



Expanding Communities of Practice: Digital Humanities Research Institute

Final Report

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Introduction

Expanding Communities of Practice (HT-256968-17) was born out of the belief that professional and digital skill development, training grounded in humanistic inquiry, needs to be responsive to local contexts and needs, connected to national networks in order to access and to share resources, and foundational in order to be sustainable during precipitous changes in the technology landscape. Our belief is that the best way to scale digital humanities training in a way that meets increasing demand in the face of fiscal austerity and shrinking institutional support is by promoting grassroots efforts. The Digital Humanities Research Institutes (DHRI), therefore, provides professional development to emerging digital humanities community leaders through foundational technical skill training, mentorship on fostering and building local communities, and connecting one another across contexts to share resources, learning, and practices.

In June 2018, the Digital Initiatives at The Graduate Center, CUNY (GC), hosted sixteen humanities faculty, librarians, museum administrators, and staff at the GC for a ten-day, in-person institute. DHRI offered attendees professional development training in core technical competencies, as well as project development labs. In the following year, participants organized local versions of DHRI with support from the staff, faculty, and administration behind the DHRI. Most of them used the core curriculum that they had been exposed to in June 2018, and some of them created their own lessons that reflected their communities' interests and needs. Across the local version of the DHRI, the project reached more than 200 participants and involved 100 instructors.

When the first DHRI cohort returned to The Graduate Center in June 2019, they shared reflections about how their experience as part of the project impacted their professional development and future career goals. DHRI's ambition had been to help humanities practitioners tasked with "building DH community" in their local organizations emerge as leaders. The participants' feedback overwhelmingly demonstrated that every member of the group felt that their participation in the project helped to establish or strengthen their leadership role in DH locally.

Additionally, the cohort described that the experience improved their confidence as learners, teachers, researchers, and leaders, because they understood what it meant to "know enough" without needing to "know everything." Many attendees reported an

increase in title or recognition, additional funding, and greater recognition 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.

Rationale/needs

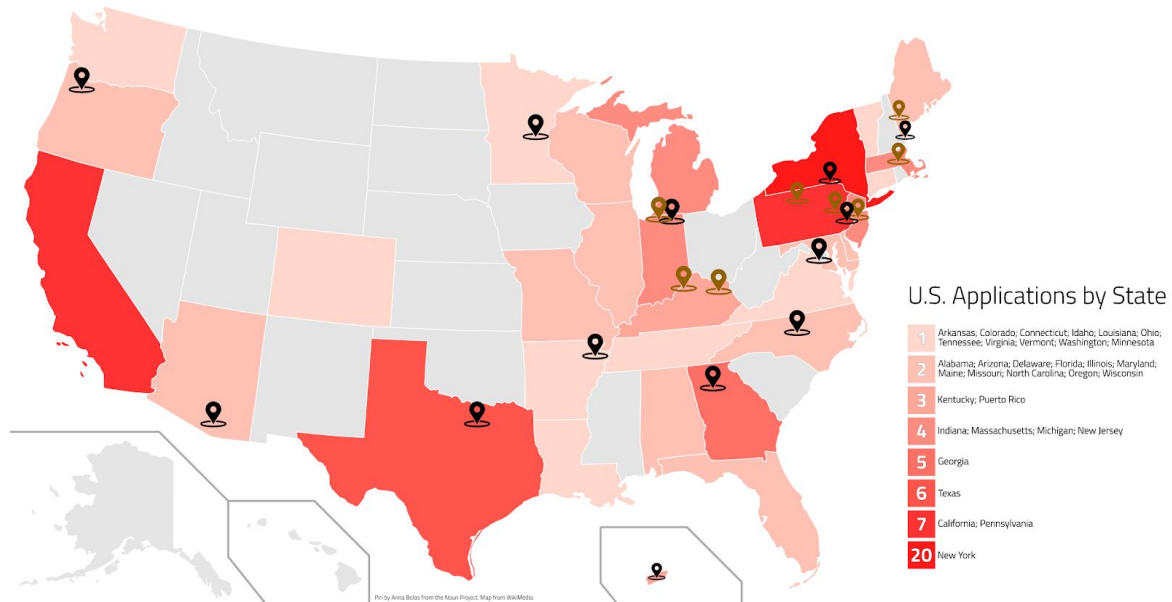
Our initial belief that there is a pervasive need for more digital humanities training that addresses core technical competencies, which can be addressed at local levels through a community-driven pedagogical model, proved to be true in the response rate and demographics we received to our call for applications.¹

In total, we received 136 applications from 23 countries in addition to the United States. Applications were sorted according to the applicant’s organizational or institutional type. We received more applications from large, often public, and research-oriented institutions more often than any other type of application.

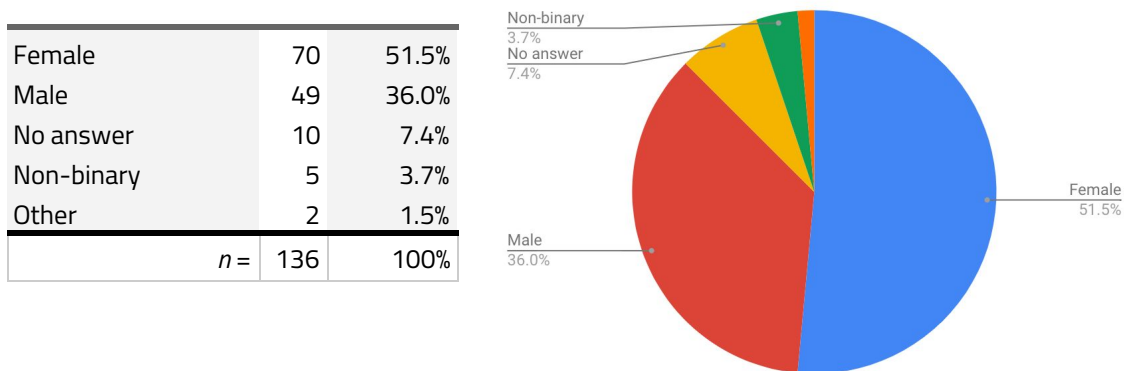
Larger/research-oriented institutions	61
International applicants (separated)	36
Small liberal arts colleges	22
Other	9
Historically Black Colleges and Universities	2
Historical societies/Archives	2
CUNY	2
Community Colleges	2
<i>n</i> =	136

The highest number of applications came from New York (20), California (7), Pennsylvania (7), Texas (6), and Georgia (5). We had a total of 33 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.

¹ Our collection of demographic data was informed by previous work shared by the HuMetricHSS Initiative <<http://humetricshss.org/>> regarding collecting demographic information for workshop participation.

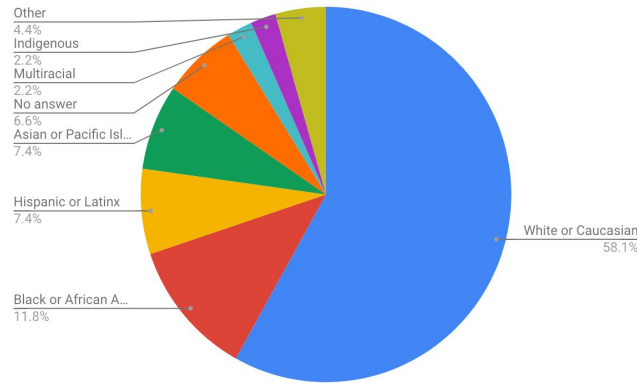


In the application, we collected information about the applicant’s gender identification based on a model piloted by HumetricSS which included using a fill-in field. In this graph, we normalized the responses, in order to be able to see a graphic representation of them. In the “Non-binary” category, we included responses such as “non-binary,” “gender queer,” “gender nonconforming” and “genderfluid.” In the “Other” category, we have included “Other” and “Cisgender,” the latter with no term identifying in what cis-gender category the applicant wanted to be included. Those who wrote in “cisgender male,” or “cisgender female” are included in the “male” and “female” categories respectively in the table breakdown.



The “ethnic origin” question on the application form had a few standard answers and an “Other” box where applicants could identify as they wanted, which is why this part of the demographic breakdown is hard to standardize/normalize.

White or Caucasian	79	58.1%
Black or African American	16	11.8%
Hispanic or Latinx	10	7.4%
Asian or Pacific Islander	10	7.4%
No answer	9	6.6%
Multiracial	3	2.2%
Indigenous	3	2.2%
Other	6	4.4%
<i>n</i> =	136	100%



Graduate students accounted for 27% of the applicants in our pool, but their applications presented challenges that were not ideal for the long-term goals of the institute. For example, they did not include strong letters of support from a program, were about to move to a new institutional setting where support was unclear, or were unable to articulate how they would build DH community beyond their own disciplinary cohort.

Graduate Student	27
- Ph.D. Student (14)	
- Ph.D. Candidate (11)	
- M.A. (2)	
Assistant Professor	25
Librarian	15
Lecturer/Instructor/Adjunct	13
Professor	12
Program Director/Project Manager/Coordinator	12
- Center, lab, etc. (9)	
- Non-profit, museum, etc. (3)	
Non-academic, including:	11
- Community organizer (2)	
- Journal editor (1)	
- High school teacher (1)	
Associate Professor	9
Postdoctoral Fellow/Research Fellow	7
Instructional/Educational Technologist	2
Director (Academic Program)	2
Visiting Scholar	1

Research Assistant	1
Other - Not relevant application	1

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 making informed choices as they develop DH projects and pedagogy.

History of the Institute Model at CUNY

DHRI grew out of our annual [Digital Research Institute](#) for GC students and faculty. Initially supported by a CUNY-wide Strategic Investment Initiative grant with continued funding from the Provost's Office, GCDI has hosted five week-long, interdisciplinary Digital Research Institutes between January 2016 and January 2019 (cuny.is/gcdri) that have introduced more than 160 participants ranging from first year master's students to doctoral students, librarians to senior tenured faculty to digital skills. Our DHRI curriculum is based on the lessons developed for our in-house institute. As a result, we are continuously updating and iterating throughout the year. Led by Lisa Rhody, the GC Digital Fellows collaborate throughout the year to develop a critical pedagogical approach that is designed to meet the needs of a diverse population of graduate students and faculty researchers. Tenants of our workshop pedagogy include challenge-based learning, theory through practice, multimodal delivery, a pragmatic approach to computer literacy, and an emphasis on foundational rather than instrumental learning.

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.

From Applicants to Community Leaders

Application Review and Selection

The highest guiding selection principle came from applicants' articulation of their role as digital humanities community-builder, their vision of local structures of digital humanities learning communities, and the support letters submitted by their institutional sponsor. For participation in the NEH-funded project, we actively looked for participants who:

- represented diverse DH areas of interest: disciplines, methods, and project-types,
- worked at a wide range of institutional types: universities, community colleges, libraries, archives, museums, historical associations, and
- reflected an array of professional roles from graduate students to experienced faculty to librarians, administrators, museum curators, archivists and more.

Participants were required to demonstrate strong communication and collaboration skills and a willingness to confront and overcome frustration. Importantly, *no previous technical experience was required; applications were not evaluated based on familiarity with existing technologies.*

From the pool of 136 applications, we selected 15 participants. In a letter of support, one institution's dean agreed to pay a stipend equal to those paid to NEH-sponsored participants for years one and two, which brought the total number of participants to 16.² The selected participants were directors for Humanities Programs, Assistant and Associate Professors, Full Professors and Department Chairs, Assistant Deans, Digital

² Feedback at the end of the institute points to the overwhelming success of this model, and recommendations have been made by participants to encourage similar institutional support in future applications.

Humanities Fellows, Digital Humanities Librarians and Digital Scholarship Specialists, and editors of open-access digital journals.

Community Leaders

The workshop structure that we employed for DHRI, supported the professional growth of digital humanities scholars, researchers, and practitioners as they became more confident autodidacts. When the participants in DHRI reflected on their participation, they noted a shared experience that their participation in the project had provided an opportunity for leadership. As a collective, we agreed that a title change from “participant” to “Community Leader” better reflected the role that they wished to play in expanding DH communities of practice. The full list of Community Leaders in the DHRI include:

- Rico Chapman, Associate Professor of History at Clark Atlanta University
- Andrea Davis, Assistant Professor of Modern European and Digital History at Arkansas State University
- Dianne Fallon, Department Chair of English at York County Community College
- Erika Gault, Assistant Professor of Africana Studies at the University of Arizona
- Amy Gay, Digital Scholarship Librarian, Binghamton University Libraries
- Sophia Geng, Associate Professor at the Department of Languages and Cultures, The College of Saint Benedict and Saint John's University
- Daniel Johnson, English literature and digital humanities specialist at the University of Notre Dame's Hesburgh Libraries System
- Nathan Kelber, Digital Scholarship Specialist at the University Libraries, University of North Carolina at Chapel Hill
- Frances McDonald, Assistant Professor of English at the University of Louisville
- Marion McGee, Board of Directors, the Association of African American Museums and Museum Program Specialist in the Office of Strategic Partnerships at the National Museum of African American History and Culture
- Rafia Mirza, Humanities Research Librarian at Southern Methodist University
- Sarah Noonan, Assistant Professor at Saint Mary's College
- Alicia Peaker, Digital Scholarship Specialist at Bryn Mawr College
- Alexandra Sarkozy, science and digital scholarship librarian at Wayne State University
- Rosin Torres-Medina, Librarian at Juan De Valdes Library of the Evangelical Seminary of Puerto Rico

- Nancy Um, Professor in the Department of Art History and co-director of the Middle East and North Africa Studies Program at Binghamton University

See Appendix A for a list of full biographies of each Community Leader.

Faculty & Fellows

Instructors and faculty for DHRI were drawn from a local pool of nationally recognized DH scholars and graduate students, participating in roundtable discussions, informal meet-and-greets, formalized workshops, and unconference-style group discussions. In post-institute virtual meetings, the Institutes Coordinator and Project Director responded to emerging questions, concerns, and requests for help as they planned for and implemented their local institutes. In post-institute evaluations and informal feedback, we heard that the relationships forged with DHRI faculty and fellows were instrumental in the community leaders' perceptions of the institute as a successful experience.

Institute faculty and fellows included, for example, Matthew K. Gold (Associate Professor of English and Advisor to the Provost for Digital Initiatives), who led workshops on advancements in open access publication and scholarly communication, and facilitated discussions about identifying collaborators and financial resources. Stephen Zweibel (Digital Scholarship Librarian and Assistant Professor) led workshop sessions on databases and tidy data, working with APIs, and using GitHub to manage collaborative projects.

We welcomed local scholars and digital humanities practitioners to The Graduate Center for two roundtable-style discussions on open access publication and ethics in digital research practices. Nicky Agate (Director of Digital Scholarship at Columbia University Libraries) and Patricia Hswe (Program Officer with the Andrew W. Mellon Foundation) joined our panel on open access and the future of scholarly publication. Kelly Baker Josephs (Sterling Brown Visiting Professor of Africana Studies at Williams College and Associate Professor of English at York College), Shana Kimball (Research Manager at Data & Society), and Julia Miele Rodas (Associate Professor of English at Bronx Community College) participated on a panel discussing ethics, data, and digital humanities.

DHRI benefitted from the innovative GC Digital Fellows Program and the talented graduate students and alum who had worked on previous CUNY-oriented research institutes. For example, Michelle McSweeney (Postdoctoral Fellow at the Center for Spatial Research, Columbia University) led the Natural Language Processing with Python workshop, and provided on-site support during Open Lab hours to help participants work on their projects.

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. Responding 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.

Pre-institute

Valuing the unique domain expertise and experiences of the cohort who would attend DHRI in June 2018, we solicited feedback in advance of our first in-person meeting about the motivation for applying and attending a foundational technical skills course. We used these pre-screening polls to help develop the schedule and curricula that reflected the applicants' expectations. The responses we received indicated a desire to develop a broader technical knowledge base in order to advance professional goals, the opportunity to build local-communities around DH learning and practice despite tight fiscal constraints, and the ability to connect more broadly to interdisciplinary practice.

- I know that some of my students will go on to further study in the humanities, and will study and create in ways we are just beginning to tap. But I also know

that **digital humanities methodologies have applications in many fields**, and will add value to the strong intellectual foundation provided by humanities study.

- I love how [DHRI] is geared towards **building layered communities of DH practitioners** at the CUNY Graduate Center, between participants and at the participants' home institutions.
- What makes DHRI attractive to me is the chance **not only to learn DH skills and methodologies, but to think deeply about pedagogy and communities of practice**. I like the idea of developing a shared but **flexible curriculum** that can bind digital humanities practitioners in common experience across geographic distance.
- I especially like the idea of drawing on that **common experience for local/regional adaptations**. Though digital researchers collaborate pretty well, especially for the humanities, we needlessly duplicate efforts and miss opportunities by overlooking talented people across the university, the town, and the region. In short, I think **DHRI can provide a locus for better, more connected training, research, and project development**.
- Unlike other workshops that focus on building particular skills and proficiencies, the **DHRI stands out because it is focused on community development**. I have been seeking ways to ignite interest in digital humanities on my own campus and the DHRI seems like an ideal venue for that purpose.
- Enrolling in the Digital Humanities Research Institute was not only a great way to feed my curiosity, it also provides a **very appealing, and less intimidating way, to learn the language of digital humanities by engaging with people who are equally curious and passionate about this work**.

During the Institute

Our commitment to valuing community-feedback extended into daily practice also during the in-person meeting in June 2018. Participants were asked to fill out anonymous exit slips each day. Surveys were designed to gauge the appropriateness of pedagogical practice to the learning environment and to identify and respond to issues in comprehension. Each night, the project team reviewed the responses, and they were consequently discussed openly at each morning meeting.

Exit Slips. Exit slips included both quantitative and qualitative feedback about the participants' experiences, as well as short assessments to make sure that they were

retaining core concepts introduced each day. Evaluations were overwhelmingly positive, with the majority of participants responding each day that they received any necessary assistance, that the pace of the instruction was appropriate, and that they felt increasingly comfortable with their learning environment. Each evening, after the Community Leaders had left, the DHRI faculty reviewed qualitative comments from exit slips about the participant's individual requests, needs, and struggles. We made sure to respond to each the following day through pull-out tutorials and differentiated instruction, by beginning the session with a review, or by demonstrating a particular skill in practice through a live digital project that made use of the technology or skill of the day.

Challenges as Teaching Moments. One challenge to instruction, unfortunately, was that our institution chose June 11–15 to upgrade our network service, including recabling. This resulted in slowed download times, occasional network disruptions, and some last minute changes to our schedule. We used the opportunity to discuss similar infrastructural challenges that the Community Leaders might encounter during their own DHRI. Throughout the week, we discussed alternatives to daily software downloads and installation. By the end of the institute, the Community Leaders were prepared to anticipate the challenges that installing software for the purpose of instruction may present.

After the Institute

Throughout the year that followed after the June 2018 in-person meeting, virtual “Office Hours” were held monthly with the help of the remote-meeting application Zoom. The Office Hours were often attended by more than one of the Community Leaders, who were able to discuss challenges, pedagogical and curricular questions, and advise on how to best approach funding, leadership, or outreach, with the Project Director, Institutes Coordinator, and each other. Being able to see their challenges and questions reflected in the other Community Leaders proved an important part of building the community and network of support over the following year.

The approach outlined above is centered on celebrating the unique domains of knowledge that each participant and each institutional setting offers. Through explicit attention to inclusive language, instruction, and discussion, we encouraged instructors to implement a similar pedagogical approach in their local institutes. Our community-based approach has scaled well: the first cohort of NEH participants has

become local institute leaders who in turn have fostered local communities of DH practice.

Curriculum & Schedule

DHRI's curriculum provides an accessible introduction to foundational technology skills that support digital humanities research.

	Mon Jun 11	Tue Jun 12	Wed Jun 13	Thu Jun 14	Fri Jun 15	Mon Jun 18	Tue Jun 19	Wed Jun 20
9am	Sign in	Sign in	Sign in	Sign in	Sign in	Sign in	Sign in	Sign in
10am	Welcome & Introductions	Intro to git/ GitHub	Databases & Tidy Data	HTML/ CSS	Machine Learning	Mapping	Open Access and Universal Design Roundtable	Building Community Building Curricula
11am	Introducing DHRI & a Foundational Approach to Digital Humanities Research	Intro to git/ GitHub	Databases & Tidy Data	HTML/ CSS	Machine Learning	Mapping	Planning your DHRI: Sessions	DHRI Proposal Workshop
12pm								
1pm	Command Line	Python for Humanists	Introduction to NLTK with Python	Ethics	Mapping	Project Lab	What Comes Next	Participant Presentations
2pm	Command Line	Python for Humanists	Introduction to NLTK with Python	Ethics and Digital Humanities Research Roundtable	Twitterbots & APIs	Open Lab	Open Lab	Creating a DHRI Network
3pm	Wrap-up & Installations	Wrap-up, Installations & evaluations	Wrap-up, Installations & evaluations	Wrap-up, Installations & evaluations	Looking ahead to next week	Reflections/Sharing	Wrap-up & evaluations	Reflections/Sharing
4pm								
5pm								
5:30pm								

Digital Humanities Research Institute 2018

At DHRI you can expect an intensive, community-oriented, and foundational approach to learning technical skills in service of humanities teaching and learning. Through seminar-style discussions with leading scholars in digital humanities, hands-on workshops on core technical competencies, and project development labs, participants will become familiar with working from the command line, collaborating with git, programming with Python, querying structured data, creating maps, and analyzing texts computationally. You will also become part of a growing network of institute leaders by developing your own DHRI based on our open, core curriculum to be led at your home institution or organization.

Schedule Legend

- Hands-on workshop
- "Mets"
- DHRI related
- Panel

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.

Professional Development Outcomes

Confidence in Developing Workshops

While the focus of our project is on a longer arc of professional development rather than short-term instrumental outcomes, such as whether students can write a certain section of code or build a database, all of the Community Leaders reported that participating in the skills-focused workshops helped projects along that they were already working on.

- Learning the foundational skills ***helped with so many things that I was working on in the past year***—things that I would have tried to do, but probably just given up on after a few failed attempts. But the foundational training of the DHRI sustained my resilience and ability to figure things out (even if it took a few tries and a few Google queries).
- The DHRI ***demystified programming and coding*** language for me. It's given me a ***new confidence*** in my ability to pursue a greater understanding of DH.

- It was valuable for me to receive more in-depth learning of certain digital tools that I do not always have the time to squeeze in to a busy work day.

Many of the Community Leaders reported that attending the skills-focused workshops gave them confidence to tweak the curriculum in ways that made sense in their local institutions. Some developed entirely new workshops for their institutes, which included:

<i>“Overview” type workshops</i>	<i>Specific tool-focused workshops</i>	<i>More specific/thematic workshops</i>
<ul style="list-style-type: none"> ● Metadata for the Humanist ● Tidy(ish) Data ● Data Structuring ● Data and the Humanities ● Perspectives on/Platforms for Digital Scholarship ● Moving Forward with Digital Scholarship and Digital Humanities ● Digital Scholarship in the Classroom ● Metadata Schema ● Georectification ● VR Experience ● Funding Trends ● Preparing to Launch Your Digitization Project ● Project Advisement Sessions ● Open Educational Resources ● Distant Reading ● 3D Presentation and Preservation 	<ul style="list-style-type: none"> ● Tableau ● ArcGIS ● Pandas ● OpenRefine ● Scalar ● ESRI Story Maps ● HMML ● Tropy ● Leaflet Maps ● Podcasts ● Advanced Canvas ● R 	<ul style="list-style-type: none"> ● An Afro-futurist Viewpoint of Digital Humanities ● Technology for Community Impact ● The Revolution Will Be Digitized ● Developing websites with VR for use in the classroom ● Mobile Storytelling ● Free Tools to Introduce Undergraduates to DH ● Historical Maps in GIS ● Tenable Media Projects

Some of the Community Leaders switched the focus on the content using an *overarching theme* for their secondary institutes. One institute was run as a workshop with focus on Afro-futurism. Another put more focus on three-dimensional reconstruction and virtual worlds. Finally, a third institute was thematically concentrated on oral history methods in digital projects.

Others switched the *form* of the institute, and taught it as a graduate-level interdisciplinary course; an online institute; part of faculty development workshops; part of a pre-conference; and as a cross-campus conference.

Legibility and Legitimacy of Labor

In evaluations, we noticed that organizing their local institutes established legibility, legitimacy, and clout for the Community Leaders in their own institutions. Many of them reported an increase in title or recognition, additional funding, and greater clout among colleagues and administrators:

- With the DHRI and NEH behind me, I was able to gain ***institutional legitimacy*** on my campus. My previous DH advocacy efforts had always been understood as my “personal” project, or my pet interest. Now with this training under my belt, ***I can assert more confidence and authority*** as well.
- Specifically, the institute has generated great interest among faculty and administrators at my institution, and I was subsequently ***invited to participate in a campus-wide Digital Literacy Planning Committee*** where we have proposed to build a center and create an interdisciplinary digital studies program.
- DHRI has ***supported my efforts to build and expand upon my university’s recently established digital humanities program.***
- There has been ***increased awareness on campus*** regarding the newly offered digital scholarship services through the libraries (thanks to our own DHRI promotion); ***learning that there are more people interested (and hungry) for DH on campus than we originally thought***; and a solid network of people who I can meet up with at conferences and share ideas with for feedback and suggestions (and vice versa).

Funding

Attending the DHRI helped many of the Community Leaders leverage additional funding and in-kind support. Funding included grants from state-level Humanities initiatives (which were sometimes matched by Provosts’ Offices), some faculty development funds that were used to provide meeting spaces and technological support. A few of the Community Leaders were able to raise up to almost \$8,000 in order to provide stipends and honoraria for participants and workshop leaders.

Most of the Community Leaders received some form of in-kind support from co-sponsors, in forms of meeting spaces, food and snacks, and staff and/or workshop leaders.

Cross-Institutional Collaborations

In evaluations, some of the Community Leaders reflected on how their participation in the project made them able to leverage cross-institutional collaboration with nearby universities and community organizations:

- We are very grateful to the CUNY DHRI program for giving us the resources we need to begin to build up DH infrastructure here as well as an ***intra-institutional network*** of like-minded scholars.
- Attending the DHRI help me push the ***importance of community-building and outreach to my unit and the library*** more generally.
- As a digital humanist, I am grateful to now be ***connected to a larger community*** of like-minded advocates.
- Though digital researchers collaborate pretty well, especially for the humanities, we needlessly duplicate efforts and miss opportunities by overlooking talented people across the university, the town, and the region. In short, I think ***DHRI can provide a locus for better, more connected training, research, and project development.***

Concrete outcomes included:

- Fran McDonald (Louisville) collaborated with three institutions (University of Kentucky, University of Cincinnati, and Bellarmine University in the U.K.)
- Alicia Peaker's institute (Tri-Co) consisted of three colleges working together—Bryn Mawr, Haverford, and Swarthmore.
- South Bend DHRI was from the outset a collaboration between the two institutions University of Notre Dame and Saint Mary's College. However, DHRI South Bend ended up with participants from a total of eleven institutions.
- Nathan Kelber organized his institute as a way of solidifying the Triangle DH network, between four institutions of higher education (Duke University, North Carolina Central, North Carolina State, and University of North Carolina Greensboro) but with participants from twenty-three institutions.
- Africana DHi had attendees from a wide range of collaborating institutions from Library of Congress and the Annenberg School for Communication and Journalism, to the Catholic University of West Africa in Abidjan.

- DHRI at Wayne State reports participants from the Arab American National Museum (archivists and librarians), The Henry Ford, Michigan State University, and Wayne State University. Graduate students, faculty, librarians, and administrators from Michigan State University, University of Detroit, Mercy, and Wayne State University.
- The Association of African American Museums had 26 participants from a total of 24 different institutions.

Support for Long-Term Structures

Community Leaders reported larger applicant pools than they had expected or had space for. This further proves that the DHRI has provided a necessary foundational organization that supports long-term structures if maintained by the Community Leaders. A few of the Community Leaders have already started planning future iterations and developments based on their first DHRI:

- Binghamton University's DHRI provided the basis for planning meetings and library-based workshops in 2019–20, including a public showcase and symposium. Inviting librarians from other SUNY campuses, they hope to establish further institutes at other campuses starting in 2020. Their goal is to create a network of regional campuses interested in digital humanities, in which Binghamton University would serve as the central hub.
- Similarly, DHRI South Bend is in the early stages of an initiative started by the Indiana Humanities, an open meeting of DH practitioners across the state. The DHRI model received a lot of interest from the Humanities Council and there is a possibility that DHRI South Bend becomes one node in a broader DHRI Indiana that rotates campuses every year and incorporates an annual conference.
- Triangle DHRI will continue to offer an institute annually, supported by Hannah Jacobs, Claire Cahoon, and Maggie Murphy, since Nathan Kelber has departed for JStor Labs.
- Additionally, University of Kentucky, Arkansas State, and Southern Methodist have reached out to let us know that they intend to continue with future institutes.
- In Puerto Rico, Rosin Torres is working with new university administration and collaborators at UPR to implement a multi-institutional DHRI.

Local Instances of DH Institutes based on DHRI

During 2018-2019, the Community Leaders led local institutes based on the DHRI model.

ME.Digital Humanities Institute	
The ME.Digital Humanities Institute was offered as a free, seven-week, online workshop with the intention of creating a collaborative space for humanities professionals across Maine, who would work with one another while developing digital projects.	
Dates	Jan 22-Mar 8, 2019
Website	https://virtual.yccc.edu/MEDigitalHumanitiesInstitute
Community Leader	Dianne Fallon

Binghamton DHRI	
The Binghamton Digital Humanities Research Institute was offered as a 4-day intensive workshop for university faculty and graduate students who are interested in the digital humanities. The institute included seminar-type sessions oriented around critical discussion and hands-on workshops that introduced the foundational skills and tools that are central to digital humanities practices. Sessions treated topics such as the command line, data visualization, digital mapping, Python, text analysis, platforms for the digital presentation of research, open access and ethics. The goal for the Institute was to foster a dynamic, robust and generative community of digital humanities researchers and teachers at Binghamton University.	
Dates	May 28-31, 2019
Cosponsors	<ul style="list-style-type: none"> ● Binghamton University Libraries ● Center for Learning and Teaching, Binghamton University ● Institute for Advanced Studies in the Humanities, Binghamton University ● The Graduate School, Binghamton University ● Harpur College of Art & Sciences, Binghamton University ● Office of Undergraduate Education, Binghamton University
Website	http://scalar.usc.edu/works/digital-humanities-research-institute
Community Leaders	Nancy Um and Amy Gay

DHRI South Bend

The University of Notre Dame and Saint Mary's College, with grant support from Indiana Humanities, collaborated to host a Digital Humanities Research Institute in May 2019. Using the curriculum developed by The Graduate Center, CUNY, they provided 26 participants with the opportunity to gain foundational computing skills that allowed them to advance their own digital projects, assist others in the creation and maintenance of digital research, and/or instruct others in digital methodologies.

Dates	May 14-17, 2019
Cosponsors	<ul style="list-style-type: none">• University of Notre Dame• Saint Mary's College
Website	http://dhsouthbend.org/
Community Leaders	Daniel Johnson and Sarah Noonan
Workshop Instructors	Amy Cavender (Saint Mary's College) Ericka Christie (Loyola University, Chicago) Alexis Grant (University of Illinois, Chicago) Caroline McCraw (Loyola University, Chicago) Rebecca Parker (Loyola University, Chicago)

Digital Humanities Afrofuturism Workshop

The Digital Humanities Afrofuturism Workshop was designed to provide an intensive, community-oriented, and foundational approach to learning technical skills in service of historically African American institutions and affiliated organizations focused on the care, collection, and preservation of Black culture. Advancing digital learning, alliance-building, and resource sharing through highly interactive discussions with leading Digital Humanities scholars and practitioners in Digital Humanities was at the center of the Institute.

Dates	Aug 6-7, 2019
Website	https://blackmuseums.org/digital-humanities-afrofuturism-workshop
Community Leader	Marion "Missy" McGee

Africana DHi

Africana DHi was offered as a three week online workshop between May and June 2019 in association with the Center for Digital Humanities at the University of Arizona. Africana DHi centered: How do we define and implement digital Africana Studies demonstrative of the unique black context for digital usage? Studies in digital humanities often assume and/or reinforce universal frameworks and biases. However, Black cultural practices demonstrate unique epistemologies regarding the digital, for example, examining: digital hush harbors, Black Twitter, and hashtag activism like #MuteRKelly, #BlackLivesMatter, #SayHerName. During Africana DHi, participants explored interdisciplinary, digital humanities research and teaching with DH scholars, developed core computational research skills through online workshops, and began developing their own digital humanities projects. When participants completed the workshop, they were invited to share their reflections in a publication of the Spring 2020 Special Issue of Fire!!!, the peer-reviewed digital journal for the Association for the Study of African American Life and History (ASALH).

Dates	May 28-Jun 11, 2019
Cosponsors	<ul style="list-style-type: none">• The Center for Digital Humanities at the University of Arizona• Africana Studies at the University of Arizona
Website	https://africanadhi.com
Community Leader	Erika Gault

Digital Technologies Conference

This Digital Humanities Research Institute was organized as the first ever Digital Technologies in the Humanities and Social Sciences Conference at the College of Saint Benedict and Saint John's University. The objectives of the conference were two-fold: (1) to share with interested faculty, staff, and students valuable resources on digital research and learning from the Digital Humanities Research Institute at The Graduate Center, CUNY in June 2018; (2) to create a space for faculty, staff and students to share their experiences working with digital technologies, as well as share insights on how to apply these technologies to enhance teaching excellence.

Dates	May 28, 2019
Cosponsors	<ul style="list-style-type: none">• Clemens and Alcuin Libraries, College of Saint Benedict and Saint John's University• Instructional Technology, Clemens and Alcuin Libraries, College of Saint Benedict and Saint John's University• Academic Affairs, Clemens and Alcuin Libraries, College of Saint Benedict and Saint John's University
Community Leader	Sophia Geng

Tri-Co DHRI

The Digital Scholarship Research Institute was a two-day intensive institute for Tri-Co faculty to explore interdisciplinary digital scholarship research and teaching methods through hands-on workshops and guided practices. Faculty new to digital scholarship and those interested in taking their skills to the next level were invited to participate. Participants gained experience with fundamental digital scholarship tools and methods including navigating their computers via the command line, cleaning messy data, practicing version control, and sharing their work publicly, while also learning about local digital scholarship communities and support.

Dates	May 6-7, 2019
Cosponsors	<ul style="list-style-type: none">• Bryn Mawr College's LITS• Haverford College Libraries• Swarthmore Libraries
Website	http://ds.swarthmore.edu/dsri
Community Leader	Alicia Peaker

Triangle Digital Humanities Institute

The three-day event Triangle Digital Humanities Institute aimed to help practitioners build digital skills, share work, and meet new collaborators. TDHI invited anyone interested in the digital humanities community, including academics, cultural heritage specialists, civic hackers, and others to participate in two days of skill-building workshops followed by a day-long unconference. Participants could register for one, two, or all three days.

Dates	May 22-24, 2019
Website	http://triangledh.org/unc-chapel-hill-tdhi-may-2019
Community Leader	Nathan Kelber (Kelber has since left UNC. Hannah Jacobs, Claire Cahoon, and Maggie Murphy will be picking up efforts in 2019.)

Digital Humanities (Graduate Course)

The Clark Atlanta University's Digital Humanities Research Institute was ran as a graduate course titled Digital Humanities by the Humanities Ph.D. program in the Fall semester 2018. This course centered around the Cascade Oral History project, which provided students with training in digital archiving, metadata creation, video editing, web development, and GIS mapping. The DH Oral History project demonstrates how partnerships between municipalities, non-profit organizations, and higher education institutions can foster cooperation and promote intergenerational dialogue within communities that experience rapid demographic changes.

Dates	Fall semester 2018
Community Leader	Rico D. Chapman

DHRI@A-State

DHRI@A-State was a three-day workshop, hosted by the Arkansas State University Faculty Center. During the institute, participants explored digital humanities research and pedagogy, developed computational skills through hands-on workshops, and began designing their own digital humanities projects for research or teaching.

Dates	Mar 29-31, 2019
Website	http://scalar.usc.edu/works/dhriastate
Community Leader	Andrea Davis

Wayne State University DHRI

Wayne State University Library's DHRI emphasized that digital humanities methods has become increasingly important in scholarly research, classroom teaching, and also provide transferable technology skills to students in all disciplines. Additionally, cultural heritage professionals can learn how to extend collections and understand the needs of researchers using collections for digital humanities work. Wayne State University's DHRI aimed at supporting this work on campus and in the greater Detroit metro area, and invited all interested to a free, 4-day series of training workshops. The course was taught by WSU Librarians and SIS faculty, and was based on the curriculum developed by the Digital Initiatives at The Graduate Center, CUNY. The DHRI provided basic training in areas of digital humanities computing that humanists interested in digital work are likely to encounter. The course was offered to build a resilient community of DH practitioners who can turn to one another for networking and support, to familiarize participants with basic DH methods they might be hesitant to explore on their own (answering "where do I start?" questions), and to empower humanists, librarians, graduate and undergraduate students, and cultural heritage professionals to conduct DH work in southeast Michigan. Participants were challenged and worked hard to build community with others creating digital work, and came away with new knowledge and skills to move their project on to the next step.

Dates	Jul 16-19, 2019
Website	https://guides.lib.wayne.edu/wsudhri
Community Leader	Alexandra Sarkozy

Appendix A: Full bios of Community Leaders

Rico D. Chapman received his Ph.D. in African Studies from Howard University. He is currently an Associate Professor of History at Clark Atlanta University. He also serves as Assistant Dean of the School of Arts and Sciences and Director of the Humanities Ph.D. program. His most recent book is titled *Student Resistance to Apartheid at the University of Fort Hare: Freedom Now, A Degree Tomorrow* (Lexington, 2016).

Andrea Davis is Assistant Professor of Modern European and Digital History at Arkansas State University. Her research examines the urban social movements and memory cultures of twentieth century Spain, and has been supported by the Fulbright Foundation and the University of California Humanities Network, among others. In addition to her position at the university, Andrea currently serves as the Associate Director of the Spanish Civil War Memory Project: Audiovisual Archive of the Francoist Repression and the book review editor of the *Bulletin for Spanish and Portuguese Historical Studies*.

Dianne Fallon is the English Department Chair at York County Community College. Currently, she is involved with integrating more digital tools into English and Humanities classes, both to stimulate interest in humanities subjects and to boost student confidence in using digital technologies. At York County Community College, Dianne teaches a variety of writing courses, including College Composition, Creative Writing and Creative Non-Fiction, as well as Humanities courses such as Multicultural America.

Amy Gay recently joined Binghamton University Libraries as their first Digital Scholarship Librarian, where she is leading the implementation of digital scholarship initiatives for the Libraries, works to help strengthen programs related to digital scholarship services, and supports and serves as a resource to faculty developing digital scholarship projects. Before coming to Binghamton University, Amy was part of the National Digital Stewardship Residency (NDSR) D.C. cohort in 2016, which is administered by the Library of Congress and funded by the Institute of Museum and Library Services. During this time, she managed projects at the U.S. Food & Drug Administration that focused on enabling open science, including the creation of a publicly searchable science data catalog for the Office of Science and Engineering Laboratories within the Center for Devices and Radiological Health. She received her MLIS from Syracuse University, and her research interests include primary source

literacy, interactive technology and pedagogy, war history and cultural heritage preservation. In her free time, Amy enjoys attending trivia nights, hiking along the Upstate gorges, and trying out local eateries and diners.

Erika Gault is an Assistant Professor of Africana Studies at the University of Arizona. Erika Gault's scholarly work focuses on the intersection of religious history, technology, and urban black life in post-industrial America. On the topic of hip hop, religion, and digital ethnography she has delivered and published a number of papers regionally, nationally, and internationally. She is an ordained elder at Elim Christian Fellowship in Buffalo, NY and an award winning slam poet. She is currently working on her first book project titled *Being Christian, Doin' Hip Hop: A Digital Ethnography of Black Millennial Christianity* and a co-edited volume entitled *You Gon' Learn Today: The Aesthetics of Christians in Hip Hop*.

Sophia Geng, originally from Shandong, China, obtained her M.A. from Beijing Foreign Studies University and her Ph.D. from the University of Minnesota-Twin Cities, U.S.A. Dr. Geng's academic interests lie in oral history, the safeguarding of cultural heritage and East Asian literature. Joining the College of Saint Benedict and Saint John's University (CSB/SJU) in 2007, Dr. Geng currently is an Associate Professor at the Department of Languages and Cultures. She also served as the Director of the Asian Studies Program from 2013 to 2017.

Daniel Johnson is subject specialist for English literature and digital humanities at the University of Notre Dame's Hesburgh Libraries System. He has graduate degrees in English from Wake Forest University (MA) and Princeton University (Ph.D.), where he specialized in literature of the long eighteenth-century.

Nathan Kelber is the Digital Scholarship Specialist at the University Libraries, University of North Carolina at Chapel Hill. He comes from Detroit where he worked as a professor, public historian, and community organizer. Kelber is most well-known for his work on Detroit 67, a citywide campaign to commemorate the 1967 Detroit Uprising and encourage racial harmony, as well as his other project Network Detroit, a regional digital humanities conference. At UNC, Kelber helps faculty and graduate students with digital projects and serves as a library point of contact for local digital humanities communities and initiatives.

Marion “Missy” McGee is a servant leader who believes in creative problem solving through the embrace of failure, experimentation and innovation. Marion is on the Association of African American Museums (AAAM) Board of Directors where she chairs the Communications Committee. She also serves as a Museum Program Specialist in the Office of Strategic Partnerships at the National Museum of African American History and Culture (NMAAHC). She is responsible for the design, implementation and evaluation of key collaborative initiatives, multi-state programs for the only national museum congressionally mandated to strengthen and elevate the profile of African American museums, Historically Black Colleges and Universities, and other institutions promoting the study or appreciation of African American history and African diaspora cultural heritage in the United States. She is currently pursuing a Ph.D. in Leadership and Change to investigate methods of preserving the leadership legacy of Black Museum Movement pioneers. As a scholar-practitioner, Marion is working to identify best practices for advancing, growing and sustaining organizations founded by or on behalf of persons of African descent. Her areas of expertise include long-term strategic planning and prudent financial management through participatory leadership.

Sarah Noonan received her Ph.D. in medieval English literature from Washington University in St. Louis. As an Assistant Professor at Saint Mary’s College, she teaches courses in early British literature, book history, and the history of the English language. She is the author of essays on manuscript studies, medieval reading practices, devotional literature, and pedagogical practice. She is currently working on a project entitled “Peripheral Manuscripts” that seeks to assist non-R1, manuscript-holding institutions in digitizing their respective holdings and displaying them in a collective digital repository in order to increase that material’s visibility among the scholarly community.

Alicia Peaker (Ph.D., Northeastern University) is the Digital Scholarship Specialist at Bryn Mawr College. Previously, she completed a CLIR/DLF Mellon Postdoctoral Fellowship in the Digital Liberal Arts at Middlebury College. While in graduate school, she served as the Co-Director of Our Marathon: The Boston Bombing Digital Archive, which won an award as the Best DH Project for Public Audiences in 2013. She has also worked as the Project Manager for The Women Writers Project and as the Managing Editor for GradHacker, a collaborative blog published through *Inside Higher Ed*. Her current research project explores ways of visualizing the botanical worlds of novels.

Alexandra Sarkozy is a science and digital scholarship librarian at Wayne State University in Detroit, MI. She has been working with faculty and librarians to incorporate digital tools into humanities classrooms, and to build digital infrastructure for humanities computing within the library. She is also a graduate student in American History at Wayne State University. Her research interests include history of medicine, historical mapping, and data sharing and preservation.

Rosín Torres-Medina is a Professional Librarian at Juan De Valdes Library of the Evangelical Seminary of Puerto Rico (SEPR) after graduating from the University of Puerto Rico. Her Master's capstone project explored open journals system technology. She has attended continuing education workshops in transdisciplinary research, editing scientific journals in electronic format, and technology for online education. She is mostly passionate about collaborating and promoting learning of library resources such as the OPAC, databases, Mendeley reference manager, digital tools and skills among faculty and students. She is engaged in promoting collaboration and open access projects at the library and regularly participate in workshops and courses around the latest research techniques and enhancement of research and writing skills. Academically, she is interested in Digital Humanities, in the areas of Bible and religion. Her career revolves around technology, as she loves to inspire change as a means for challenges and opportunities. The capacity of libraries to help people achieve their common and academic goals has always been an interest of hers.

Nancy Um is Professor in the Department of Art History and co-director of the Middle East and North Africa Studies Program at Binghamton University. Her research explores the Islamic world from the perspective of the coast, with a focus on material, visual, and built culture on the Arabian Peninsula and around the rims of the Red Sea and the Indian Ocean. She is the author of *The Merchant Houses of Mocha: Trade and Architecture in an Indian Ocean Port* (University of Washington Press, 2009) and *Shipped but not Sold: Material Culture and the Social Protocols of Trade during Yemen's Age of Coffee* (University of Hawai'i Press, 2017). She recently co-edited (with Carrie Anderson), "Coordinates: Digital Mapping and 18th-C Visual, Material and Built Cultures," *Journal18: a journal of eighteenth-century art and culture* (Spring 2018).