



NATIONAL ENDOWMENT FOR THE HUMANITIES

OFFICE OF **DIGITAL HUMANITIES**

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Program guidelines also change and the samples may not match exactly what is now required. Please use the current Notice of Funding Opportunity instructions to prepare your application.

Prospective applicants to the Institutes for Advanced Topics in the Digital Humanities program should consult the current Notice of Funding Opportunity at <https://www.neh.gov/grants/odh/institutes-advanced-topics-in-the-digital-humanities> for instructions.

Applicants are also strongly encouraged to consult with the NEH Office of Digital Humanities staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Digital Humanities Research Institutes: Further Expanding Communities of Practice*

Institution: CUNY Research Foundation, Graduate School and University Center

Project Director: Lisa M. Rhody

Grant Program: Institutes for Advanced Topics in the Digital Humanities

List of Staff & Consultants

Faculty, Staff, and Fellows

The Graduate Center, City University of New York

- Lisa Marie Rhody, *Project Director*, Deputy Director of Digital Initiatives
- Matthew K. Gold, Advisor to the Provost for Digital Initiatives
- Stephen Zweibel, Digital Scholarship Librarian
- Kalle Westerling, NEH Institutes Coordinator
- Jill Cirasella, Associate Librarian for Scholarly Communication and Digital Projects
- Katina Rogers, Director of Administration, Futures Initiative
- Stacy Hartman, Director, Publics Lab
- Luke Waltzer, Director, Center for Teaching Excellence
- GC Digital Fellows (doctoral candidates currently enrolled at the Graduate Center)

Invited Speakers & Consultants / Mentors

- Meredith Broussard, guest lecturer and consultant
- Rico Chapman, Clark Atlanta University
- Erika Gault, Arizona State University
- Daniel Johnson, University of Notre Dame
- Amy Gay, Binghamton University
- Dianne Fallon, York Community College
- Sarah Noonan, St. Mary's College

Narrative

In 2018, [GC Digital Initiatives](#) at [The Graduate Center, CUNY](#), hosted our first NEH Institute, [Expanding Communities of Practice: Digital Humanities Research Institutes](#) (DHRI) <dhinstitutes.org> [HT-256968-17]. We received 134 applications and hosted 16 participants over 8 days of instruction. In feedback 9 months after the institute, Nancy Um, professor of Art History and Associate Dean for Faculty Development and Inclusion at Binghamton University and a participant in DHRI 2018, captures the significant humanities value our institute provides, writing: “With 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. And, I can say that efforts on campus are gaining speed and recognition. We just admitted our cohort of 19 people to the first Binghamton DHRI!” This June, when participants for our current institute return to CUNY to report back on their efforts, 15 local institutes will have run across the US, all based on the DHRI model. Each will provide a white paper on how our DHRI curriculum can be modified to meet the needs of a diverse range of humanities organizations, as well as describe how participants were able to leverage local, state, and private funds, and connect with collaborators *because* they attended the June 2018 institute.

We request \$249,997 from NEH to support a second DHRI in June 2020. With new funding, we will recruit 15 new participants, connect them to mentors, offer them 15 examples of how the DHRI curricula can be modified to meet the needs of local organizations, and support new participants’ professional growth as they organize, plan, and lead an additional 15 institutes. DHRI’s extends from our commitment: 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.

In his preface to *Doing Digital Humanities: Practice, Training, Research* (2016), Ray Siemens describes digital humanities as a community of practice wherein participants come into conversation with one another over shared approaches to craft, thereby establishing a “methodological commons” where fields intersect by sharing their work processes. DHRI’s model is designed to scale the “methodological commons” through the strategic support of an interdisciplinary, distributed, and human network of DH institute leaders. Through a proven train-the-trainer approach, DHRI is designed to foster emerging DH leaders across a diverse range of humanities organizations and to connect them to a support network and collaborators. Starting with our application process, which leverages institutional commitments on behalf of each participant through letters of support, then providing them with foundational skills and professional development in collaboration, outreach, and pedagogy, DHRI fosters emerging leaders who run institutes across the US. The impact of DHRI amplifies as local institutes reach new humanities audiences, meeting them where they live and work in contextually informed ways.

Digital humanities skill development is resource intensive. It depends upon a limited number of people to deliver personalized training to relatively small cohorts of scholars at a time—a model that is difficult to fund and harder to scale. While interest in

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and demand for training in digital humanities research methods increases, our capacity to reach the needs and interests of diverse populations of scholars in the wide range of institutional contexts where they do their work needs to keep pace. With NEH funding, our June 2020 DHRI will draw on lessons learned from DHRI 2018 and offer an enhanced curricula, planning documents, strategies for hosting local institutes, and a network of collaborators and mentors to turn to for support.

The following use cases reflect lived experiences of participants from our June 2018 institute, demonstrating the likely profile of new applicants and the outcomes they could expect from participation:

- Michael is associate professor of history and associate dean at an HBCU who has been tasked with teaching a methodology-focused graduate-level course. He has previously explored digital methods for creating oral and public histories (particularly [Omeka](#) and [OHMS](#)), and he collaborated with the library to offer students short, tool-based workshops to record and organize the oral histories with Omeka. Teaching and administrative duties in an interdisciplinary humanities degree program leaves Michael with little time to deepen his technological knowledge of digital humanities methods, which is necessary in order to expand his digital oral history archive project or to integrate digital methods more explicitly into the course syllabus. During the application process, his institution agrees for him to commit time for training and curricular revision. After attending the DHRI, Michael's new understanding of the command line, data, and HTML/CSS help him use Omeka more effectively and advise student projects with confidence. Together with students, Michael begins to build an oral history archive for student civil rights protests and redesigns the introduction to doctoral studies course with DH assignments.
- Arden is Assistant Professor of English at a small midwestern liberal arts college and interested in promoting DH pedagogy and teaching in her department and in her scholarship in ecocritical approaches to medieval poetry. She would like to learn about project development and creating maps. She'd also like to feel more confident answering student questions on DH assignments. At the DHRI, she meets Da who is a digital scholarship librarian at a nearby R1 institution. Da is building a digital humanities center in the library and will use DHRI's curriculum to develop programming. During the workshop, Da and Arden realize that they could combine their community-building efforts and institutional commitments. Together, they draft funding proposals and win funds from the state humanities council and matching institutional funds to support their DHRI. With those funds, they hire graduate students from a third nearby university to workshops at a shared 5-day regional institute which attracts 20 participants.
- Jean is a tenured professor at a rural community college who wants to work with local historical societies and museums to develop digital mapping and archive projects. After attending DHRI with the support of staff and fellow participants on discussion forums and teleconferences, she gains the confidence and knowledge to teach introduction to the command line, version control with git and GitHub, introduction to Python, and mapping. Twenty curators, local faculty, and archivists participate in Jean's on-line institute, which she hosts on GitHub, Blackboard, and Slack. With skills that she learns at DHRI combined with new material, Jean's participants develop short mapping projects by the end of their 4 week institute, which Jean uses to submit a grant proposal to support their continued collaboration.

The overwhelming response to our call for applications and the additional interest 2018 DHRI participants are seeing in their local institutes illustrate 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. Focused on humanities research questions and with an eye toward expanding communities of practice, the 2020 Digital Humanities Research Institute (DHRI) will draw on lessons learned from the implementation of the 2018 DHRI to offer training in fundamental computational skills with a robust set of collaboratively-built planning documents and strategies, combined with a network of mentors consisting of participants from our 2018 DHRI workshop.

Broadly speaking, there are many more places to go to learn technical skills like basic coding than there were just a couple of years ago, but few to none are designed for humanities scholars in mind. One or two-week courses, often called “bootcamps,” have become a popular method for offering intensive computational or statistical training to those with advanced education. While the quality and style of these courses vary widely, most are business portfolio-driven, expect significant technical abilities upon acceptance into the program, and are oriented toward either finding or changing employment—not to mention expensive. Camps, meetups, and other day-long opportunities to learn to code, such as Ladies who Linux, Django Girls, or Rails Girls may be helpful ways to learn how to use a specific platform, but their brevity makes them difficult for humanities researchers who may not have the opportunity to implement those skills immediately or who need a more contextualized introduction. Online platforms like Code Academy, Code School, and Khan Academy provide free courses for self-guided instruction, but for those without confidence in foundational technical concepts, these courses can perpetuate the sense that digital skills are for those with a special aptitude for the work. These workshops offer no face-to-face or disciplinary community-building element. While Software Carpentry and Data Carpentry provide their lesson materials openly on the web, instructors are typically researchers in bench science disciplines who are unfamiliar with the research questions most interesting to humanists.

In the 2018 DHRI we produced a replicable and flexible workshop structure for digital humanities scholars, researchers, and practitioners that supports their growth as they become more confident autodidacts. We observed that many DH short courses focus on a particular tool or one concept, such as “Javascript” or “Working with APIs” or how address a specific humanities research question. For example, Digital Humanities Summer Institute (DHSI) and Humanities Intensive Learning and Teaching (HILT) programs combine short courses with conference-like keynotes and programming. Some optional courses offer introductions to fundamental skills, such as DHSI’s “Fundamentals of Programming/Coding for Humani(s)lists)” but the work is focused specifically on programming rather than broader competencies. HASTAC offers workshops in conjunction with its annual conference, but there are no skill intensives offered. The University of Nebraska, Lincoln offers a 2-day bootcamp with many short workshops on topics such as gaming pedagogy, website design, and text analysis. This year the Price Lab will begin offering its own annual week-long training program called DReAM Lab, which costs between \$550 to \$950 plus travel, room, and lodge. DHRI is unique in its “train the trainer” approach, which has proven to expand communities of practice by reaching local audiences beyond the 15 attendees at our June institute in New York.

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In post-2018 DHRI conference calls, we recognized that tool-specific workshops on campuses are in high demand, but which tools to focus on varies widely by institution type and geographical location. After addressing core fundamental skills in technology, June 2018 participants were better prepared to modify the DHRI curriculum for their local institutes, adding tool-based workshops in response to local needs.

We propose to continue developing the sustainable, flexible, and portable digital research institute first held in June 2018 for a new cohort of participants in 2020 with modifications based on feedback. The skill-based first week will be revised to include a larger glossary, and expanded to include Omeka and publishing OER with Manifold. By the end of that week, participants will be able to do the following in service of humanities research questions:

- Understand file paths through use of the command line,
- Track versions of their work and collaborate with git and GitHub,
- Install and create digital collections using Omeka,
- Write and execute basic Python scripts to clean cultural heritage datasets,
- Explore texts with Python's Natural Language Toolkit (NLTK) package,
- Identify and manipulate multiple humanities data types,
- Create open educational resources (OER) with WordPress and Manifold.

After the institute's first week, participants will know how each of the foundational skills taught are necessary in order to build specific DH projects. In other words, understanding the command line will make website development easier and familiarity with data types in Python will make collecting and querying data from the archive more time effective.

In the institute's second week, a "train the trainer" approach will provide dedicated time and resources for participants to begin developing their own institutes. Six participants from the the 2018 institute will be invited back to mentor the new 2020 cohort of DHRI participants. Mentors will share hands-on experience from organizing local DHRI and discuss salient topics: identifying local collaborators, leveraging support through funding or other resources, and navigating administrative challenges. In addition to mentors, June 2020 DHRI participants will receive online support via our lively forum of participant peers (already established for 2018 participants) and mentors where they can share their experiences translating the GC's institute model into local contexts. They will also have access to up to 20 hours of support from our Institutes Coordinator and team.

In 2020-2021, the Institute Coordinator and DHRI staff will host bi-monthly virtual meetings for participants, during which time participants will report back about their experiences and receive refreshers on digital skill workshops from the summer. Mentors will also participate in videoconferences, which will also cover topics such as: finding applicants, evaluating applicants, and evaluations. By the end of the two-year grant period, all participants will have continuously reported back on their experiences leading institutes. White papers by 2020 DHRI participants will be used to expand and update the *Guide to Leading Digital Humanities Research Institutes* begun this year. Based on outcomes from 2018, we expect that *at least 150 additional humanists* will reap the benefits of the 15 participants who come to DHRI.

Institutional profile

Founded in 1961, the GC's fundamental mission is to provide a broad range of excellent doctoral programs to prepare students to become scholars and leaders in academe and in the private, nonprofit, and government sectors. Part of the nation's largest urban public

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university, we strive to enhance access to doctoral education for traditionally underrepresented groups. With over 35 doctoral and master's programs of the highest caliber, and 20 research centers, institutes, and initiatives, the GC fosters a vibrant community of students and alumni, who, in turn, teach hundreds of thousands of undergraduates every year. The GC is centrally located in midtown Manhattan in New York City, adjacent to the Morgan Library and Museum and located only a few short blocks from the New York Public Library's Stephen A. Schwarzman Building. Our location provides participants with opportunities to explore world-renowned collections in the humanities, social sciences, and fine arts.

The mission of [GC Digital Initiatives](#) is to build and sustain a community of digital practice at the GC and at CUNY more broadly. Our approach to fostering this ecosystem is multivalent, including digital pedagogy, outreach, and the development of tools and platforms for teaching and scholarly communication. GCDI maintains the [Commons In A Box](#) (CBOX) project, a platform for creating scholarly communities online currently used by the Modern Language Association for the NEH-supported MLA Commons and Humanities Commons. Together with the University of Minnesota Press and with support of the Andrew W. Mellon Foundation, GCDI develops [Manifold](#), a platform for scholarly communication that transforms publications into living digital works. In 2017, GCDI received a \$246,856 award from NEH to support an Institute in Advanced Topics in DH [*Expanding Communities of Practice* (HT-256968-17)], which concludes in August 2019. More about this institute, its impact, and our reflections can be found in Appendix D.

GCDI is bolstered by a local ecosystem of scholarly, technical, and pedagogical activities, among them the [Digital Research Institute \(DRI\)](#), the [Digital Praxis Seminar](#), the [Journal of Interactive Teaching & Pedagogy](#) and our successful workshop series. Our programs are supported by the GC Digital Fellows, a group of graduate students specializing in digital research and pedagogy working out of the Digital Scholarship Lab under the supervision of Lisa Rhody. The GC Digital Initiatives also includes the New Media Lab, the Cultural Analytics Lab, the Interactive Technology and Pedagogy Certificate Program, and two new master's programs in [Digital Humanities](#) and [Data Analysis & Visualization](#).

While the GC does not have its own dormitories, the Institutes Coordinator will reserve blocks of rooms at reduced rates for participants at nearby hotels. Participants will receive \$3,600 stipends prior to June 2020 to cover travel, accommodations, per diem, and incidentals. Coffee service and snacks will be provided in the mornings and afternoons. Participants will be encouraged to bring their own laptops if they have them, but we will supply MacBook Pro laptops configured for workshop use to any participants who need them. The institute will take place in The Science Center, a large mixed-use classroom space divided into three sections to accommodate break-out discussions, large workshops, socializing, and breaks.

Curriculum

Pedagogical Philosophy

The DHRI curriculum places great emphasis on foundational technical skills, and roughly one-third of all sessions at the Institute could be described as foundational. These skills—the command line, Git, Python, and data—represent flexible technologies predicated on fundamental concepts in computational literacy. In learning the command line, for example, students begin to conceive of their computing environment as a “stack” of technologies and are introduced to the use of a text editor for writing code and markup. We emphasize foundational skills because we believe that it is the most effective path toward

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enabling digital humanities researchers to become self-teachers and mentors in their own right. Many bootcamp-style intensives prioritize instrumental outcomes, such as whether students can write a for loop or build a map. While immediate results are desirable, we find that students who know how to use the command line, read technical documentation, and reason about simple systems are more self-sufficient and better able to approach technology (and technological rhetoric) with a critical eye. This leads to second- and third-order effects as students teach themselves and teach others, and also provides a common conceptual vocabulary and skill set that serves as a basis for collaboration within the community.

The difference between an instrumental approach and a foundational approach is often not immediately appreciated by participants, but over time they begin to change their minds. Although an instrumental approach satisfies a researcher's most immediate need, a foundational approach takes into consideration the long term impact that learning core skills will have for the future professional and research needs of the scholar. For example, a historian who wants to produce a digital exhibit of archival materials at a local historical society may choose a recognizable tool like Drupal, then look for training opportunities that help learn how to create a Drupal site, select an appropriate theme, and use the Drupal "exhibit builder" plugin to develop a publicly viewable resource. While approach satisfies the immediate need for a collection, it does not provide the researcher with the skills to decide if the next project is appropriate to Drupal. In a foundational approach, the same historian would learn how to use databases, how to construct effective queries, and why consistent metadata matters. While the researcher may still choose to use Drupal to create an online collection, knowing the underlying technologies will inform that choice and help with troubleshooting problems, asking for help on forums, or collaborating with teams of programmers and designers.

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.

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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. Please see Appendix D for copies of exit slips.

The 2020 Digital Humanities Research Institute will take place from June 8–17. Sessions will begin with introductory remarks at 9:00 every morning and conclude by 5:30 each afternoon. The sessions in the first week of the institute will focus on 2.5–3 hour long workshops on topics such as the command line, Git, Python, the Natural Language Toolkit, Data, Omeka, HTML/CSS, Wordpress, and Manifold. In the second week, participants will begin developing their own institute curriculum in sessions together with invited mentors from the past iteration of the DHRI. The week will start with a roundtable conversation with key points around lessons learned from the mentors, and the following sessions will discuss in detail the application and review process, as well as how to identify instructional needs, recruit instructors, and submit pull requests to make changes in our core DHRI curriculum. See Appendix A for full agenda and detailed course descriptions.

We are experienced at meeting the needs of students with disabilities. In 2018, Julia Miele Rodas advised the project on universal access. Our curriculum is available in plain text. Students can follow along with screen reading technologies, and we read all slides aloud. Additionally, we make use of microphones for all sessions, and our public building is handicap accessible. The GC has a local disability support services office who is willing to help us with special accommodations should they be requested in participant surveys.

Our modular, reproducible, and sustainable approach is designed to ease the amount of human and financial resources required to run skill-based workshops for humanists; however, each organization will want to make changes in response to their community's needs. While our core curriculum addresses concepts central to digital humanities research and teaching, it also provides optimal flexibility and can either be adopted wholesale as a week-long program, integrated into a semester-long syllabus, or offered remotely through distance-learning. Participants' white papers, submitted at the end of the grant, will add to our existing collection which we intend to publish with our curriculum. They will offer a valuable resource for those whose applications to DHRI 2020 are not accepted.

Work Plan

With an effective administrative scaffolding upon which to build future workshops, such as existing lesson plans on digital skills, datasets, and pedagogical philosophy, we will focus our efforts in the first year continuing to build the infrastructure initiated in the 2018 DHRI. We will work actively to support the ongoing efforts of a digital humanities instructional community, engage in outreach and publicity efforts to recruit a diverse applicant pool, refine reading lists and project examples that connect humanities research projects with digital skill workshops. Lisa Rhody and the Institutes Coordinator will convene monthly meetings with institute faculty and instructors to enhance existing materials, collect datasets that reflect participant interests, and connect humanities research and pedagogy projects explicitly with skills workshops. The year will end by hosting the ten-day institute at the GC.

During year two, we will continue to offer support and feedback, to cultivate a supportive network of peers, and to build out the network initiated in the 2018 institute, through an existing group forum on CUNY Academic Commons. Participants will receive 20

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hours of dedicated support from our Institutes Coordinator, the GC's Digital Fellows, and Lisa Rhody. As participants run their own institutes, we will raise the visibility of their efforts through social media, on our website, and through presentations at local events such as the CUNY Digital Humanities Initiative Lightning Talks and the NYC Digital Humanities Week kickoff meeting. Throughout the year, we will continue to refine the curriculum on GitHub in response to feedback from institute participants and their local institutes.

Over the course of the year that follows, bi-monthly virtual meetings, "follow-up workshops," will be facilitated by the GC's staff using Zoom. The workshops will enhance activities from our in-person meeting by addressing topics that we discovered to be of high interest to participants in our DHRI Institute in 2018. These meetings will be hosted on Zoom, include a guest "mentor" speaker, and will also include a review of a workshop module of participants' choice. Participants will have an opportunity to report back on their experiences organizing their local institutes. See detailed agenda in Appendix A.

Participants

Demand for the professional development workshops DHRI provides remains high. Our program will continue to solicit applications from the growing number of faculty, librarians, staff, curators, museum educators, archivists, postdocs, and graduate students who pursue their own humanities research agendas while simultaneously being either been tasked with or interested in applying for positions that expect them to expand a community of digital humanities practice. We believe that by focusing professional development efforts on those who act as catalysts for digital humanities work at their institution, by supporting their professional, methodological, and research development, and by providing them with a network of colleagues and resources, we can build a network of digital humanities workshops and institutes that will scale more rapidly and more strategically to the communities most in need of them. We will circulate our applications widely for example through disciplinary and scholarly society listservs, the Association for Computers in the Humanities, HASTAC, and across our academic social networks. We will also reach out to our existing mailing list of 86 previous applicants and post calls on on sites such as Digital Humanities Now, DH Slack, DH+Lib, and H-Net.

Our selection process considers evidence of interest in a particular humanities research project, responsibility or interest in building a community of digital humanities practitioners, and enthusiasm to become part of a network of institutes leaders. We request letters of support from either a participants' local institution, grad student association, or a regional DH group such as Keystone DH or Texas DH to seed future support for the participants' efforts. We offer to help applicants with this process. The evaluation committee for applications will include Gold, Rhody, Kalle Westerling, Stephen Zweibel with additional input from 2018 mentors. Applicants will be rated on a Likert scale of 1-5 using holistic evaluation.

Impact and evaluation

Our ability to model proven approaches to teaching digital humanities methods in diverse contexts during our June 2018 institute will serve as a catalyst for larger conversations about how to address digital skill training in diverse academic contexts. We have been asked to submit a book proposal to MIT Press that would combine our open access curricular content with more developed iterations of participants' white papers about their experience running local DHRIs. We will continue using a combination of GitHub, our website, and the CUNY Academic Commons to host and share our open access course modules, activities, readings, and slides. Our website <dhinstitutes.org> displays participants' biographies, frequently

asked questions, our application, and reflections. We will continue to build these digital spaces, making our work publicly accessible and responsive to input and iteration. We encourage participant to present their work.

More about our existing institute's impact can be found in the appendix, but one anecdotal example comes from Andrea Davis, assistant professor of History: "DHRI was valuable to me for a number of reasons. First, the people I met in NYC have become colleagues and invaluable resources. Second, it has supported my efforts to build and expand upon A-State's recently established digital humanities program. Specifically, the institute has generated great interest among A-State Faculty and Administrators, 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." We will strive to continue meeting and exceeding these benchmarks with our June 2020 institute.

During the June 2018 institute, exit slips were collected each day asking participants for feedback (See Appendix D). Daily exit slips assess participants' comprehension of topics, their perceived relevance to their research, and overall satisfaction. Each evening, the institute staff reviews feedback and makes adjustments. Additionally, a final evaluation will ask participants for feedback about whether or not they have developed more flexible foundational computational skills, whether they have developed more confidence in their use of digital tools, and whether they feel they have the support they need to advance their research. During the 2019-2020 year, participants will be asked what progress they have made in creating their own institute and what support they may need from us over the year. At our June 2021 teleconference, participants will offer reflections and lessons learned about their ability to implement a digital humanities research institute at their own institution and provide a white paper. Finally, we hope to see that the community of digital humanities institute leaders will begin contributing back to the open and shareable curriculum that will continue to be hosted and maintained by the Graduate Center on GitHub.

Staff, faculty, and consultants

Staffing for DRHI will draw heavily from our GC resources. In addition, we invite Meredith Broussard to participate as a guest speaker and project consultant. We also invite six participants from our 2018 institute to serve as mentors and consultants to new participants.

- **Lisa Marie Rhody**, PI/Project Director for the Digital Humanities Research Institute and Deputy Director of Digital Initiatives will be responsible for the overall intellectual direction of the institute, providing instruction on basic digital skill and, digital project development. She will provide mentoring and supervision for graduate student instructors, supervise the Institute Coordinator, and handle all grant administration. At the 2019 workshop, she will facilitate conversations and write the final report with Matthew K. Gold.
- **Matthew K. Gold**, Associate Professor of Digital Humanities and English and Advisor to the Provost for Digital Initiatives will help shape the intellectual direction of the institute, lead workshops on digital humanities pedagogy and advancements in open access publication and scholarly communication. He will serve as a discussion facilitator during the June 2020 institute, participate on teleconference meetings during the following year, and contribute to the final white paper guide to leading digital humanities institutes in a variety of contexts.
- **Stephen Zweibel** is Digital Scholarship Librarian and Assistant Professor at CUNY Graduate Center. He will serve as a primary member of the GC-based institute faculty, leading sessions on integrating virtual digital research tool solutions into your workshops, tidy data and databases, and using GitHub to manage collaborative projects. He will assist in the development and sustainability of our GitHub curriculum, contribute comments, testing, and

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changes, and during the June 2020 institute provide in-person assistance to participants and participate in teleconference follow-up workshops during the 2020-2021 year.

- **Kalle Westerling** is Institutes Coordinator for DHRI. He is a Ph.D. Candidate in Theatre and Performance and Instructional Technology Fellow at Macaulay Honors College, CUNY. He plays a central role in the administrative, logistical, and community management responsibilities associated with DHRI. He develops the institute's website, manages the application process, coordinates user registration and travel, and attends to all logistical arrangements for the event. He facilitates communication between instructors, participants, and mentors, provides technical support, hosts office hours, and performs other duties as required.
- **Jill Cirasella** is Associate Librarian for Scholarly Communication & Digital Scholarship at the Graduate Center of the City University of New York. In this position, she oversees scholarly communication initiatives, thesis/dissertation services, and digital scholarship services. Jill will lead discussion break-out discussions about OER, open access publication, and digital project design.
- **Stacy M. Hartman** is the Director of the PublicLab at the CUNY Graduate Center. In this position, she supports students and faculty doing public-facing work through fellowships, workshops, events, and partnerships with outside organizations. Prior to coming to the GC in 2018, she was the project manager of Connected Academics at the Modern Language Association. During the second week of the institute, Stacy will work facilitate breakout discussion about professional development in the humanities and how local DHRI's can facilitate discussion about expanded professional pathways for humanities students.
- **Katina Rogers** is Director of Programs and Administration of the Futures Initiative and HASTAC at the Graduate Center, City University of New York. Her scholarly work focuses on many aspects of higher education reform, including scholarly communication practices, professionalization and career development, public scholarship, and advocacy for fair labor policies.
- **Luke Waltzer**, Director, Teaching and Learning Center, will present on the relationship between creating platforms for digital pedagogy, such as Blogs@Baruch and the CUNY Academic Commons and the usefulness of knowing database basics. During the second week, he will facilitate break-out discussion about digital pedagogy, technology in the classroom, leveraging local resources, and building local digital pedagogy community.
- **GC Digital Fellows** are part of the GC Digital Fellows Program, which operates as an in-house think- and-do tank for digital projects. Digital Fellows utilize a team-based approach as they explore creative solutions for projects that can be implemented in a collaborative fashion. Their experience developing curricula and teaching for our GC Digital Institutes has prepared them to provide strong support at each session of the DHRI.

Please see Appendix C for biographical statements for each mentor and Appendix E for Letters of Commitment for additional information about how each guest lecturer and mentor will participate.

- **Meredith Broussard (guest lecturer and consultant)** is an assistant professor at the Arthur L. Carter Institute at New York University. Her research focuses on the role of artificial intelligence in journalism. Her book *Artificial Unintelligence: How Computers Misunderstand the World* is an approachable, introduction to how computers, the internet, and machine learning work and the need for critical, humanistic approaches to what she calls *techodeterminism*. In our 2018 institute, we provided students with a copy of her book and began each day by referencing a chapter. This year, Broussard will join us for one day for a talk, to interact with participants, and to advise our work.
- **Erika Gault (mentor)** Arizona State University

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- **Rico Chapman (mentor)** Clark Atlanta University
- **Amy Gay (mentor)** Binghamton University
- **Dianne Fallon (mentor)** York County Community College
- **Sarah Noonan (mentor)** St. Mary's College
- **Daniel Johnson (mentor)** University of Notre Dame

Appendix A: Schedules & Curricula

Schedule for June 2020

The following is a brief overview of the schedule and workshop modules that make up the June 8 - 17, 2020 in person Digital Humanities Research Institute. A more streamlined schedule displayed graphically is also included. Curricula are posted on our GitHub repository: <https://github.com/DHRI-Curriculum>.

	Mon Jun 8	Tue Jun 9	Wed Jun 10	Thu Jun 11	Fri Jun 12	Mon Jun 15	Tue Jun 16	Wed Jun 17	Schedule Legend
9am	Sign in	Sign in	Sign in	Sign in	Sign in	Sign in	Sign in	Sign in	Hands-on workshop
10am	Welcome, overview of the institute, ice breaker	Introduction to Data and Databases for Humanists	Python for Humanists	Guest Lecture by Meredith Broussard	Introduction to Mapping	Project Lab	Versioning the Digital Humanities Research Institute	Developing Publicity and Outreach for your Institute	Institute-related
11am	Introducing DHRI and a Foundational Approach to Digital Humanities Research	Introduction to Data and Databases for Humanists	Python for Humanists	Ethics and Digital Humanities Research	Introduction to Mapping	Open Lab	Wide Open Spaces	Public Lightning Talks & Closing Ceremonies	Local DHRI planning
12pm		Introduction to Data and Databases for Humanists	Python for Humanists	Principles of Machine Learning for Humanists	Introduction to Mapping	Open Lab	Wide Open Spaces	Public Lightning Talks & Closing Ceremonies	Panels and talks
1pm	Introduction to the Command Line								
2pm	Introduction to the Command Line	Intro to git/ GitHub	Introduction to Text Analysis with Python	Digital Publishing I HTML/CSS with WordPress	Digital Publishing II Introduction to Scholarly Publishing with Manifold	Joining the DHRI Curriculum Community	Finding Funding: Tips and Tricks		
3pm	Introduction to the Command Line	Intro to git/ GitHub	Introduction to Text Analysis with Python	Digital Publishing I HTML/CSS with WordPress	Digital Publishing II Introduction to Omeka	If we build it will they come? Finding your audience	Open Lab		
4pm	Wrap up, Review, Evaluation, and Look Ahead	Intro to git/ GitHub	Introduction to Text Analysis with Python	Digital Publishing I HTML/CSS with WordPress	Introduction to Omeka	If we build it will they come? Finding your audience	Open Lab		
5pm	Wrap up, Review, Evaluation, and Look Ahead	Wrap up, Review, Evaluation, and Look Ahead	Wrap up, Review, Evaluation, and Look Ahead	Wrap up, Review, Evaluation, and Look Ahead	Wrap up, Review, Evaluation, and Look Ahead	Wrap up, Review, Evaluation, and Look Ahead	Open Lab		
5.30pm									

Outlines of workshops offered during our GC Digital Research Institutes are available on our website for review (<http://dhinstitutes.org>). The menu bar links easily to the open-access curricula for each of the workshops. Next to the name of each workshop is a link to the workshops “repo,” which links the user to a live overview of it on GitHub, such as an Introduction to the Command Line: <https://github.com/DHRI-Curriculum/command-line>.

Monday, June 8, 2020

- Welcome, overview of the institute, ice breaker** — Lisa Rhody and Kalle Westerling
 - Participants draw their research project without using any words using large plain paper and markers. These drawings are used at first at individual tables as a way of introducing each participant and their work to the cohort. The purpose of the assignment is two-fold: a reminder to participants that our research questions should drive our learning in digital humanities methods

and a recognition that each participant brings knowledge and valued experience to the institute, consequently dispelling the believe that those with more technical experience are the most “expert” in the room. This session begins our modeling of critical digital humanities pedagogy, which continues to be a theme throughout the week.

- While working on their creative research projects, staff will circulate from table to table to make sure each participant has the software needed for the day installed properly. [1.5 hours]
- **Introducing DHRI and a Foundational Approach to Digital Humanities Research**
– Lisa Rhody
 - In this session, we explain the Digital Humanities Research Institute approach to learning computational skills as humanists. We explain why understanding grounding principles in how computers work, in what it means to work from the command line, in learning the principles behind good practices for sharing documents, about how coding works, what databases are, and how coding can be used to search, sort, count, and cluster in ways that can be helpful for humanistic research. Participants will read excerpts from *Artificial Unintelligence: How Computers Misunderstand the World* by Meredith Broussard (guest lecturer) and over the course of the week, we’ll explain how core computational concepts depend upon humanistic inquiry and vice versa. Drawing on work by Lisa Nakamura, Tara McPherson, Alan Liu, Wendy Hui Kyong Chun and groups such as FemTechNet and Critical Code Studies, we will begin by explaining that computers are produced by humans and the underlying methodologies, processes, and assumptions of technology are weighted by the same human biases, assumptions, and values. Understanding fundamentals will help humanities scholars become more confident users and critics of digital technologies. Our objective is not only to develop more confident autodidacts, but to also explain how humanities method and theory are entwined. Though many courses convince scholars that they do not need to know about how computers work to develop their projects, we begin our institute from the opposite perspective--that understanding foundational concepts in computation makes us better humanities researchers. [1 hours]
- **Introduction to the Command Line** - Staff
 - In this session, we’ll learn common commands by exploring and manipulating a simple data set. By the end of the session, participants will be able to navigate their computer, create and manipulate files, and transform text-based data using only the command line. Participants in this session often are surprised to realize that many of the simple tasks they have always wanted to be able to do with text corpora can often be accomplished relatively simply from the command line. In addition to being a useful tool in itself, the command line gives us access to a second set of programs and utilities and is a complement to learning programming. [3 hours]
- **Wrap up, Review, Evaluation, and Look Ahead** – Lisa Rhody & Kalle Westerling
 - Each day ends brief overview of what to expect the next day. We distribute links to anonymous exit slips (via Google Forms) before leading the group on the steps necessary to have all the software required for the next day properly installed.

Tuesday, June 9, 2020

- **Daily overview** – Lisa Rhody
 - Every morning of the institute starts with a briefing and a follow-up on the comments that we receive in the previous day's exit slips. It ensures a smooth institute where we can make sure to adapt to the desired pace of the participants.
 - Additionally, each day begins with a conceptual overview connecting actual digital humanities projects to the fundamental computational concepts introduced that day. We point to digital humanities projects that share datasets via GitHub, such as those highlighted in Lisa Spiro's presentation at DH2016 (<https://digitalscholarship.wordpress.com/2016/07/20/presentation-on-how-digital-humanists-use-github/spirosmithdh2016githubpresentationfinal/>) and the way that Python has been used by humanists to scrape data from the web, clean large datasets, and create web applications. [1 hour]
 - **Introduction to Data and Databases for Humanists**– Stephen Zweibel
 - Databases are invaluable tools for organization, and are better than a spreadsheet for working with multiple data sets, asking questions, and adding structure to your data. This workshop will introduce you to the basics of interacting with databases, and will include hands-on practice creating databases and tables, importing data, and querying the database. We will also discuss cleaning data, and what a good data set might look like. [3 hours]
 - **Introduction to git/GitHub** – Staff
 - Git is a tool for managing changes to a set of files. It allows users to recover earlier versions of a project, and collaborate with other contributors. GitHub is a web-based platform that provides access to open source repositories and facilitates collaboration on files, code, or datasets. This session will introduce participants to version control and collaboration using Git and GitHub, and demonstrate their use in digital projects. [3 hours]
- Wrap up, Review, Evaluation, and Look Ahead** – Lisa Rhody & Kalle Westerling

Wednesday, June 10, 2020

- **Daily overview** – Lisa Rhody
 - After answering questions, laying out the agenda for the day, and resolving any lingering issues with installations, today's overview introduces how understanding tidy data and data structures is important for humanists. Reviewing readings, such as Hadley Wickham's *Tidy Data*, Trevor Owens' "Defining Data for Humanists: Text, Artifact, Information, or Evidence?" (<http://journalofdigitalhumanities.org/1-1/defining-data-for-humanists-by-trevor-owens/>), and Jessica Marie Johnson's "Markup Bodies: Black [Life] Studies and Slavery [Death] Studies at the Digital Crossroads" (<https://doi.org/10.1215/01642472-7145658>), we will discuss why the word "data" is problematic for many humanists and what is necessary to know about data for digital projects that include: mapping, archives, text analysis, machine learning, social networks, and open educational resources. [1 hour]

- **Python for Humanists** – Staff
 - Python is a general-purpose programming language that is suitable for a wide variety of core tasks in the digital humanities. Learning Python fundamentals is a gateway to analyzing data, creating visualizations, composing interactive websites, scraping the internet, and engaging in distant reading of texts. This session in Python fundamentals also introduces essential computing concepts such as data types, iteration, input/output, control structures, and importing libraries. This session will serve as a basis for later sessions in data, natural language processing, mapping, and machine learning. [3 hours]
 - **Introduction to Text Analysis with Python** – Staff
 - Digital technologies have made vast amounts of text available to researchers, and this same technological moment has provided us with the capacity to analyze that text. The first step in that analysis is to transform texts designed for human consumption into a form a computer can analyze as well. Using Python and its Natural Language Toolkit package (NLTK), this workshop introduces strategies to turn qualitative texts into quantitative objects. Through that process, we will present a variety of strategies for simple analysis of text-based data. [3 hours]
- Wrap up, Review, Evaluation, and Look Ahead** – Lisa Rhody & Kalle Westerling

Thursday, June 11, 2020

- **Guest Lecture by Meredith Broussard**, (tentatively) “Critical Algorithm Studies and Why Humanities Matter” [1 hour]
- **Ethics and DH Research** – Staff
 - This discussion-based workshop will address an array of ethical questions and concerns for scholars doing digital projects or research with an emphasis on consent, personhood, confidentiality, political economy, the politics of knowledge production, and accessibility. The approach of this workshop is premised on the understanding that there is no simple roadmap for practicing “good ethics” and, indeed, what constitutes “good” or “ethical” for one individual may vary from the next and is often reflective of a scholar’s political commitments and personal background. [1.5 hours]
- **Principles of Machine Learning for Humanists** -- Staff
 - This session will use pre-prepared Jupyter notebooks and datasets to demonstrate two examples of machine learning: one supervised and one unsupervised. Our supervised machine learning example will demonstrate an example of classification between examples of “romance” and “news” genres. The second example will demonstrate unsupervised learning through topic modeling using a corpus of novels from the NLTK dataset. Emphasis will be placed on general principles and assumptions. [2 hours]
- **Digital Publishing Part I - HTML/CSS with WordPress** – Staff
 - This session will introduce attendees to HTML and CSS, two of the most commonly-used languages in rendering information on the web today. This class will explain how knowing HTML & CSS are necessary to build digital humanities website projects from digital editions to course websites to digital resources for scholars. We’ll begin with an overview of how the

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internet works, securing URI, using FTP, as well as how to make changes to HTML & CSS while using a content management system (CMS) like Wordpress. In addition to learning the basics and basic differences of each language, attendees will use a simple text editor and their local computer to begin creating a web site. [2 hours]

- **Wrap up, Review, Evaluation, and Look Ahead** – Lisa Rhody & Kalle Westerling

Friday, June 12, 2020

- **Daily overview** – Lisa Rhody
 - Our daily overview will address early techno-utopia and its relationship to the explosion of internet use after introduction of the Netscape browser through reading of Jay David Bolter. Drawing on examples of digital poetics from the E-Poetry Festival Archive (<http://writing.upenn.edu/epc/e-poetry/archive/>), non-linear projects in Vectors such as *The Roaring Twenties* by Emily Thompson and Scott Mahoy (<http://vectorsdev.usc.edu/NYCsound/777b.html>), digital editions such as the Shelley-Godwin Archive (<http://shelleygodwinarchive.org/>), or archive projects such as *Colored Conventions* (<http://coloredconventions.org/>). We'll discuss why the open standards of web development are critical to making cultural heritage materials available to students and a wider public.
- **Introduction to Mapping** – Staff
 - This workshop will offer an approachable introduction to Geographic Information Systems (GIS), a digital tool that allows to create maps and analyze data in a geospatial context. GIS software can be intimidating, but with this workshop, participants will be able to understand the interface of QGIS, an open-source and versatile GIS solution, and use it for basic yet practical operations. By the end of this workshop, participants will be able to use QGIS to: add and create vector and raster layers; view and edit fields and features in the attributes table; perform basic geoprocessing operations on vector layers and create basic visualizations to facilitate geospatial data analysis. [3 hours]
- **Digital Publishing Part II**
 - **Introduction to Scholarly Publishing with Manifold** – Matthew K. Gold
 - This presentation introduces Manifold Scholarship, a Mellon-funded digital publishing platform developed by the CUNY Graduate Center, The University of Minnesota Press, and Cast Iron Coding. Manifold allows you to create beautiful, dynamic open access projects that can include text, images, video, embedded resources, and social annotation. This presentation will provide an overview of Manifold and demonstrate how faculty, students, librarians, and staff in the digital humanities can use Manifold to publish open access scholarly works, conduct and participate in peer review, and create custom edited versions of public domain course texts and Open Educational Resource (OER) materials. [1.5 hours]
 - **Introduction to Omeka** -- Staff
 - Omeka is a free Content Management System (CMS) and a web publishing system built by and for scholars that is used by hundreds

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of archives, historical societies, libraries, museums, and individual researchers and teachers to create searchable online databases and scholarly online interpretations of their digital collections. If you have a digital collection of primary sources that you want to publish online in a scholarly way, you'll want to consider Omeka. Omeka allows to describe the items according to archival standards, import and export that descriptive information from other systems, and to create as many interpretive online exhibits as you like from those items. [1.5 hours]

- **Wrap up, Review, Evaluation, and Look Ahead** – Lisa Rhody & Kalle Westerling

Monday June 15, 2020

- **Daily overview** – Lisa Rhody
 - In the second week, focus will shift toward helping participants consider how they will plan, organize, and execute their own Digital Humanities Research Institute. [30 minutes]
- **Project Lab** -- Lisa Rhody & Staff
 - What separates projects that turn into something from those that stall out and go nowhere is the formulation (and constant revision and adaptation) of a reasonable, informed, and purposeful project plan. During this session, participants will be introduced to sound project development and management practices. Starting with an end goal in mind, an articulation of the needs and opportunities, audience, resources, and work plan, participants will draft a one to three page proposal for their local institute. [1.5 hours]
- **Open Lab** -- Staff
 - Time for participants to ask particular questions about their own research projects or about the lessons from the previous week or to work on their proposal. [1.5 hours]
- **Joining the DHRI Curriculum Community** -- Kalle Westerling & DHRI Mentors
 - This session will address how participants can fork, modify, and issue pull requests for the existing DHRI Curriculum. Additionally, we'll discuss how to provide appropriate attribution, how to participate in the DHRI forum, and how to create "issues" to point the DHRI staff to errors or needs for clarification in the curriculum. [1.5 hours]
- **If we build it will they come? Finding your audience.** – DHRI Mentors & Staff
 - Roundtable with participants from the 2018 DHRI (the "mentors") reflect on how the workshops from the previous week were implemented at each mentor's own institution. How did the mentors lead something like the DHRI at their own organizations? The mentors will be given the possibility to speak to each of the composite parts of a DHRI: People, Context, Logistics, Curriculum, Outreach, Resources. [1.5 hours]
- **Wrap up, Review, Evaluation, and Look Ahead** – Lisa Rhody & Kalle Westerling

Tuesday, June 16, 2020

- **Daily Overview** -- Lisa Rhody

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- The morning's overview will focus on reviewing the DHRI approach to critical digital pedagogy. Topics include lowering barriers to entry, creating a space of trust and shared ownership of knowledge production, integrating humanities-thinking with foundational skill learning. [1 hour]
- **Versioning the Digital Humanities Research Institute** -- DHRI Mentors & Staff
 - In break out groups, participants will discuss with DHRI 2018 mentors how they can modify, adapt, and complement the existing DHRI curricula to develop their own institute--one that serves the needs of their organizational type and audience. [1.5 hours]
- **Wide Open Spaces** -- DHRI Mentors & Staff
 - Current participants and mentors work in small groups to address what resources are needed to run an effective institute. Participants will be provided with a list of support provided by the DHRI Staff & Fellows, and will hear from DHRI Mentors about how they found space, negotiated time, and worked within and around their institutional constraints to host their workshops. Examples of remote participation, inter-institutional, center-based, and library-based models will be available. [1.5 hours]
- **Finding Funding: Tips and Tricks** -- DHRI Mentors & Staff
 - During this session, DHRI mentors and staff will discuss various approaches to leveraging institutional support for their institutes. Mentors will discuss how they requested funds, if they did so, and how they suggested measuring and reporting impact. [1.5 hours]
- **Open Lab**
 - Time for participants to plan their public lightning talk and meet one-on-one with mentors and staff for consultation. [2 hours]

Wednesday, June 17, 2020

- **Daily Overview** -- Lisa Rhody [30 minutes]
- **Developing Publicity and Outreach for your Institute** -- Kalle Westerling
 - This session will provide helpful tips and tricks for how to create a public presence on and off campus for your work. We will address developing logos, applications, and press releases. Additionally, we'll discuss how to continue to draw on support from the cohort and how to effectively support one another's ongoing efforts as a digital humanities researcher and leader. [1.5 hours]
- **Public Lightning Talks & Closing Ceremonies** -- All
 - Participants will prepare 3-minute and 3 slide proposals for how they will lead a local Digital Humanities Research Institute based on their work during the previous 10-days. They will address who their audience will be, how they will recruit additional support, and how they believe their institute can positively impact humanities research at their local organization.
 - Closing comments offered by DHRI staff.
 - These lightning talks will be livestreamed and advertised across the NYC Digital Humanities network of practitioners. [2 hours]

Schedule for Follow-up Workshops

Post-institute follow-up workshops will enhance activities from our in-person meeting by addressing topics that we discovered to be of high interest to participants in our earlier DHRI Institute. These meetings will be hosted on Zoom, include a guest “mentor” speaker, and will also include a review of a workshop module of participants’ choice.

October 2020 (Date TBD): Finding Collaborators and The Command Line

- Hour 1: Working through questions related to the command line lesson
- Hour 2: Discussion of challenges faced when finding collaborators locally.

December 2020 (Date TBD) Additional Funding & Using git & GitHub

- Hour 1: During the first hour, we’ll work through questions participants have about the git/GitHub lesson
- Hour 2: Discussion and sharing of opportunities for additional funding, finding money for faculty and researcher stipends, and problem solving with a DHRI mentor.

February 2021 (Date TBD): Publicizing Your Institute & other approaches to teaching mapping

- Hour 1: Working through more ways to teach mapping.
- Hour 2: Discussing approaches to publicizing your local institute, including reaching new audiences and attracting diverse applications.

April 2021 (Date TBD): Evaluating Applications & Inclusive Pedagogy

- Hour 1: Creating applications that help you cultivate a diverse community of practice.
- Hour 2: We’ll discuss pedagogical approaches that foster a learning community of trust where participants feel safe to take risks and try methods outside their comfort zone.

June 2021 (Date TBD) Workshop Evaluation & White Papers

- Hour 1: Discussion will include evaluating local DHRI’s hurdles and accomplishments.
- Hour 2: We will cover how to assemble a brief white paper about participants’ experience.

Appendix B: Detailed Work Plan

		Tasks	Role Responsible
Q4 2019 (Oct–Dec)	<i>Outreach & Communication</i>	<p>Update website to reflect new institute to run in June 2020 with new award funds.</p> <p>Press release about grant award including timetable for application process.</p> <p>Inform faculty and consultants of award and reminder of commitments.</p> <p>Presentation of the grant award at CUNY Digital Humanities Initiative’s Lightning Talks event.</p>	Coordinator
	<i>Curriculum</i>	<p>Begin curricular enhancement: Omeka, Social Network Analysis, and OER curricular units developed in GitHub.</p> <p>Find readings and project examples that can be helpful for participants to understand the need for foundational skills.</p>	Staff
	<i>Event Planning</i>	Room reservations.	Coordinator
	<i>Budget</i>	Work with CUNY Research Foundation to establish grant accounts, purchase card, account number.	Director
Q1 2020 (Jan–Mar)	<i>Outreach & Communication</i>	<p>Publicity about the DHRI, spreading the word via social media and listservs with the goal of recruiting a diverse applicant pool.</p> <p>Set up Slack team for communication between participants, faculty, mentors, and administrative collaborators.</p> <p>Presentation of the grant award at New York City’s DH Week event.</p>	Coordinator
	<i>Event Planning</i>	Plan logistics, contact hotels, catering.	Coordinator
	<i>Application and Evaluation</i>	<p>Construct application in Google Form (in collaboration with Staff and Director).</p> <p>Open applications and finally make selections of participants.</p>	Coordinator

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	<i>Curriculum</i>	Begin monthly curriculum meetings with faculty.	Staff
	<i>Grant Administration</i>	Collect essential information from participants in order to issue stipends.	Coordinator
Q2 2020 (Apr–Jun)	<i>Outreach & Communication</i>	Publicity about the DHRI, communicating expectations on blog and establishing social media presence to disseminate open-access curriculum. Add participants to Slack team.	Coordinator
	<i>Event Planning</i>	Finalize logistical organization for Institute.	Coordinator
	<i>Application and Evaluation</i>	Contact applicants with results and administer waitlist.	Coordinator
	<i>Curriculum</i>	Meetings with faculty every 2–3 weeks, refining humanities datasets, testing curricula, creating support documentation. Make sure GitHub repository is consistent and updated with latest curriculum.	Staff
	<i>Grant Administration</i>	Coordinate stipend and pay honoraria to guest speakers.	Coordinator
Host institute June 8–17, 2020 (see Appendix A for schedule)			
Q3 2020 (Jul–Sep)	<i>Outreach & Communication</i>	Actively cultivate continued conversation on the Slack team, building community.	Coordinator
	<i>Local Institutes Planning</i>	Collect information about planning of local institutes, including dates, institutional partners, external funding, etc. Provide support and consultation for participants as they begin figuring out how and when to host their version of the institute.	Coordinator
	<i>Curriculum</i>	Continue to refine curriculum and accept pull requests on the original curriculum from participants.	Staff
	<i>Grant Administration</i>	Reconcile expenses from Institute. Follow up on budget.	Director
Q4 2020 (Oct–Dec)	<i>Outreach & Communication</i>	Continue cultivating communities internally via Slack. Externally: Publicize and circulate information	Coordinator

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		<p>about participants' local institutes; maintain a social media presence and keep website up to date.</p> <p>Presentation of the project and local institutes at CUNY Digital Humanities Initiative's Tightning Talks event.</p>	
	<i>Local Institutes Planning</i>	<p>Continue collecting information about planning of local institutes and supporting and consulting for participants.</p> <p>Host post-institute follow-up workshops I (finding collaborators and command line) and II (finding additional funding and git/GitHub). See <i>Appendix A: Schedule for Follow-up Workshops</i> for more information.</p>	Coordinator
	<i>Curriculum</i>	Keep track of the many variations of the curricula and begin publicize them.	Staff
	<i>Grant Administration</i>	Follow up on budget; make sure the project is on track.	Director
Q1 2021 (Jan-Mar)	<i>Outreach & Communication</i>	<p>Continue cultivating communities internally via Slack, while publicizing deadlines for many local institutes' applications.</p> <p>Maintain a social media presence and keep website up to date.</p> <p>Presentation of the project and local institutes at New York City's DH Week event.</p>	Coordinator
	<i>Local Institutes Planning</i>	<p>As many institutes are implemented, help with any last-minute requests for assistance on planning and running local institutes.</p> <p>Host post-institute follow-up workshop III (publicizing institute and mapping). See <i>Appendix A: Schedule for Follow-up Workshops</i> for more information.</p>	Coordinator
	<i>Curriculum</i>	Keep track of the many variations of the curricula and begin publicize them.	Staff
	<i>Grant Administration</i>	<p>Follow up on budget; make sure the project is on track.</p> <p>Begin outlining the "Guide to Leading Digital Research Institutes."</p>	Director
Q2 2021	<i>Outreach &</i>	Continue cultivating communities internally via	Coordinator

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(Apr–Jun)	Communication	Slack, while publicizing deadlines for many local institutes' applications. Update website with reports on finished institutes, written by the participants.	
	Event Planning	Logistical organization for Teleconference with all participants in June.	Coordinator
	Local Institutes Planning	As some institutes are implemented, help with any last-minute requests for assistance on planning and running local institutes. Host post-institute follow-up workshops IV (evaluating applications and inclusive pedagogy) and V (workshop evaluation and how to write a white paper). See Appendix A: Schedule for Follow-up Workshops for more information.	Coordinator
	Curriculum	Finalize DHRI-Curriculum collection of all curricula on GitHub.	Staff
	Grant Administration	Begin writing the "Guide to Leading Digital Research Institutes."	Director
June 2021 Teleconference			
Q3 2021 (Jul–Sep)	Outreach & Communication	Update website with reports on finished institutes, written by the participants. Publicize the forthcoming "Guide to Leading Digital Research Institutes."	Coordinator
	Grant Administration	Finalize the "Guide to Leading Digital Research Institutes."	Director

Appendix C: Core Faculty & Staff CVs

Below are CVs for the following core staff:

- Lisa Marie Rhody
- Matthew K. Gold
- Stephen Zweibel
- Kalle Westerling

In addition, the following participants from our June 2018 DHRI will return to serve as mentors, presenters, and guest facilitators during the June 2020 institute and offer consultation to the new cohort of participants during the 2020-2021 academic year:

- **Erika Gault (mentor)** is an assistant professor of Africana Studies at the University of Arizona. Gault's scholarly work focuses on the intersection of religious history, technology, and urban black life in post-industrial America. 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*.
- **Rico Chapman (mentor)** is 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 PhD program. His most recent book is titled *Student Resistance to Apartheid at the University of Fort Hare: Freedom Now, A Degree Tomorrow* (Lexington, 2016).
- **Amy Gay (mentor)** is Digital Scholarship Librarian at Binghamton University, where she leads 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 IMLS.
- **Dianne Fallon (mentor)** is department chair of English at York County Community College in Wells, Maine, where she teaches English and Humanities courses. Currently, she is Project Director for "Go Local: Expanding Capacity for Public History in York County, Maine," funded by an NEH Digital Humanities Advancement Grant. Fallon participated in the 2018 DHRI.
- **Sarah Noonan (mentor)** is assistant professor at Saint Mary's College, 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.
- **Daniel Johnson (mentor)** is a subject specialist librarian 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 (PhD), where he specialized in literature of the long eighteenth-century.