as folks already engaged in digital praxis
- Build a shared vocabulary and interdisciplinary understanding around digital humanities
- Explore the foundations of digital humanities and digital scholarship projects
- Begin a year-long mentorship/consultation relationship between experienced experts and emerging DHers.
- Pilot a model that other CSUs can adopt to build capacity and expertise throughout the system

2. Summary of Local DHRI

The CSU DHRI consists of two days focused on exploration and connection:

Day One offers lightning talks deconstructing various aspects of digital humanities projects and practice. It begins by presenting the foundations of DH projects such as data management and then breaks participants into interest groups focusing on certain tools or methods, such as digital storytelling, podcasting, and text analysis. The first day is open to all and ends with a networking hour for all participants. We had 50–75 attendees engaging with ~10 speakers. The schedule:
Day Two is focused on building relationships between mentors and mentees. Mentees are selected from an application process. We anticipate 20-30 mentees, with each mentee connecting to one of our speakers from Day One (each speaker will have 2-3 mentees). Day Two includes time for consultation between mentee/mentor and collaboration with potential cohorts within the mentee group. The schedule:

Funding for the event was provided by SJSU and SDSU Libraries. Each speaker/mentor received a stipend for their participation in the event and mentoring work, which continues through the 2022-2023 academic year.

Our primary audience focused on faculty, staff, and students at both institutions who engage in digital methods and/or are curious about the digital, even if—especially if—they don’t see themselves as digital humanists. In so doing, we hope to build an ever-growing community of practitioners who can share their expertise and experience in resource-scarce environments. By building on the collective strengths of the CSU, we can grow digital humanities through informal and formal mentoring networks, interdisciplinary and cross-institutional collaborations, and distributed knowledge.

3. Outcomes and Reflections

The CSU DH event focused more on connection and introduction to methodology than technical curriculum. Appropriate DHRI-based curriculum may be shared with individual participants as they move forward with their digital projects to support their learning and skill requirements.

The team is assessing the viability of scaling this institute into a “traveling roadshow” that can be run at other CSU campuses, in order to build a system-wide distributed network of expertise.

4. Appendices

- Event Website: https://library.sjsu.edu/digitalhumanities/dhri
- Speaker Request Letter (to be added to DHRI resource library in Humanities Commons)
- Flyer. (see below)
NETWORKED CONNECTIONS:

Explorations in Digital Humanities

Get Inspired, Oct 11
Lightning talks from expert digital humanists and scholars exploring digital projects and methods.

Get Connected, Oct 12
A day of discussion and sharing for digital-curious folks looking for mentorship and a community of practice for their emerging digital research or pedagogy.

Register for Networked Connections and apply to be a Digital Humanities Research Institute mentee at tiny.sjsu.edu/dhri
1. Background
Denison is a private, small liberal arts college located in central Ohio. It has an undergraduate population of around 2300 students and a faculty of around 200. Denison is a member of the Ohio 5 Colleges, which has hosted several Mellon-grant-funded DH training workshops for the past 5 years. In 2019, a group of faculty began work on creating a DH program at Denison, and in October 2021 the DH minor was approved by the faculty. The inaugural DH 101 was taught during the spring semester of 2022.

2. Summary of Local DHRI
This section should include:
- How many participants did you have (or are you anticipating)?
  12 faculty
- What did your schedule look like and which workshops did you present (or are you planning to present)?
  **DH 101, a 4 credit course introducing students and faculty to different visualization tools and their applications in the humanities.** Faculty attended the classes (3 50-minute classes/week) and learned along with students. Tools taught include Inky, Timeline JS, Networks, Voyant, Tableau, Openrefine, Carto, and QGIS.
• If your institute has taken place, what were your participants’ affiliation, and/or professional/academic titles? (You can also choose to include salient demographic information if possible and relevant.)

  Faculty members of History, Modern Languages, Classics, Data Analytics, Computer Science, and English; the deputy director of libraries and an educational technologist.

• Did you have any partners and collaborators? Did you receive any extra funding?

  We partner with the educational technologist team at Denison and the Ohio 5, taking advantage of training workshops in Voyant. Participants in the institute received a 500$ stipend for their involvement in the DH 101 course held during the Spring semester of 2022. This stipend was paid by the office of the provost.

3. Outcomes and Reflections

This section should include the questions that we have discussed at our August 2022 meeting:

• Did you use/repurpose aspects of the July 2021 DHRI? (eg. Curriculum, Outreach, Applications, Pedagogy, etc)
  ○ No

• How did participating in the DHRI contribute to each your professional development?
  ○ Regina: DHRI gave me the foundation I needed in Command Line and Python to begin to learn how to code. After DHRI I sat in on the first and second semester Python courses offered in Denison’s Computer Science department. I plan to use Python to develop a computational text analysis course for the DH minor.
  ○ Fran: DHRI allowed me to analyze how I can introduce fundamental elements in computer science to students in the humanities. It also gave me some ideas on how to develop my literature course in digital humanities. Finally, it helped me to continue learning python by myself, with the help of the materials provided by DHRI and tutorials from the web.

• What feedback did you receive from your participants that would be valuable for us to know?
  ○ During our debriefing meeting on April 14, we learned that:
    ■ There was general agreement that the DH101 tried to teach too many technologies.
    ■ Participants liked that they could pick and choose which classes to attend based on their interests.
    ■ People came away more confident that they can teach DH101 and contribute to the program in other ways.
• What were some challenges that you faced throughout the process of planning and organizing the DHRI and how did you solve them?
  o Encouraging attendance later during the semester was a challenge as folks became busier with their own teaching.
  o The schedule for the course changed several times throughout the semester, so keeping track of which technologies were being taught on which days was difficult.
• How did you find partners, collaborators, and financial support?
  o We held a recruitment meeting in November 2021.
  o We asked the provost’s office for financial support
  o Education technology generously offered their support as part of their regular working hours.
• How did you publicize your event and recruit participants? If you received more applications than you had spaces, how were applications reviewed and evaluated? How did you follow up with selected participants?
  o Email to humanities faculty
  o Personal conversations with colleagues
  o Recruitment meeting
  o Informational fliers for DH101 and the DH minor
• What pedagogical approach did you choose to use and why?
  o In-person, hands-on workshop during DH 101 class periods.
  o We chose to use the DH 101 course as our DHRI because it allowed faculty to learn the same things they would learn in an intensive 2 or 3 day workshop over the course of several months, during 50-minute sessions. We did not have to provide food and it allowed our educational technologists to help without having to pay them for additional hours on weekends or evening or during the summer.
DH 101 - Intro to Digital Humanities - Digitizing the Human, Humanizing the Digital

SPRING ’22, MWF @ 1230-1:20PM
Prof Frank Proctor (CRN 22829)

Come learn, play, and make. Explore connections between the Humanities, the digital world, and computer-based problem solving.
1. Background

The University of Hawai‘i at Mānoa is a public R1 University, and the flagship university in the University of Hawai‘i system. Despite this, the university has only engaged with the Digital Humanities sporadically, and there is little to no institutional support for novice DH researchers. While there are many individual researchers who use DH tools and methods, these researchers are often siloed within their own departments. Other scholars have simply never been introduced to the appropriate tools and methods which would support their work, and they are unsure how to begin. Without a centralized DH hub on campus, these scholars cannot find potential collaborators, and are unable to get the training and assistance they require. While not a substitute for a permanent DH organization, the hope is that a UHM DHRI could begin to create a community of shared interest and practice. Creating these connections is as important as the skills participants will gain during the institute.

2. Summary of Local DHRI

We hosted our local DHRI in the interim between Spring and Summer Semesters. We chose this as a good time to catch graduate students before they may be embarking on summer research and the best interlude we had for connecting with faculty. Being cognizant of the end of the semester chaos, we chose to limit the length of the institute to three days total and only asked the participants to dedicate half of their day to the
experience. This daily schedule seemed to work well for our group. The 11 participants, primarily graduate students (all but one Faculty member who applied were ultimately unable to attend), came from a variety of humanities departments, including American Studies, English, History, Linguistics, Second Language Studies, and Theatre. Linguistics was overrepresented. Noting our participants were mainly graduate students, we know the real-draw of the institute was the advertised free food. This we were able to provide through the generosity of our University Library providing food funds.

We decided to focus on a few topics based both on the interests expressed by our participants and on skills with broad practical applications. In applying, we asked participants to describe a sample project where they hoped to apply their new skills. Many of our participants expressed a strong desire to learn how to create media, while others were interested in using python to mine texts. These became core modules which we decided to devote a great deal of time to. We also taught participants the basics of command line use, text encoding, and data literacies as these are foundational digital skills.

Our daily schedule can be found in the appendices.

3. Outcomes and Reflections

In approaching our local institute we decided to advertise broadly in the humanities for participants as we were unsure how much interest we would find. We wanted to make the institute approachable, as we recognized digital humanities is not broadly discussed on campus. In the application and marketing we chose to highlight the community-building we aspired from this institute and the cross-departmental opportunity learning digital humanities provides. We were pleasantly surprised to receive 18 applications from departments across the Arts & Humanities and Languages & Letters colleges.

Thinking about the experience and community we were hoping to foster, we decided to prioritize an in-person experience. Hybrid seemed to be infinitely more difficult to coordinate and we saw peer-relationships better being able to form in-person. Our goal was for a cohort of no more than 15 people, and the applicants who had indicated a preference for in-person fell at 15, with a final confirmation of 11 participants.
In designing our institute, we knew we wanted to partner with other librarians who had interests and experience that supported the topics we wanted to teach. We asked Jonathan Young to join because of his experience using Python professionally. Brian Richardson developed the UHM’s loanable technology collection, and has also created many instructional videos for the library. This made him a natural choice to lead sessions on media creation and editing. We had also initially intended to include a session on GIS (led by our library’s Geospatial Librarian), but this session had to be canceled due to scheduling conflicts.

We adapted workshops on the command line, and data literacies from the July DHRI curriculum. We also built new workshops for Python, text mining, media production and media editing. In each session, we tried to take an active learning approach, having students work individually and in small groups to practice skills. We found small groups to be especially effective. Participants with greater background knowledge or who picked up concepts more quickly were able to support other participants, cementing their own knowledge while remaining engaged. Group work also allowed session leaders to more accurately evaluate participant comprehension by listening to group conversations.

When thinking about what we wanted participants to walk away from the institute with, we tried to think “big picture” in how best to prompt participants to view the learned skills in their work. To do this, we sought to integrate workshops towards a coherent final project. This proved somewhat challenging as we tried to scaffold our lessons for participants to build a small product with each lesson building towards a final product. Ultimately this was somewhat successful, though in a second iteration we would like to further refine this so it is clearer where all the learned skills are taking participants across the lessons.

During the institute, we encountered several challenges. In our lesson on using the command line, several participants had command line interfaces that ran different shells, which meant that some of the prepared commands would not work on all machines. We were able to look up alternate commands in the moment, but in future sessions we may take extra steps to ensure that all computers are running programs which take the same commands. We encountered a similar issue with other lessons. Some participants arrived without the proper software installed, or with software improperly configured. While we were able to help these participants, in future we plan to host a mandatory installation day to ensure that all participants arrive prepared.
Our institute had immediate applications for some of our participants. None of our participants were aware of the library’s new Loanable Technology collection. Several students were preparing for imminent summer research trips and were able to reserve equipment and utilize the skills learned covering audio recording and video production. We were also able to see evidence of relationships that had been built between participants, especially during the group work on media production day. The small groups created to complete the daily activities were very creative in the scope of what they wanted to accomplish and groups collaborated in ways we were hoping to see.

Participating in the DHRI has benefited both of us professionally. Sarah included her role as a community leader in her contract renewal application, while David included it in his application for promotion to Librarian III. Both applications were successful. The librarians who partnered with us in our local DHRI also plan on including their participation in the UHM DHRI in their upcoming applications for contract renewal.

4. Appendices
   - Flier for UHM DHRI
   - UHM DHRI’s Daily Schedule
Digital Humanities Research Institute
White Paper

<table>
<thead>
<tr>
<th>Institute</th>
<th>Traditional Arts DC Go-Go Stories Oral History Project</th>
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<tbody>
<tr>
<td>DHRI Participant name</td>
<td>Dr. Natalie Hopkinson, Dr. Bryan M. Jenkins, Dr. Marya McQuirter</td>
</tr>
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<td>Dates of institute</td>
<td>Fall 2021</td>
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<td>Social media accounts and hashtags used</td>
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1. Background

We embarked the Go-Go Stories Oral History Project under the auspices of an initiative called Traditional Arts DC at Howard University, located in Washington, D.C. In 2020, the National Endowment for the Arts designated the historically Black university in the District of Columbia as the nonprofit partner that would conduct preservation and documentation activities to support the cultural heritage and traditions in the city. We partnered with the Go-Go Museum & Café to identify significant individuals to interview for this project. The stories were posted on the District of Columbia Public Library website. Although there was no formal DH institute at Howard, the three project scholars brough significant DH experience to the project. Below are current descriptions of the project team. Please note some affiliations have changed since members participated in the one-week training institute at CUNY Digital Humanities Research Institute in 2021.

Natalie Hopkinson, Ph.D. is Associate Professor of Media, Democracy and Society at American University. She brought significant DH experience to the institute. She was the lead
scholar as part of 2014 Humanities DC series called “Soul of the City.” She led a team of youth workers involved in the Marion Barry Summer Jobs program housed at the D.C. Department of Human Services. The project used the life and legacy of DC native, soul singer Marvin Gaye, as a lens to map the neighborhoods where the singer lived and attended school. The team created a microsite as well as an original composition and music video for the 2014 remix to Gaye’s classic 1971 song, “What’s Going On?” The project premiered at the 2014 Humanities, Arts & Technology festival.

Bryan M. Jenkins, Ph.D. is a postdoctoral researcher at Project REFOCUS at Howard University’s Department of Communication, Culture and Media Studies, where he earned his doctorate in 2022. At the time of the CUNY DH institute, Dr. Jenkins was completing his dissertation: Doing Black Podcast Studies: Exploring the Black Oral Tradition and Critical Media Literacy in Alternative Media, which won a 2023 dissertation award from the Broadcast Education Association. He also continued his focus on podcasting during an internship at the Library of Congress American Folklife Center.

Marya McQuirter, PhD, is an independent scholar who creates freedom-grounded projects for and with us. In 2018, in commemoration of the 50th anniversary of 1968, Marya co-produced the dc 1968 project, a DH project utilizing off-the-shelf software to reshape public memory of the entire year of 1968 in Washington, DC. In 2022, she expanded the project by working with a GIS specialist to map all 365 sites and she collaborated with a designer and printer to self-publish 1968 in deep color, a small catalog featuring 13 color images. Using $8,000 from research funds received while teaching at the University of Arizona, Marya was able to cover the costs of production and printing and is slowly and freely sharing 800 copies (and pdfs) of the catalog to Washingtonians. She is currently working on a book project titled, Technochoreographies: Bicycles, Freedoms, Movements.

2. Summary of Local DHRI

Roughly 10 Howard University doctoral students participated in the virtual training, and it resulted in 10 oral histories posted to local archives. In fall semester 2021, because COVID limited in-person outreach, we conducted our program using virtual tools. We collaborated with both the Go-Go Museum & Café and the District of Columbia Libraries on an oral history series. Our team developed a virtual training model to teach Howard graduate students how to conduct oral histories using digital tools. We developed an “ORAL HISTORY INTERVIEWER ORIENTATION” which took students through the basic principles of oral history collection. This included an introduction to some light theory about oral history as an intervention into Eurocentric frameworks that privilege the printed materials over the extensive oral capacities in the targeted community. (A predominantly Black community of musicians, creatives, and fans have formed around “Go-Go” music, which became the city’s “official music” in 2020.)
We presented our institute less as a “training” and more as an orientation to emphasize that storytelling and the oral traditions are capacities that are well developed in Black communities and Black families. The intervention was to show participants how to use digital tools such as ZOOM to record the interviews, as well as a transcription software called TEMI to assist with transcription. We went over basic interviewing techniques. We discussed how to compile meta data that are required for oral histories to be uploaded to the local archives. The final collection of oral histories that were the result of this training is currently housed at The Dig, which is part of the People’s Archives at Martin Luther King Jr. Memorial Library, part of DCPL.

3. Outcomes and Reflections

At the time of the CUNY DH Institute in 2021, Dr. McQuirter was director of the Public History Collaborative and teaching at the University of Arizona. Dr. Hopkinson was teaching at Howard University. Dr. Jenkins was completing his graduate studies at Howard. What worked best about the summer institute was being able to interact with other members of the institute and learning about their own scholarly interests and projects and approaches to DH. DH is a relatively new and evolving field. We particularly appreciated the opportunity to learn the tools of coding and Python.

Like much of what took place during the COVID-19 pandemic, our team had to overcome the typical challenges of spending hours on ZOOM over the course of several days. For those of us with family and other obligations, the home setting proved to be a difficult learning environment to acquire complex digital tools. Nevertheless, we were able to apply much of what we learned in future endeavors.

Because Dr. Hopkinson was a member of Howard’s faculty, it was easy to recruit students to participate. We provided stipends both to the students who conducted the oral history and narrators who participated, thanks to a partnership with the Go-Go Museum & Café and the District of Columbia Public Library.

4. Appendices

A recording of the one-hour training to Howard University graduate students can be found here:

[https://drive.google.com/file/d/1Wk0zjEz_JRyzalWpzuOG1HCqQX-dUa1/view?usp=sharing](https://drive.google.com/file/d/1Wk0zjEz_JRyzalWpzuOG1HCqQX-dUa1/view?usp=sharing)

The oral histories the graduate students conducted are available at the following link on the District of Columbia Public Library website:

[https://digdc.dclibrary.org/islandora/object/dcplislandora%3A346813](https://digdc.dclibrary.org/islandora/object/dcplislandora%3A346813)
1. Background
This section should include a general profile of the institution or organization where you organized your Digital Humanities Research Institute, including where it is located, and your local (and if relevant, regional) DH profile as it looked before you organized your Institute.

University of Miami, located in Miami, Florida, is a private research university with a growing profile in digital humanities. The institution situates itself as a hemispheric, multilingual institution at the hub of the Americas with strengths in Latin American and Caribbean studies. Following a cluster of digital humanities faculty hires in the English and Modern Languages and Literatures Departments in 2016, the Graduate Certificate in Digital Humanities was recently approved. The UM Libraries offers data analytics workshops on statistical software and methods, data management, and ArcGIS; there have also been workshops on Tableau and AntConc in the past- usually 1-2 hour single sessions. The humanities departments offer a graduate DH methods and theory course and a practicum course which teaches much of the same foundational skills as DHRI, but not every semester or year and advanced grad students may have missed out before this curriculum was introduced. We have had a one-off Digital Humanities Graduate Showcase but no university-wide DH conference or summit per se.
2. Summary of Local DHRI

We take great pride in this **grad-led initiative** that, with **6 months** of planning, provided **16.5 hours** of free, accessible, and rigorous training to graduate students, faculty, and community members on Digital Humanities and interdisciplinary collaboration. We had more than **30** registrants across all **7** sessions, with an average attendance of **15.100%** of the participants who responded to our feedback survey said they felt **the workshops were useful and would recommend the UM DHRI to a colleague in the future.**

We covered topics such as ArcGIS mapping and text analysis in R for humanistic applications. We invited DH scholars from **Universidad de los Andes, Bogotá, Colombia** and the **Instituto de Investigaciones Bibliográficas y Crítica Textual (CONICET) in Argentina** to offer a session in Spanish and speak to the complexities of **multilingual and transnational collaboration** in DH. We also gave UM DH scholars insight into applying for competitive federal grants by inviting Elizabeth Tran, a Senior Program Officer in the **Office of Digital Humanities at the NEH.**

<table>
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<tr>
<th>Wednesday, 1/19</th>
<th>Session</th>
<th>Facilitators</th>
<th>Notes</th>
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<tr>
<td><strong>2-5pm</strong></td>
<td>DH Fundamentals</td>
<td>Dieyun, Tarika</td>
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<tr>
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<td>Mapping/GIS</td>
<td>Abraham Parrish</td>
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<tr>
<td>12:15-2:45pm</td>
<td>Data/Project Management</td>
<td>Susanna Ailes-Torrent</td>
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<tr>
<td>3:00-4:00pm</td>
<td>NEH Outreach Session</td>
<td>Elizabeth Tran</td>
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<tr>
<td>9:30am-12:00pm</td>
<td>Text Analysis in R</td>
<td>Jerry Bonnel</td>
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<tr>
<td>1-3pm</td>
<td>State of DH Summit</td>
<td>Moderated by Dieyun, Tarika</td>
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- How many participants did you have (or are you anticipating)?
  30 registrants across all 7 sessions, with an average attendance of 15.

- What did your schedule look like and which workshops did you present (or are you planning to present)?
  We offered 16.5 hours of programming over 3 days, from January 20-22, 2022.

**Thursday, January 20**

2:00 - 5:00 pm EST, DH Fundamentals, Dieyun Song and Tarika Sankar: This session is a perfect first step for those new to Digital Humanities. It covers working with the terminal on your machine, markdown language, and HTML for foundational web programming. This session is facilitated by Tarika Sankar, PhD
student in the English Department at the University of Miami, and Dieyun Song, PhD Candidate in the History Department at the University of Miami.

2:00 - 5:00 pm EST, Fundamentos de Humanidades Digitales, Prof. Nicolás Vaughan Caro: Esta sesión cubre el terminal en su máquina, markdown y HTML para la programación web fundamental. El facilitador es profesor Nicolás Vaughan Caro de Universidad de los Andes, Bogotá, Colombia.

Friday, January 21

9:00 - 11:30 am EST, Mapping/GIS, Dr. Abraham Parrish: This 2.5-hour session provides introductions and hands-on practice to ArcGIS Pro, Insights, and StoryMaps. The session will be facilitated by Abraham Kaleo Parrish, GIS Services Librarian at the University of Miami.

12:15 - 2:45 pm EST, Data and Project Management, Prof. Susanna Allés-Torrent and Dr. Gimena del Rio Riande: Covering the practical items you need to know about starting and executing a DH project from scratch, the session discusses defining the scope of the project; team formation and collaboration; data querying and related skills, platforms, funding, and resources required; file naming and storage/backup strategies; and knowing when to wrap up the project. Drawn from lessons learned and best practices from ongoing DH initiatives with various scales and budgets, this session provides pragmatic insights about carrying out DH projects on the ground. Facilitated by Professor Susanna Allés-Torrent (University of Miami) and Dr. Gimena del Rio Riande (National Scientific and Technical Research Council (CONICET) Argentina).

3:00 - 4:00 pm EST, NEH Grant Workshop, Elizabeth Tran: This presentation and dialogue will be led by Elizabeth Tran, Senior Program Officer at the Office of Digital Humanities at the National Endowment for the Humanities. This session will help participants better understand which programs at NEH can support digital humanities projects (and other digital projects), how to write a competitive application, and how the NEH review process works. The presentation is about 40 minutes, leaving about 20 minutes for Q&A.

Saturday, January 22

9:30 am - 12:00 pm EST, Text Analysis in R, Jerry Bonnel: This session provides an introduction and hands-on practice on data querying, frequency analysis, and sentiment analysis for humanists in R. Facilitated by Jerry Bonnel, PhD Candidate of Computer Science at the University of Miami.

1:00 - 3:00 pm EST, State of DH Summit, Lidiana de Moraes dos Santos, Prof. Allison Schifani, and Prof. Lindsay Thomas: This is a conversation about the current achievements, needs, and room for growth for DH research,
teaching, research, and collaboration at UM and the South Florida community. We'll also be reflecting upon our pilot DHRI and brainstorm ideas for future Institutes. Graduate students, faculty members, DH practitioners, and broader community members are welcome to attend.

- Did you have any partners and collaborators? Did you receive any extra funding?
  Collaborators/facilitators of sessions:
  - Dr. Abraham Parrish, GIS Services Librarian, University of Miami
  - Dr. Susanna Alles-Torrent, Associate Professor in Modern Languages and Literatures at University of Miami
  - Jerry Bonnell, PhD Student in the Department of Computer Science, University of Miami
  - Dr. Nicolas Vaughan, Associate Professor at the Department of Humanities and Literature, Universidad de los Andes, Bogotá, Colombia
  - Dr. Gimena del Río Riande, Associate Researcher, Instituto de Investigaciones Bibliográficas y Crítica Textual (CONICET) Argentina
  - Elizabeth Tran, Senior Program Officer in the Office of Digital Humanities at the NEH

Funding Sponsors:
- University of Miami Digital Humanities Committee
- Center for the Humanities: $500
- Department of History: $300
- Department of English: $200
- Modern Languages and Literatures Department: $100
- Latin American Studies Department: $300

Promotional Support:
- Graduate School
- Graduate Student Association
- Office of Civic and Community Engagement

3. Outcomes and Reflections
This section should include the questions that we have discussed at our August 2022 meeting:
- Did you use/repurpose aspects of the July 2021 DHRI? (eg. Curriculum, Outreach, Applications, Pedagogy, etc)
  - Yes, we repurposed the curriculum of Terminal, HTML, and CSS for our Bootcamp session and offered the DHRI resources to our facilitators in their preparation
- How did participating in the DHRI contribute to each your professional development?
○ Exposed us to the operation of universities and how to delegate and raise sponsorships across campus
○ Facilitating and organizational skills

● What feedback did you receive from your participants that would be valuable for us to know?
○ Our feedback form was designed for our individual institute and most answers were specifically on our facilitation and design. We don’t see anything that’d apply to the CUNY DHRI.

● What were some challenges that you faced throughout the process of planning and organizing the DHRI and how did you solve them?
○ Delayed budget timeline across the university. We reached out consistently to raise sponsorships
○ Various requirements for sponsorship and reimbursement: we are still trying to get some internal presenters’ honoraria distributed; some Schools needs receipts and a specific budget before committing. These are still outstanding challenges
○ Covid restrictions, so we held it online
○ Lack of awareness and support from the university administration in terms of both financial support and the willingness to invest in (digital) humanities

● How did you find partners, collaborators, and financial support?
○ We emailed all relevant departments, Schools in our university and reached out to faculty members for personal connections

● How did you publicize your event and recruit participants? If you received more applications than you had spaces, how were applications reviewed and evaluated? How did you follow up with selected participants?
○ Marketing: Department emails (most effective according to feedback,) Graduate Student Association newsletter, department listservs, university listservs
○ We had about the expected attendance
○ It’s a free workshop for everyone so no application process
○ We sent a feedback form to all participants and received 13 replies https://forms.gle/dVjZnfkQ7jfb4S8b9

● What pedagogical approach did you choose to use and why?
○ Workshop and hands-on practice. What our community needs the most is accessible training and the initial exposure to DH methods. So we curated sessions around the foundational skills one would need to begin practicing and learning DH
4. Appendices
You can choose to include appendices here or drop any documents in the designated folder ("Appendices") in your institute's Google Drive folder and name them appropriately. Some guiding questions that may help you collating relevant appendices are:

- If you created a website, wrote blog posts about your event, or have other online materials, please share the URL so that others can look at your work and learn from it.
- If you organized adjacent or related events, created publicity, or had publicity such as press releases, please share where possible (copy of a poster, etc)
  
  See Appendices > digital assets
  
  https://drive.google.com/drive/u/1/folders/12SiQ6u-iNL5088DmOY_A4bQAIF
  IHdL_5

- If you created new workshops or courses, would you be willing to share part or all of them with others? For example, are the materials in a GitHub repository? Website?
  
  See Appendices > Workshop curricula
  
  https://drive.google.com/drive/u/1/folders/1EVdWEzxJuQjtajTF1C509yBMD6s
  2JoBS

- Any materials you feel you could share that would be useful to others?
- Any pictures? Photos? Video? To share?
- Estimated matching costs or investment (in kind and actual, and how this relates to your initial letter of support).
  - We raised $1,400 and all went towards honoraria
1. Background

This workshop took place at Mississippi University for Women, a regional, public, liberal arts college in a rural area of north Mississippi. The state of Mississippi and its institutions are relatively new to the institutional support of Digital Scholarship, so while digital humanities occurs in the state and the region in pockets, it isn’t widely recognized as an established discipline or practice. With this workshop and the establishment of “Deep South DH,” we are hoping to highlight projects, teach skills related to those projects, and invite conversations about doing DH in and with southern spaces.

2. Summary of Local DHRI

This workshop occurred in March 2022, so we allowed for hybrid (in-person at MUW Library or virtual on zoom) attendance. We hosted a topically-focused workshop that discussed digitizing and sharing Mississippi women’s letters. For the first half of our 2-hour workshop, we invited 3 humanities scholars (Dr. Suzanne Marrs, Eudora Welty’s biographer, Angela Stewart, archivist at the Margaret Walker Center, and Dr. Bridget Pieschel, MUW Professor Emerita and donor of the Smith Papers) to discuss their observations from working with Mississippi women’s letters. For the second half of the workshop, we introduced the process of digitizing materials like those that were featured, led by 4 library staff (3 MUW librarians and our local public library’s archivist) who discussed their experiences with digitization. We had 26 online attendees and 6 in-person attendees to the event. The event was also recorded and posted to our website. Those who attended were affiliated with regional
institutions (e.g. University of Alabama, Millsaps College, the Poarch Creek Indian nation) or had a vested interest in digital projects about Mississippi women (e.g. a woman with a project about a Mississippi high school integration, a woman with a collection of personal letters, etc.). We reached out to known individuals and local/regional groups to invite people to this event.

The prelude to the workshop included 2 months of building the Deep South DH website (deepsouthdh.github.io), which served as a hub for the workshop’s information and resources, and the Smith Papers project website (smithpapers.github.io), which served as a prototype and template for using an accessible, static web template. We received funding for this from our state Humanities Council, which allowed us to hire a developer to set up our template, meet with us for training, and provide us with documentation to share. We also used the grant funds to pay our scholar panelists.

3. Outcomes and Reflections
This section should include the questions that we have discussed at our August 2022 meeting:

Our main goals for the March 2022 workshop were to build community toward DH in Mississippi and the south, to highlight stories of Mississippi history and people, and to determine the interests and needs of people doing similar work. We hoped to provide access to practical tools for those getting started, like metadata templates, local resources for those in the state (e.g. libraries and historical societies), guidelines for doing digital projects, and contact information for getting financial or technical support. We plan to offer continual workshops going forward, and have a plan to introduce CollectionBuilder at another virtual DeepSouth DH workshop in October 2022. One of our consultants for the March workshop, (Michael Pickard, Millsaps College English professor) has become an instrumental partner and collaborator for developing and hosting the October workshop.

To develop the websites for the 1st workshop, we used several technical skills we learned at the 2021 DHRI, like writing with markdown, using command line, and using github. These skills contributed not only to the development of our DeepSouth DH website, but went into the curricular development of courses and projects related to the Smith Papers project. We also used the concepts of open pedagogy, making our sites and resources available for perpetual access.

The format of the program was a hybrid panel/workshop. Two of the panelists presented via Zoom, and one presented with a microphone in person. Having the panel as a hybrid event went rather smoothly (we practiced a week prior with the presenters to make sure everyone
could be seen and heard). The digitization workshop was also hybrid, and it was difficult to see everything that was going on, for those online, especially. The goal of the workshop was not to teach people all of the ins and outs of scanning and uploading files, though, but to get a sense of what people wanted to learn more about, which we were able to do. The workshop’s introduction of the Smith Papers Project (as prototype) also generated some interest, which we hope to tap into for the upcoming October workshop on sharing digital projects, for which we’re inviting 3 team members from CollectionBuilder to introduce people to the template and support them in setting up a project.

We promoted the March event mostly by emailing people directly and through listservs, which turned out to be the most effective way to reach people. We identified several local and regional organizations (e.g. heritage organizations, libraries, digital humanities centers, museums, etc.) and emailed their listservs, or used our own professional networks to email individuals about the event (e.g. Digital scholarship librarians at other universities or previous project collaborators in other organizations). We also printed physical flyers and shared them with downtown businesses and other individuals whom we identified as potentially interested in an event and network like the one we were proposing to support. Even though there were fewer people in attendance than those who registered, which was somewhat disappointing, the number and type of registrations exceeded my expectations. Even though I wish more could have been with us during the event, I am happy we were able to reach so many people and from so many different places/groups. We will reach out to these participants and others we’ve identified for the October workshop.

4. Appendices
You can choose to include appendices here or drop any documents in the designated folder (“Appendices”) in your institute’s Google Drive folder and name them appropriately. Some guiding questions that may help you collating relevant appendices are:

Included in our appendices are:

- Resources from the March workshop
  - Metadata template → “Copy of DSDH workshop metadata template”
  - Presentation slides for the 2nd half of the workshop → “Copy of DSDH workshop presentation”
  - Workshop handout → “Copy of workshop handout”
  - Flier and program publicizing the workshop
  - A press Release for the March workshop

- Grant materials
  - Narrative and budget for the March workshop, granted
○ Narrative and budget for the October workshop, under review (as of September 2022)
● URLs for the project (not attached):
  ○ DeepSouth DH website: https://deepsouthdh.github.io (Click Events to see recordings, links, etc. from workshops)
  ○ Smith Papers Project website: https://smithpapers.github.io
  ○ Documentation and github repo for the project:
    https://github.com/DeepSouthDH/deepsouthdh.github.io
1. Background

Prairie View A &M University is part of the Texas A & M University System. It is a Historically Black University (HBCU) designation and recently was designated an R2 Institution. Located near Houston, Texas (45 minutes away) in the town of Prairie View, Texas, PVAMU is the second oldest public institution of higher learning in the state. There are more than 9,000 students at the university.

There are 31 Master’s and 6 Doctoral Programs, but none are in the Humanities. Humanities departments at the university are small and some have been combined. With the recent status change to a higher Carnegie Research Tier, Humanities faculties have been approached more in collaboration efforts. Faculty are more interested in collaborative projects and publications that will enhance and secure their careers at the university as it shifts further from being a teaching-intensive institution.

Digital Humanities does not have a presence on campus. There have been initiatives of Open Educational Resources (which aligns with the Texas Education Agency’s 60 x 30). Very few faculty are cognizant of the field nor how they might incorporate it into their work or its relevance.

2. Summary of Local DHRI
Participants:
We anticipate 15-20 faculty to attend. We do not have additional funding and cannot provide stipends but will advertise through the faculty senate and with hopefully faculty email. With the new R2 status on campus, we believe that TT and tenured/up for review faculty will be interested in learning how to collaborate.

Location:
We were/are unable to secure space to hold the event on campus. We will hold a virtual event to alleviate this problem and create a temporary site to house links to programs presented.

Presenters:
Myself (Dr. S. Ziva Sheppard, Assistant Professor of Spanish) and my faculty collaborator, Mr. Sydney Odoi (lecturer of Spanish) are the DH Community Leaders and Presenters.

3. Outcomes and Reflections

DHRI Contributions:
Participating in DHRI helped us conceive of our own but most importantly introduce us to new tools and how to introduce them to others. The many tools introduced allowed us to pick programs and resources that would best fit our community who are in transition from a teaching-intensive professoriate to a research-intensive one. Because of higher teaching loads, many faculty would not have the time to learn the in depth level of programs to make them usable for any DH Project, so we were able to pick ones that would inspire them to enter and also begin.

ReUse of DHRI:
We used the website to point participants to programs as well as to train on what we presented.

DHRI Professional Development:
The DHRI contributed to our professional development in many ways: understanding DH pedagogy better how to plan DHRI, and considerations for grant applications.

Challenges:
Our biggest challenge was presenting the validity and merit of DH to the larger, university community. Many who are in teaching-intensive spaces do not keep up with current trends in their fields or in academia and are more apt to dismiss new initiatives and advances like
DHRI. Also, many were reticent to learn about it as DHRI are not included as valid projects or publications for tenure and promotion.
1. Background

Ramapo College of New Jersey is a public liberal arts college with approximately 6,200 undergraduate and graduate students located in Mahwah, New Jersey. Its humanities programs are housed in the School of Humanities and & Global Studies (HGS), one of five interdisciplinary schools at the college.

Since 2019, HGS administration and faculty have worked to integrate digital humanities (DH) tools into the humanities curriculum as part of a broader commitment to providing hands-on learning opportunities. In 2019, HGS received grants from the Booth Ferris Foundation and Bringing Theory 2 Practice to hold joint DH workshops with Seton Hall University faculty and support the implementation of DH projects through faculty seed grants. A Provost’s Office grant also supported the HGS dean’s and three faculty members’ attendance at the 2019 Digital Humanities Summer Institute at the University of British Columbia, Victoria, B.C. The College hosts several ongoing DH projects, the oldest and most expansive of which is the Jane Addams Papers Digital Edition edited by Dr. Cathy Moran Hajo.

Ramapo College faculty and staff participate in the New Jersey Digital Humanities Consortium (NJDHC), a community of faculty from institutions including Princeton, Rutgers, and Seton Hall that meet periodically to share ideas and experiences with DH. However, most of the schools that participate in the NJDHC are larger research institutions with different resources and needs than Ramapo. Individual Ramapo College faculty are also involved with various local historical and cultural organizations on an ad-hoc basis, serving as exhibit...
advisors or supervising student interns, but there is no official organization that unites Ramapo College with local historical and cultural organizations.

For both Ramapo College faculty and members of partner institutions, two of the biggest barriers to wider adoption of digital humanities tools have been time and training [Appendix A: Survey of HGS faculty]. During the school year, it is difficult for faculty to find time to learn and implement new technologies. Faculty and local historians both struggle to access the training to effectively utilize digital humanities tools (or even to know which tools might best meet their needs). The Ramapo DHRI was designed to meet these needs by providing an intensive, hands-on introduction to DH tools and project design in a manageable amount of time. The long-term goal of the Ramapo DHRI was to lay the groundwork for further collaboration between Ramapo College and local historical and cultural organizations on public digital humanities projects.

2. Summary of Local DHRI

The 2022 Ramapo DHRI was held on May 18 and 19, 2022. Approximately 20 people registered for the two-day event, with most attending both days. Ramapo College participants included the college provost; the Dean of Humanities and Global Studies; history, literature, language, and library faculty; and a representative from the Instructional Design Center. Participants from the broader Northern New Jersey community included three staff members from the Mahwah Museum, the local history librarian at the Ridgewood Public Library, a staff member from the Long Pond Ironworks State Park, and a member and legal representative of the Ramapough Lenape tribal council. Two community members were also recent Ramapo College alumni [Appendix B: Event Registration Responses].

The two-day workshop included full-day schedules, roughly 9am - 5pm each day [Appendix C: Schedule]. The DHRI was held in the newly renovated Ramapo College Peter P. Mercer Learning Commons. The Learning Commons is an expansion of the College’s library, and includes the College’s Instructional Design Center, a branch of the I.T. Department, and the Jane Addams Papers Project. The Learning Commons brings together various departments on campus that support and promote digital humanities initiatives on campus, which makes it an ideal location for the DHRI, as well as future DH programming.

The first day opened with participants introducing themselves and their goals for the DHRI. Event organizers began the workshop with an introduction to Project Management and Organization [Appendix D: Project Design slides]. This session focused on the foundational
elements of project manage (such as project scope and design, constructing a schedule, and identifying possible collaborators) [Appendix E: Project Design Worksheet]. These ideas would later be built upon in a second session on the next day of the DHRI. The first day also included an overview of Omeka, with a presentation by the Director of the Jane Addams Papers Project, Dr. Cathy Hajo. This session allowed hands-on practice for participants who were able to create pilot sites with materials they brought, either from their organization collections or special projects (materials were provided, however, if participants had nothing to bring but still were interested in learning) [Appendix F: Omeka workshop materials]. The day concluded with a Keynote presentation by Dr. Kimon Keramidas, Clinical Associate Professor of Experimental Humanities & Social Engagement and Affiliated Faculty in both International Relations and Integrated Design and Media NYU.

The second day of the Ramapo DHRI began with participants sharing their impressions of the workshop so far. The day then moved into an introductory workshop on mapping with ArcGIS Story Maps by Esri, led by Koenig [Appendix G: ArcGIS slides]. The later part of the day included a continued conversation to Project Management, which focused on technology and funding considerations, as well as promotion and sustainability of projects. Day 2 culminated with a Keynote delivered remotely by Dr. Olivia Ildefonso (recent CUNY DHRI Graduate Fellow, data visualization specialist, GIS specialist, and research consultant for organizations including ERASE Racism and Finding Common Purpose). Participants also provided in-person feedback providing suggestions for future workshops and support.

The Ramapo DHRI was funded through an external grant from the Booth Ferris Foundation. In 2019, Ramapo’s School of Humanities and Global Studies received a Booth Ferris Grant for its project, “Integrating Digital Humanities into Undergraduate Education,” and subsequently received a $10,000 extension grant for continued support of digital programs at Ramapo, $7600 of which was made available for the Ramapo DHRI. This grant allowed DHRI organizers to offer honoraria to Keynote speakers, stipends to presenters, and provide food and beverage service to workshop attendees.

3. Outcomes and Reflections
The CUNY DHRI provided essential training and resources for the planning and implementation of the Ramapo DHRI. For the unit on ArcGIS, Koenig utilized portions of the 2021 DHRI mapping curriculum, particularly the introductory discussion of mapping components and terminology, the instructions for finding and selecting data sets, and the exploration of the ethics of mapping. Koenig also utilized other materials recommended by the 2021 DHRI, including previous curricula on ESRI Story Maps. Since most of our attendees had never engaged in digital humanities projects, we also drew heavily on the project management session from the DHRI in order to help our attendees begin to conceptualize
and plan their projects. The CUNY DHRI also provided a model for eliciting feedback from participants. We created our own feedback form for the Ramapo DHRI based on the CUNY DHRI’s daily surveys [Appendix H: Ramapo DHRI Feedback Form].

Surveys indicated that our DHRI attendees were largely satisfied with the event, with thirteen of fifteen respondents stating that they rated the overall event a 5/5. The most well-reviewed elements of the workshop were the hands-on units on Omeka and ArcGIS. Respondents offered positive feedback about the workshop’s structure and hands-on nature, with comments such as, “Very well organized” and “Live human interaction is Ironically the best way to learn this computer stuff.” Respondents indicated interest in holding additional workshops to deepen their knowledge of the digital tools from the DHRI and introduce new tools such as Wordpress. Respondents also made suggestions for future workshops. Some common themes were wanting more time for hands-on work, wanting more advance notice and information about the workshop, and wanting to break the sessions up over a longer period of time [Appendix I: Ramapo DHRI Feedback Results].

Participating in the DHRI program contributed significantly to our professional development and career advancement. In 2009, Christina Connor was hired in a tenure-track librarian line at Ramapo (she was in a temporary position the previous year). In addition to her librarian credentials, Connor holds an MA in History and is currently pursuing a PhD in History and Culture at Drew University, concentrating in Book History. In her time at Ramapo, her position has evolved from a general instruction and reference librarian, to include special collections curation and digital humanities initiatives. Since 2014, she has attended various digital humanities workshops and trainings, including the NYU Faculty Resource Network week-long Summer Institute on digital mapping. She serves as the Ramapo campus liaison to the NJ Digital Humanities Consortium. In 2020, she was selected as a Ramapo College Digital Humanities Fellow and received a grant to develop a DH project using the library’s American History Textbook Project (AHTP), a widely used special collection within the library of history textbooks spanning over 200 years. In 2022, she applied for a NEH Foundation Grant to explore the creation of a digital archive and resource using the AHTP Collection. The hope is to allow for more nuanced research capabilities for students when comparing and studying these materials, help preserve these highly used and fragile books, and expand the reach of this resource beyond the College. Participating in the DHRI has expanded Connor’s understanding of the possibilities DH can have in the library, helped to provide meaningful research opportunities to students, and aided in advocating for increased DH support within the College.

During the 2021–2022 school year, Sarah Koenig was hired as a tenure-track Assistant Professor of American Studies at Ramapo (she had previously been employed as a temporary
assistant professor of history at the college). The search description for the American Studies position emphasized digital humanities skills and engagement in community-based scholarship. During the interview process, Koenig was able to speak about her work on the DHRI as part of her qualification for the American Studies position. Also during 2021–2022, Koenig co-wrote and presented a proposal to the Ramapo College Cabinet and Board of Trustees to raise funding for a Digital Humanities Center at the College. The proposal was chosen by the Cabinet to be one of three fundraising priorities across the college. The Cabinet was especially interested in the DHRI’s ability to build connections with local community groups, which could raise the profile of the college and provide opportunities for student internships and volunteering. The DHRI also furthered Koenig’s connections to local communities. In July 2022, Koenig was inducted into the Mahwah Museum’s Board of Directors, where she will assist with digital components of an exhibit on the Ramapough Lenape Nation. After the mapping workshop, Koenig was also invited to join a team of Ramapough Lenape leaders and allies to help identify and map Ramapough sites that need protecting.

While the event was successful overall, we did encounter both institutional and logistical challenges in planning and implementation. One unanticipated challenge was the difficulty in branding and advertising for our event, given the specific institutional structure at Ramapo. While many institutions allow faculty to create advertising materials for events, at Ramapo all advertising materials must be designed and circulated by the Office of Marketing and Communication through a centralized process. This meant that we had less flexibility in how our advertising could be designed and distributed. We were able to work with the marketing office to advertise via email and Twitter, create paper signage, and post to digital sign boards, including the main sign board at the entrance of the college, but we were not able to develop a dedicated website or event-specific social media hashtags [Appendix: Sample Promotional Poster]. In the future, we would begin working with the marketing office much earlier in order to avoid the time constraints that limit projects during the busy spring semester.

Since the CUNY DHRI was held virtually and it was not clear in July 2021 whether in-person institutes in 2022 would be feasible, we did not discuss the various considerations of planning in-person events, such as space reservations, parking, and catering. Space reservations were complicated by the fact that we planned to hold the Ramapo DHRI in the newly opened Peter Mercer Learning Commons. Because of the recent renovations, Learning Commons rooms were not available for reservation on the college’s usual space reservation platform and Connor had to spend multiple hours contacting various people in and outside of the library to ensure the space would be reserved. Once we secured the room, we needed to work with our I.T. department to make sure that the room had all the necessary equipment, as certain items, like the WebEx kit, were either missing components or needed to be set up
for the first time in the space. In terms of catering, we were able to accommodate most of our attendees’ dietary needs, but found particular difficulty in securing kosher food for an attendee. In hindsight, we would include additional dietary categories in our participant form and set a registration deadline to allow sufficient time to make special arrangements.

Finally, although most participants indicated satisfaction with the timing and duration of the event, it was difficult to schedule the event at a time that would work for the Ramapo College community, museum staff, and members of the Ramapough Nation. In the future, it would be worthwhile to seek grants that allow us to pay participants stipends. We would also begin advertising and recruiting sooner in the academic year.

Partners within and outside the CUNY DHRI provided essential support for our local DHRI. Dr. Lisa Rhody provided assistance in identifying keynote speakers, one of whom was a former DHRI educator. At Ramapo, the Dean of Humanities and Global Studies (HGS) and members of the HGS Digital Humanities Committee provided access to the Booth Ferris external grant, taught DHRI sessions, and assisted with planning and advertising. The Faculty Resource Center (FRC) and Instructional Design Center (IDC) advertised our workshop in their emails and posted the event to their campus sites. The staff of the Peter Mercer Learning Commons and the college’s I.T. department worked with us to access our workshop space and ensure it was equipped with the appropriate technology. Finally, members of the Mahwah Museum’s staff announced the Ramapo DHRI at the North Jersey Historical Consortium’s meeting.

Due to the constraints of marketing at the college, we relied heavily on professional networking to recruit DHRI participants. We made announcements about the DHRI at Ramapo faculty and staff meetings beginning in January 2022. We also reached out to professional contacts outside of the college; for instance, Koenig had collaborated with the Mahwah Museum and the Ramapough Nation previously, while Connor had previously worked with the Long Pond Ironworks staff member. Our colleagues at the college also helped raise awareness of the event. Dean Hangen, the FRC, and the IDC all sent reminder emails to Ramapo faculty.

We created a Google Form for attendees to register for the event [Appendix K: Event Registration Form]. We knew that our space could accommodate approximately 25 people, and fortunately, we received 21 form responses as well as some separate registrations via email and phone. This meant that we were able to accept all applicants. Had we received more than 25 registrants, we would have screened applicants based on their answers to the Google Form question, “How do you plan to use these technologies?”, focusing on those who had the most specific descriptions of their teaching or public history goals. We also used
Google Forms to survey our attendees at the end of the two-day workshop in order to gauge the event’s success and to determine interest in future events.

Sessions were primarily introductory in structure, however, there was flexibility for attendees to test more intermediate and advanced functions should they want. We knew that attendees would be at various skill levels and DH competencies, and with DH still new to Ramapo, we were conscious that even experienced DH users would appreciate a refresher on tools. We understood from our own DHRI experience that a hands-on approach to teaching was best. Previous Ramapo DH workshops showcased faculty and students DH work, but provided little or no opportunity for participants to try out DH tools in-session. Therefore, participants in past sessions often learned about interesting DH applications but had to learn or test-out the technology on their own. We also did not want to overwhelm participants in the two days, so we kept the curriculum limited and focused on resources that would be useful to all who attended, community and campus participants alike. From conversations on campus and from those we knew in the community, we knew mapping and curation resources would be popular. When considering implementing our curriculum, we understood the importance to balance both the technical skills with broader questions that concern DH and project design. This is why we felt it was important to frame both days around project management. We learned through our own experience that you can become excited about DH possibilities, but do not always factor into development sustainability and resources needed. We were also pleased with our Keynote speakers, since each were able to bring deeper dimensions to our DH activities. Dr. Keramidas demonstrated to participants the broader and long-term impact digital humanities can have not only on campus but in the wider community, especially when projects are preserving significant events or archival collections. Dr. Ildefonso stressed to participants ethical considerations when designing and implementing projects, particularly if vulnerable and marginalized populations will be included.

4. Appendices
You can choose to include appendices here or drop any documents in the designated folder (“Appendices”) in your institute’s Google Drive folder and name them appropriately. Some guiding questions that may help you collating relevant appendices are:

- If you created a website, wrote blog posts about your event, or have other online materials, please share the URL so that others can look at your work and learn from it.
- If you organized adjacent or related events, created publicity, or had publicity such as press releases, please share where possible (copy of a poster, etc)
- If you created new workshops or courses, would you be willing to share part or all of them with others? For example, are the materials in a GitHub repository? Website?
● Any materials you feel you could share that would be useful to others?
● Any pictures? Photos? Video? To share?
● Estimated matching costs or investment (in kind and actual, and how this relates to your initial letter of support).
Images:
- com
- jpg
- jpeg
- png
Digital Humanities Research Institute
White Paper

Institute | San Diego Community College Digital Humanities Research Institute
---|---
DHRI Participant name | Olivia Quintanilla & Jeanelle Horcasitas
Dates of institute | December 2022/January 2023
URL(s) | http://www.drsoj.com
Social media accounts and hashtags used | @Drsoj and #drsoj

1. Background

**Purpose:** To address the lack of support and access for community college adjunct instructors and students to learn new DH skills or implement DH into their curriculum

**Audience:** Community College Students and Adjuncts + Transfer Students

- MiraCosta Community College (Host Institution)
- Palomar Community College
- San Diego Community College District (Mesa, City, Miramar)
- UC San Diego

**San Diego Partners:**

- Arthur C. Clarke Center for Human Imagination
- San Diego/Imperial County Community College Association Fellows Program (SDICCCA)

2. Summary of Local DHRI

Our San Diego DHRI will be implemented as a two-day hybrid model of online resources and tutorials day one, and in-person/online experiential workshops on days two. Our DHRI seeks to bring community college students, transfer students, undergraduates, graduate students, faculty, and staff together from UC San Diego and the San Diego Community College District to learn, practice, and play with digital tools and platforms. In addition to the technical skills development, our DHRI will be taught through the lens of humanities and ethnic studies social justice readings and discussions centered on histories of technology, especially the
inequities of access for marginalized communities and ethical concerns around design justice, AI, data feminism and more.

By expanding our DHRI training opportunity to SDCCD, we are addressing the lack of DH skill training and support for community college adjunct instructors and students who do not get the support to learn new DH skills or implement DH into their curriculums. We will also invite the Arthur C. Clarke Center for Human Imagination and the Institute for Arts and Humanities at UC San Diego to collaborate with our DHRI. We have partnered with these creative humanities institutes in the past and have strong relationships with their teams. Our DHRI will provide the infrastructure, training, and support to learn new skills, take the time to practice and apply those skills together, and then to start to play with creative ideas for research, professional development, and collaboration. Our DHRI goal is to empower participants to learn interdisciplinary DH skills while simultaneously learning how to navigate digital spaces, tell their stories and histories, and conduct ethical and meaningful research. Ultimately, participating in the DHRI as partners will help us to build a network of San Diego institute and community leaders through sharing curricular materials and engaging in DH community building.

We anticipate participation from 15 to 30 students, faculty and staff. Here’s a sample of our planned **DHRI Curriculum Outline/Schedule:**

**Introduction to Digital Humanities**  
**First day:**  
[Optional 30-min coffee/pastry mix and mingle]  
2 hour lecture with group activities  
- Defining digital humanities (DH)  
- Emphasis on the intersectionality of race, gender, data ethics, power, feminism in digital humanities and technology  
- Group work: explore interesting DH projects or topics that inspire you  
  - Provide examples such as the mapping inequality, Torn Apart/Separados, Story Maps, or FrontJeras  
- Break: 15 minutes [snacks and water]  
2 hour lecture with group activities  
- Discussing ethical considerations in DH, particularly when working with the community  
- Group work: students will complete the DH toolkit worksheet about their specific project and questions to keep in mind  
- Wrap up with other resources they have available to them via Public DH scholarship, the Community College, and the library
• Action item: they will sign up for a Scalar account and think of a project or story they want to tell using this multimodal platform

[Optional 30-min lunch and networking]

Digital Storytelling - Experiential Workshop
Second day:
[Optional 30-min coffee/pastry mix and mingle]
4-5 hour training day on Scalar (individual/paired/group activities)
• Training: students will get set up with their Scalar accounts and begin to get familiar with the interface. During this time they can ask questions, get help troubleshooting, etc.
• Break: 30 min [lunch and networking]
• Students will get the opportunity to either begin the project they discussed with their groups the previous day, or do their own. To make it achievable in a day, we may ask students to create a digital essay on something they’re working on for a class, or a personal project they’re interested in
• Prototyping: students will share their Scalar projects for 15-20 minutes with a partner in preparation for sharing with the class.
• Presentation: students will share their Scalar pages (even if it’s just one) and their plans for what else they want to include or learn about
• Conclusion: students will have a deliverable/project/website they can continue to work on or to get them started on to identify what else they might do to make their project a reality.

Second day total: 4-5 hours

3. Outcomes and Reflections

The intensive format of the online DHRI provided us with the opportunity to dedicate the time to learn skills and tools we’ve heard about for years. It helped bridge a critical gap in knowledge that has helped with our own research and helped us become more effective educators when we teach about DH to our students and community. Participating in the DHRI provided us with a welcoming space to learn technical skills. We are looking forward to collaborating with our local partners to deliver the similar but distinct content to our San Diego communities in the inclusive and equitable format we envision.
The ongoing and evolving nature of the COVID pandemic made it difficult to plan our DHRI as local guidance for colleges and universities changed regularly and the partners we hoped to work with were not as available to coordinate plans or offer physical space.

The first challenge with planning occurred when Jeanelle started a role as a Technical Writer with the Developer Education team at DigitalOcean shortly after the DHRI in 2021. DigitalOcean is a company focused on providing cloud infrastructure services to various communities, such as developers and small businesses around the world. In this role, she writes about various System Administration and DevOps topics that use open source to help developers and the wider community to learn more about whatever they’re interested in. Through her experience there, she has greatly expanded her skills, especially with using Linux, the command-line, and even the programming language(s) like SQL, MySQL, and PostgreSQL.

Another challenge was that Olivia was on the job market which made it difficult to commit to a local DHRI date because of job interviews and invited job talks that came up unexpectedly and with short notice and pulled her away from DHRI planning. Now that Olivia has institutional affiliation from MiraCosta College (MCC) we will use resources at MiraCosta College (meeting space) to host the in-person component of our event. Additionally, we now qualify for internal funding at MCC for various grants. We plan to apply for these grants this Fall 2022 to supplement our DHRI and hopefully get funding to create “swag bags” with toolkits for our participants. Overall, with the technical expertise Jeanelle has gained in her role with DigitalOcean and Olivia’s position with MCC, the possibilities for what the DHRI can be has grown even further.

Our pedagogical approach for our DHRI is shaped by our positionalities. We are two first-generation women of color specializing in educational programming for diverse and historically underrepresented groups. We both transferred from community college and we both teach/taught for the San Diego Community College District (SDCCD). As humanities researchers we approach our workshops with a transformative curriculum that emphasizes what we call the “every day ways of knowing” from our communities that focuses on experiential learning with digital tools/digital humanities, speculative design, personal growth, and professional development to empower our students. We are inspired by the feminist, indigenous, ethnic studies, and literary theoretical and pedagogical frameworks that we have been formally trained in by our doctoral programs, as well as the work we have done with community organizations, public and private institutions, and government entities.

In graduate school we worked hard to teach ourselves about digital humanities and take advantage of any resources available to us that could expose us to possibilities of using
digital humanities for professional and personal development. We served various DH leadership roles at UC San Diego, including a Digital Humanities Research Group, HASTAC, Humanities Careers in Science, History, Policy and Communication (H-SCHIP), and across the University of California system that focused on graduate student career exploration and organizing workshops with DH professionals to expose students to possibilities with their humanities degree. While these experiences were wonderful, we did not have sufficient funding to organize a more comprehensive series of workshops that focused on technical skill building with time to practice the skills during the workshop with the organizers. We often felt lost after quickly learning about a new tool in a one-time workshop and lost momentum once we logged off. We recognize that if we want to continue to teach and empower our communities, we must invest the time and resources to truly develop and shape our understanding of DH and the possibilities available for various projects. Participating in the DHRI institute demonstrated how we can create our own version for our local context while infusing the cultural and social justice foundations that we know are critical for our community college populations.

4. Appendices
   ● Uploaded to google folder under “SD Team”
     ○ 2023 updates from SD team
     ○ Bibliography
1. Background

Rutgers University—Newark (RU-N) is one of three regional campuses making up New Jersey’s largest public university system. The Newark campus, located downtown in the city of nearly 300,000, is designated a Hispanic-Serving Institution and an R2 institution and serves roughly 12,000 students (undergraduate and graduate). Many of the university’s initiatives are tied to its role as an “anchor institution” with initiatives focused on engaging with local communities and institutions such as the Newark Public Library.¹

As the only campus without a dedicated center for digital humanities, RU-N’s community of practitioners has been relatively small and diffuse. A few courses are offered engaging with digital methods in the humanities such as Mary Rizzo’s Black Digital Humanities seminar. Krista E. White, the first Digital Scholarship Librarian hired in the Rutgers system, regularly taught workshops on GIS and other technologies while also supporting faculty and students as they developed their digital humanities projects. A small affinity group consisting mostly of American Studies MA and PhD students was the sole organized community of practitioners on the Newark campus.

Digital humanities had been a topic of discussion for several years with periodic pushes taking place to establish a wider community of practice. For example, prior to the COVID-19

¹ For more information on RU-N's role as an anchor institution including specific initiatives in arts, education, business, etc., visit [https://www.newark.rutgers.edu/anchor-institution](https://www.newark.rutgers.edu/anchor-institution).
pandemic, the Clement A. Price Institute on Ethnicity, Culture & the Modern Experience convened a group of humanities faculty and students at RU-N and neighboring institutions. Participants expressed a shared interest in mapping and hoped to share knowledge and collaborate. Unfortunately, the initiative, like others before it, was short-lived. In this case, momentum was lost, in large part, due to the emerging concerns of the global pandemic.

2. Summary of Local DHRI

Participation in DHRI @ RU-N was capped at ten participants with three spots reserved for faculty members (tenure track and non-tenure track) and the remaining seven for graduate students. Of the ninety applicants, twelve were faculty members. One of the selected participants (below) is both a student and staff member at the university.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Affiliation/Areas</th>
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<tbody>
<tr>
<td>Wendell Marsh</td>
<td>Assistant Professor, Department of Africana Studies, Religion, History</td>
<td>Male</td>
<td>Black or African American</td>
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<tr>
<td>Bela August Walker</td>
<td>Adjunct Professor, Rutgers School of Law</td>
<td>Non-Binary</td>
<td>White</td>
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<tr>
<td>Isaias Rojas-Perez</td>
<td>Associate Professor, Department of Sociology &amp; Anthropology; affiliate faculty Global Urban Studies and Peace &amp; Conflict Studies</td>
<td>Male</td>
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<tr>
<td>Lorena Avila</td>
<td>PhD Student, School of Criminal Justice</td>
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<td>Kristyn Scorson</td>
<td>PhD Student, American Studies Program</td>
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</tr>
<tr>
<td>Christine Giviskos</td>
<td>MBA Student, Rutgers Business School; Curator, Zimmerli Art Museum</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td>Manasa Bollempalli</td>
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<td>Female</td>
<td>Asian</td>
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<tr>
<td>Ying Liu</td>
<td>PhD Student, School of Public Affairs &amp; Administration</td>
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<tr>
<td>Andrew Lester</td>
<td>PhD Student, American Studies Program</td>
<td>Male</td>
<td>White</td>
</tr>
<tr>
<td>Soili Smith</td>
<td>PhD Student, American Studies Program</td>
<td>Female</td>
<td>Black or African American</td>
</tr>
</tbody>
</table>

DHRI @ RU-N consisted of four days of workshops running between 9:00am and 3:00pm. The workshops drew upon the scaffolding built into the existing DHRI curriculum, starting with a brief orientation before moving into lessons on Command Line, Markdown/GitHub,
Python, Jupyter Notebooks, Text Analysis, and Network Analysis. Based upon the participants’ expressed interests, Corey D Clawson adapted Palladio workshop materials by Matthew Lincoln² into a network analysis workshop that also incorporated a dataset of queer writers’ translations of one another’s work drawn from Clawson’s research. Clawson and White were the sole instructors for the course, swapping teaching and support roles throughout the institute. A copy of the workshop schedule is included as an appendix.

When we applied to participate in CUNY’s DHRI, we had secured $1,500/year for a two-year pilot program from RU-N’s P3 Collaboratory, a campus center focused on Pedagogy, Professional Development and Publicly-Engaged Scholarship. We secured additional funding from the Newark Chancellor’s Office via a successful grant proposal ($2,500), the School of Arts and Sciences ($500), and alumnus donor Lawrence Gavrich ($500). All funds were disbursed in the form of stipends to the DHRI’s ten faculty/student participants. In accordance with Gavrich’s wishes, his contribution was divided between student participants.

3. Outcomes and Reflections

DHRI @ RU-N was held the week before the start of the Spring 2022 semester, based upon successful workshop experiences Krista E. White had in the past in terms of participation. The dates of January 10-13, 2022 were also selected because the window didn’t conflict with classes or the majority of vacation travel. These dates were determined prior to the Fall 2021 semester, so our timeline was structured around this date early in our planning.

Initially, we were open to the idea of holding the DHRI in-person as in-person instruction resumed on our campus two weeks into the Fall 2021 semester; however, we determined it was best to decide on remote instruction. This guaranteed no last-minute logistical shifts online and freed up funding and time that might have been spent coordinating meals, reserving space, etc. In retrospect, this decision saved us the headaches associated with the omicron wave of the pandemic hitting our region during our DHRI.

During the Fall semester, we met weekly to prepare for our DHRI. Once we decided on a date, we mapped out a rough trajectory: preparing a call for applications, drafting the application form, publicizing the opportunity, evaluating applications and selecting participants, seeking funding/partnerships, and determining the curriculum based on interests expressed in the applications.

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² Original available at: https://matthewlincoln.net/mapping-knoedler-palladio/
Our institute’s application form (see appendix) and curriculum/schedule drew upon those of the CUNY DHRI. The form pulled the same demographic category language because we hoped to account for diversity across disciplines and experiences. We included a question for applicants to consider how the institute might benefit their scholarship. Applicants were selected on these bases, but also their existing skills. Those with extensive programming experience were rejected because of our focus on introductory skills. Our call for applications (see appendix) was shared via a campus-wide announcement but also through our Digital Projects Progress Group modeled on writing accountability groups and conceived by White.

In order to offer larger stipends to participants, Clawson took the lead on seeking out additional funding for the DHRI drafting our Inclusion, Diversity, Equity, & Advocacy (IDEA) Innovation Grant proposal, appealing to the program’s emphasis on cross-unit collaboration and the DH disparity between Newark and the other Rutgers campuses. We secured additional funding through conversations with the Dean of the School of Arts and Sciences and the school’s development office, who reached out to a donor interested in this work.

In addition to limiting our institute to ten participants in order to maximize hands-on support and instruction, we centered our participants by using their survey responses to relate to the directions they hoped to take their research with skills learned in the institute. For example, we discussed how one might apply text analysis to the Queer Newark Oral History Project transcripts central to one participant’s research. Similarly, we discussed our own projects and how we thought through the problems we encountered. We relied heavily on the existing curriculum and the scaffolding it provided, lecturing and demonstrating with frequent breakout discussions. We also added teaching aids we found useful for visualizing and teaching slicing, commit-stage-push, and other concepts as well as some additional problem sets shared in the appendix.

Exit survey feedback (see appendix) was highly positive with participants indicating via “Strongly Agree” and “Somewhat Agree” options indicating that the institute was helpful, well-organized, and worth recommending to their peers. Participant recommendations for improvement encompassed four main areas: format, content, application, and technology issues. Several participants noted that they would prefer a course stretched out over a month or a semester instead of a week. Though the curriculum was overall well-received, the participants responded well to the problem sets shared and wished for more of those opportunities in the form of homework. Despite our efforts to integrate application of the technology into our lessons, some participants left unsure of how to use what they learned. Finally, as PC users, Clawson and White had trouble addressing Mac issues. Typically, when we encountered this, we would invite everyone experiencing the issue into a breakout room to discuss and troubleshoot solutions.
This experience has been phenomenal for our professional development. In addition to the skills cultivated during CUNY’s DHRI, Clawson gained experience with the financial, logistical, and pedagogical aspects of launching our DHRI with the aim of sustaining a community of practice. He was awarded 2nd prize in the NYCDH Graduate Student Project Prize and joined an Archives Unleashed research team examining queer online archives with two of the CUNY DHRI’s digital fellows. Although White passed away suddenly in May 2022, she noted the momentum our institute provided in our efforts to bring together a community of practice as well as how the DHRI allowed her to move beyond WYSIWYG (“what you see is what you get”) digital humanities tools. She also started regularly offering a Git/GitHub workshop separate from the institute. Despite the immense loss of White, Clawson continues working with library leadership and the Price Institute on developing initiatives and funding DH discussions on our campus. We are currently drafting a proposal for a Library of Congress grant to use LoC collections and various oral history archives to map the diverse histories of Newark. We are also developing programming including panel discussions and workshops.

4. Appendices

● **Appendix I: Planning/Funding:**
  ○ Inclusion, Diversity, Equity, & Advocacy (IDEA) Innovation Grant Application
  ○ DHRI @ RU-N Budget Spreadsheet
  ○ Selected Participants' Statements of Interest
  ○ DHRI @ RU-N Schedule

● **Appendix II: Application Process:**
  ○ Call for Applications
  ○ Qualtrics Application Form
  ○ Acceptance/Rejection/Waitlist Email Templates

● **Appendix III: Workshop Materials and Publicity:**
  ○ Fudge Slicing Example Graphic\(^3\)
  ○ Sample Python Problems and Solutions
  ○ Git Commit-Stage-Push Comic by Erika Heidi\(^4\)
  ○ Network Analysis with Palladio Presentation and Datasets
  ○ SASN Article on DHRI @ RU-N
  ○ Exit Survey Results

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\(^3\) Found in stack overflow forum post here: [https://stackoverflow.com/questions/509211/understanding-slicing](https://stackoverflow.com/questions/509211/understanding-slicing)

\(^4\) Found here: [https://dev.to/erikaheidi/stage-commit-push-a-git-story-comic-a37](https://dev.to/erikaheidi/stage-commit-push-a-git-story-comic-a37)
Digital Humanities Research Institute

White Paper

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1. Background

The Spelman College Digital Humanities for Social Justice Workshop is a two day, virtual workshop aimed at providing Spelman College Justice fellows, and their faculty mentors, digital humanities skills that can be useful for advancing social justice advocacy and efforts. The Spelman College Social Justice Fellows Program, initiated in the fall of 2011, is a living and learning programmatic initiative that creates opportunities for a select group of Spelman women to “make a choice to change the world through social justice advocacy.” Students representing varied disciplinary areas are selected to participate in social justice advocacy internships, monthly colloquium experiences, book discussions and social entrepreneurship project design activities. The Program equips students with an understanding of how to effect change at the social, political, and legal policy levels, both nationally and globally.

Faculty and alumnae whose scholarship and work are related to the social justice interests of students are selected to provide guidance and assistance to students, serve as colloquium speakers, and provide general research support and extra-curricular social justice engagements and experiences.
Our workshop centers the role of digital humanities in social justice work. By the end of the workshop, participants will be able to articulate the ways in which digital humanities scholarship can enhance social justice efforts. Likewise, participants gain practical exposure to digital scholarship tools and skills.

2. Summary of Local DHRI

This section should include:

- How many participants did you have (or are you anticipating)?

65 participants

- What did your schedule look like and which workshops did you present (or are you planning to present)?

**October 15th**

10:00 a.m. - 10:45 a.m. Intro. Digital Humanities for Social Justice

11:00 a.m. - 12:00 m. Textual Analysis

1:00 p.m. - 2:00 p.m. Digital Storytelling

**October 22nd**

11:00 a.m. - 12:00 m. Mapping

1:00 p.m. - 2:00 p.m. Data visualization.

- If your institute has taken place, what were your participants’ affiliation, and/or professional/academic titles? (You can also choose to include salient demographic information if possible and relevant.)

15 Social Justice Fellows, approximately 40 Social Justice Fellows Program Associates, and 10 Social Justice Mentors (Faculty)

- Did you have any partners and collaborators? Did you receive any extra funding?

We are receiving support from Spelman’s Social Justice Program and the Data Science Initiative at the Atlanta University Center
3. Outcomes and Reflections

- Did you use/repurpose aspects of the July 2021 DHRI? (e.g. Curriculum, Outreach, Applications, Pedagogy, etc)

We have drawn from the DHRI curriculum on textual analysis, data literacies, and mapping to help shape the learning objectives and structure of our workshop. To this end, our workshop relies on readings, datasets, and exercises that we engaged with during the 2021 DHRI workshop. Overall, we expect to replicate the guidance received during and after the DHRI workshop. We'll assist the Social Justice students and faculty who participate in our Digital Humanities workshop.

- How did participating in the DHRI contribute to each of your professional development?

The Institute exposed us to several programs that we were unfamiliar with before the DHRI workshop. Since then, we have incorporated them into our professional practice thereby updating and making my processes more efficient. Having the experience of being DHRI fellows has also provided a pathway to connect with other scholars in the area who are engaged in digital humanities work. Through organizing the workshop, we have been able to establish working relationships with scholars at Clark Atlanta University and the University of Texas – Arlington.

- What feedback did you receive from your participants that would be valuable for us to know? N/A

- What were some challenges that you faced throughout the process of planning and organizing the DHRI and how did you solve them?

In addition to scheduling, finding the right instructors for our workshop has been challenging. We have relied on our partners’ networks.

- How did you find partners, collaborators, and financial support?
We both work with the Social Justices Program as mentors. We wanted to provide the workshop for fellows. We are also Affiliates at the Data Science Initiative, so we reached out to them asking for support.

- How did you publicize your event and recruit participants? If you received more applications than you had spaces, how were applications reviewed and evaluated? How did you follow up with selected participants?

We advertise the workshop using the Social Justice Program’s regular channels of communication.

- What pedagogical approach did you choose to use and why?

The format of our workshop is virtual. There is not an on campus computer lab big enough to house our expected size of participants. Aligned with best practices for online instruction, participants will have access to an online platform/ website/ Canvas LMS site that houses the workshop overview, agenda, and all necessary resources. The workshop is hands-on in the sense that participants will be expected to absorb the information and put it into practice via mini-exercises and activities.

4. Appendices

N/A
1. Background

Connecticut College and Trinity College are 4-year liberal arts colleges located about one hour apart in New London (Conn College) and Hartford (Trinity), Connecticut. Both have merged library and IT departments with digital scholarship located within larger teams devoted to research support, educational/instructional technology, and media services. Digital scholarship efforts are largely led by one full-time employee at each institution, each of whom collaborates with and draws upon the skillsets of colleagues across their respective library organizations. Both digital scholarship directors run fellows programs to support faculty digital scholarship, while also offering programming and training for students.

Our two institutions are part of a consortium with Wesleyan University, and we have struggled over the history of the consortium to build and sustain cross-institutional initiatives, largely due to the distance between the three schools. The embrace of online teaching and events during the pandemic has presented an opportunity to bridge the distance between schools and pool staff resources and skills through virtual workshops.

We created what we call the Connecticut Digital Scholarship Exchange (https://www.trincoll.edu/lits/help-support/digital-scholarship/ct-digital-scholarship-exchange/), a year-long collaborative program hosted by Connecticut College and Trinity College. Designed to create opportunities for faculty to learn about digital scholarship, both institutions hosted virtual workshops and other events to introduce interested faculty to different digital scholarship approaches and discuss core competencies in project management and sustainability.
2. Summary of Local DHRI

We hosted a year-long virtual workshop series led by staff at Trinity College and Connecticut College. We also had a workshop on building maps led by a Trinity College faculty member. The workshops highlighted professional expertise of staff and incorporated 13 faculty fellows from Trinity College’s Digital Scholarship Faculty Fellowship funded by a Mellon grant. Our programming also incorporated workshops on developing a faculty profile hosted by Trinity College library staff.

Here is a list of events we hosted in collaboration with the attendance we recorded for each. Workshop descriptions are available on our program website:

**Fall 2021 Workshops**

1. **Create Digital Exhibits with Omeka** (Hosted by Trinity College) Friday, September 17. Attendance: 23
2. **Building Maps with Hands-On Data Visualization** (Hosted by Trinity College) Friday, October 1. Attendance: 13
3. **Data Visualization I: Explore and Clean Data with OpenRefine** (Hosted by Connecticut College) Monday, October 25th. Attendance: 17
4. **Creating Maps with ArcGIS Online** (Hosted by Trinity College) Friday, October 29. Attendance: 12
5. **Managing your Online Profile and Shaping Your Scholarly Identity through Formal and Social Networks** (Hosted by Trinity College) (Part of the Trinity LITS Faculty Development Series) November 2. Attendance: 9
6. **Knowing your Rights and Options as an Author** (Hosted by Trinity College) (Part of the Trinity LITS Faculty Development Series) November 9. Attendance: 6
8. **Text Analysis with Voyant Tools (part I of II)** (Hosted by Connecticut College) Thursday, Nov 11. Attendance: 11
10. **Collaborating with the Public** (Hosted by Trinity College) (Part of the Trinity LITS Faculty Development Series) December 7th. Attendance: 10

**Spring 2022 Workshops**

2. **Storyboarding a Digital Project** (Hosted by Trinity College) Thursday, March 31. Attendance: 6
3. **Visualization of Data – Tableau** (Hosted by Connecticut College) Monday, April 4. Attendance: 4
4. **Using Voyant Tools for Text Analysis II: Creating Textual Corpora** (Hosted by Connecticut College) Tuesday, April 5. Attendance: 2

5. **Telling Stories about Digital Work** (Hosted by Trinity College and Connecticut College) Monday, April 11. Attendance: 5

**Total attendance across events: 141**

**Individuals:**

Connecticut College: Professor of English; Professor of Art; Associate Professor of Gender, Sexuality, and Intersectionality Studies; Senior Lecturer in Psychology; Assistant Professor of Government and International Relations; library staff members, 2 registrar staff members, DIEI staff member, Office of the Dean of Faculty staff member, Career Center staff member

**3. Outcomes and Reflections**

This section should include the questions that we have discussed at our August 2022 meeting:

- Did you use/repurpose aspects of the July 2021 DHRI? (eg. Curriculum, Outreach, Applications, Pedagogy, etc)

We included mapping and data visualization among our sample approaches after working through that content at the July 2021 DHRI.

- How did participating in the DHRI contribute to each your professional development?

Participating in DHRI helped us connect with peers in our field and gain valuable insights into scaffolding training programs in various digital approaches for faculty, students, and staff at our institutions. We were able to gain very specialized skills in a short amount of time, including mapping with QGIS, and conducting text analysis using Python. Working together as a team allowed us to forge a strong cross-institutional relationship that we can build on for years to come. We hope the CT Digital Scholarship Exchange we created as a part of DHRI will continue after this pilot year.

- What feedback did you receive from your participants that would be valuable for us to know?

Mary Mahoney: We had a parallel series planned on helping faculty shape their digital profiles, and I think incorporating some of that kind of content would be helpful. In particular, I found that working to introduce faculty unfamiliar with digital scholarship to digital approaches is really well served by including conversations about how to make that work legible within their departments and fields. A lot of faculty are interested in trying digital approaches but feel reluctant to do so if they also don’t receive support or skills in articulating its value to non-practitioners who can gatekeep their promotion to tenure, etc.
Connecticut College faculty were especially excited about the opportunity to learn ArcGIS mapping through the CT DS Exchange. We had several follow up for more support, including a faculty member in Government who is now transitioning an old assignment in Google Earth to ArcGIS. We do not have a library staff member who has the level of experience with ArcGIS that Cheryl Cape at Trinity does, so this was a perfect example of the value of pooling our resources through this workshop exchange model.

- What were some challenges that you faced throughout the process of planning and organizing the DHRI and how did you solve them?

Covid continued to pose a challenge to creating in-person workshops and events. We pivoted to making the entire series virtual which became an asset to our collaboration, as it allowed for faculty/staff at each institution to attend each workshop without required travel. Furthermore, it allowed for easy recording of workshops to share with our institutions as part of our documentation and media libraries (e.g. Conn College Webinars Media Library).

- How did you find partners, collaborators, and financial support?

We each asked staff colleagues at our respective institutions to offer workshops on the skills they already possess. Connecticut College has a long-standing workshop series taught by library staff, which covers various tools and pedagogical topics related to teaching and conducting scholarship with technology. We were able to integrate that and the CT DS Exchange very easily with the implementation of all virtual workshops in the 2021-2022 academic year. Trinity College had Mellon funding from a previous grant that it used to offer stipends to faculty fellows interested in pursuing a digital scholarship project or assignment over the course of the year. This helped create an initial pool of attendees who remained consistent across the year of programming.

- How did you publicize your event and recruit participants? If you received more applications than you had spaces, how were applications reviewed and evaluated? How did you follow up with selected participants?

Workshops were open to all faculty and staff at both Trinity College and Connecticut College. Trinity College made the workshops available to its 13 faculty digital scholarship fellows and advertised it in our daily email. Applicants for the fellowship were evaluated based on their proposed digital project or assignment plans. Connecticut College advertised the workshops through the Research Support & Curricular Technology team's Engage blog, weekly emails from Information Services, and targeted emails from library liaisons to faculty.

- What pedagogical approach did you choose to use and why?

We used a co-creative approach. When applicants to the Trinity program pitched projects and assignment ideas they hoped to develop across the year, we used that to guide our choice of
workshop topics. We also encouraged peer feedback and review and our workshops offered opportunities for faculty across institutions to share knowledge on their experiences for the benefit of the group.

4. Appendices
You can choose to include appendices here or drop any documents in the designated folder (“Appendices”) in your institute’s Google Drive folder and name them appropriately. Some guiding questions that may help you collating relevant appendices are:

- If you created a website, wrote blog posts about your event, or have other online materials, please share the URL so that others can look at your work and learn from it.

Our CT Digital Scholarship Exchange Site:  

- If you organized adjacent or related events, created publicity, or had publicity such as press releases, please share where possible (copy of a poster, etc)

Connecticut College promoted the CT DS Exchange on our Engage blog, including this post in September 2021. Another post shows the integration of CT DS Exchange events into our Open Access Week schedule of workshops in October 2021, along with a poster designed to promote the events.

- If you created new workshops or courses, would you be willing to share part or all of them with others? For example, are the materials in a GitHub repository? Website?

We can organize and share selected materials upon request and consent of the instructor.

1. ArcGIS Mapping your Hometown tutorial:  
   https://storymaps.arcgis.com/stories/679108526d5048f4b414168e7676aaf1 (Trinity College)
2. OpenRefine Workshop (Conn College)
3. Text Analysis with Voyant Tools Workshop (part 1) (Conn College)
4. Tableau Workshop (Conn College)

- Any materials you feel you could share that would be useful to others?

Trinity College has a showcase of digital work called the Incubator created across the college by faculty, students, and staff. We encourage sharing of works in progress and the platform allows contributors to log in and update projects as they develop:  
https://edtech.domains.trincoll.edu/incubator/
The Connecticut College Digital Scholarship website (https://dsc.c.digita.lconncoll.edu/) showcases faculty projects we’ve supported, including many through our Digital Scholarship Fellows Program.
1. Background
Union County College (now Union College of Union County) is a 2-year institution founded in 1933 to serve Union County, which is an urban county located in Central New Jersey. The college has a current enrollment of approximately 8,298 (2020 data). The college offers various degree options on four campuses located throughout union county, New Jersey—Plainfield, Elizabeth, Cranford and Scotch Plains. The presenters currently teach ESL on the Elizabeth campus. The Institute for Intensive English has a current population of about 400 students, mostly from Latin American/Caribbean countries. This was the first time that a Digital Humanities workshop was organized at this institution.

2. Summary of Local DHRI

- How many participants did you have (or are you anticipating)?
  17 participants.
- What did your schedule look like and which workshops did you present (or are you planning to present)?
  We presented our first workshop as part of our college’s Professional Development Day on May 24, 2022, and are planning further workshops for the 2022-2023 academic year. The focus of our workshop was on mapping, using Google Maps/Google Earth.
• If your institute has taken place, what were your participants’ affiliation, and/or professional/academic titles? (You can also choose to include salient demographic information if possible and relevant.)
  Most participants were adjunct and tenured professors from the 4 divisions (STEM, Social Science/Business, Humanities and ESL) at Union College of Union County. The participants also included the Dean of the Elizabeth Campus and the director of the Institute for Intensive English (ESL). This workshop was not open to anyone outside of the college.

• Did you have any partners and collaborators? Did you receive any extra funding? We did not receive any extra funding for our workshop because we presented it as part of a larger college professional development series. In the coming academic year, we will request funding for a stand-alone workshop series presented by the Institute for Intensive English (ESL).

3. Outcomes and Reflections
This section should include the questions that we have discussed at our August 2022 meeting:

• Did you use/repurpose aspects of the July 2021 DHRI? (eg. Curriculum, Outreach, Applications, Pedagogy, etc)
  We guided the participants towards the DHRI website. We presented an overview of the workshops and the 2021 Institute. We encouraged the attendees to investigate the website on their own and to contact us should they have any questions.
  For our first workshop, we decided to limit ourselves to an overview of the DHRI and then continue with an explanation of three mapping projects inspired by the mapping workshop from the DHR institute.

• How did participating in the DHRI contribute to each of your professional development?
  We learned how to do basic programming with Python and HTML and data collection and management, skills which will aid us in enriching our individual classes. We attended weekly DHRI Zoom meetings from 2:30pm to 3:30pm on Fridays from Apr 1 to June 10, 2022 (EDT).

We contacted Dr. Brian Carter, Professor in the Africana Studies Department at the University of Arizona for suggestions and ideas about implementing DHRI at our institution. Dr. Carter worked on implementing digital projects as part of his doctoral dissertation and we received some important information such as projects we could implement with our students from this meeting.

Debbie
I have tried to incorporate DHRI ideas into projects with my upper-level students.

The DHRI workshop prompted renewed thinking about returning to school for a last degree, possibly a Masters in Digital Humanities from CUNY.

Collaborating with colleagues in ESL and the Humanities to create DH projects which can be shared across both disciplines.

A genuine interest in learning mapping since I have loved geography/history since I was a child. I also think that mapping lends itself to interesting and creative projects in ESL and other areas.

An opportunity to create cross-discipline projects between ESL and STEM/History and others.

**Tulay**

The instructors found the perfect balance of challenging us right at the limits of our abilities so that we were able to learn the broadest and deepest set of skills in the limited time available. I feel that I just scratched the surface and there is so much more to learn/do/build to expand our local DHRI community, but am confident that I now have the basic skills and network to further expand my knowledge autodidactically. Virtual “Office Hours” held weekly were very useful in this respect. It was nice to be able to learn from others in the field in a warm/welcoming environment.

- **What feedback did you receive from your participants that would be valuable for us to know?**

The participants at our May 24 workshop gave us positive feedback, were impressed with what we presented in terms of mapping projects, and we were able to learn about a local contact who is interested in mapping African-American gravesites in a historical church cemetery in Elizabeth. We were also able to make contact with an adjunct professor who is working with Afghan refugees in New Jersey. This contact could help us with our non-profit project.

- **What were some challenges that you faced throughout the process of planning and organizing the DHRI and how did you solve them?**

1- Our first challenge was our unfamiliarity with some of the software which we learned during the July 2021 institute. During the 2022 DHRI workshop, we presented all the workshops as an overview for our audience to show them what we learned during the 2021 Digital Humanities Research Institute. Our intention at this presentation was not to teach the attendees any of these specific tools, but to give them an understanding of what digital humanities are and the scope of the DHRI workshop. We decided after much consideration, to create 3 mapping activities with
our students using Google Maps/Google Earth, which we decided were the most accessible and practical for our students who have limited access to the technology (and in some cases, limited technological skills) that was showcased in the DHRI workshop.

2- Because of the challenge of teaching the mapping software we learned during the DHRI project, we made the decision to utilize Google MyMaps/Google Earth with our students for a simpler project which required little mapping knowledge and which was “technologically accessible” for our students. Furthermore, we had access to a local computer programmer that we contacted to develop a geo-located walking tour of historical sites in Elizabeth, NJ, which was a more user-friendly and community-based project that would be accessible to our student population.

3- However, because of the pandemic and the recent return to in-person teaching, we were unable in the fall 2021 semester to implement our initial plan to create hotspots in our campus library due to Hurricane Ida, which flooded the building that housed our library. We therefore had to abandon our initial hotspot lesson plan idea.

4- Due to Covid-19 restrictions, we were unable to meet in person until the spring 2022 semester to develop our plan for the DHRI workshop. Also, we had physical challenges due to damage to the building which housed our campus library (see # 2 above).

5- In total, we (along with another colleague) created 4 student assignments:
   a) A Google MyMaps / Google Earth project, mapping the journey of a character in the novel they read (this was a true, historical novel based on a woman who was part of the Kindertransport during WWII.
   b) Our colleague created a Google MyMaps project focused on highlighting local NGOs in Elizabeth and interviewing a contact at each organization.
   c) A geo-located map of the historical sites in downtown Elizabeth, NJ to encourage students to learn the long and vibrant history of Elizabeth and its role during the revolutionary years.
   d) A Map your Community based on the Google Applied Digital Skills lesson which asked students to map their immigrant journeys to the United States.

• How did you find partners, collaborators, and financial support?
  We did not have access to financial support but ultimately were able to enlist a programmer to donate his time and effort in creating the walking tour of historical Elizabeth. We were also able to interest 1 ESL and 1 Humanities colleague to participate in the DHRI project through lesson ideas, and they also volunteered to continue participating in the coming academic year.
● How did you publicize your event and recruit participants? If you received more applications than you had spaces, how were applications reviewed and evaluated? How did you follow up with selected participants? Since the workshop was given as part of a larger college-wide professional development initiative, we did not need to advertise. The advertising was part of the larger Professional Development Day outreach. However, we are planning a larger, more encompassing workshop in the 2022-2023 academic year, and in that case, we will advertise on the college network.

● What pedagogical approach did you choose to use and why? Our presentation was participatory and interactive, because we used the Presentation Platform Menti with participants viewing and participating in our workshop at various points (using their Smartphones or laptops to access the websites and the walking tour app). This interactivity, we believe, was responsible for the interest in our presentation.

4. Appendices

● Lesson plans added to digital repository for future DHRI community leaders