Measuring the Impact of the Institutes for Advanced Topics in the Digital Humanities

Sara Mohr

Introduction

What role has the NEH played in building an inclusive digital humanities community? Since 2008, the NEH's Institutes for Advanced Topics in the Digital Humanities (IATDH) program has provided funding to institutions around the United States to run training programs on topics at the intersection of digital research and humanistic inquiry. This study aims to understand the impact that this program has had on the shape of the digital humanities community in the United States and beyond.

Though Digital Humanities (DH) is often spoken of as a discipline, this study treats DH instead as a number of communities of various sizes that manifest across different spaces, such as institutes, departments, and social media. Network analysis of this community via the IATDH program can be used to better understand the impact of the IATDH program on the DH community via its contributions to geographic and vocational diversity and connectivity. The goals of this program are to increase the number of humanities scholars and practitioners using digital technology in their research and to broadly disseminate knowledge about advanced technology tools and methodologies relevant to the humanities. IATDHs can be single opportunities or offered multiple times to different audiences. As well, they may be as short as a few days or as long as several weeks.

The flexibility of the IATDHs may allow more people access to DH tools who do not identify as "digital humanists." Due to the increasing overlap between participants, faculty, and directors, it is possible that the IATDHs are helping these overlapping people serve in the role of bridges between communities, creating a more connected network of DH practitioners, while also leaving space for expansion into new communities and the inclusion of future practitioners.

This study was conducted while I was an intern with the NEH Office of Digital Humanities with the purpose of evaluating the impact of the IATDH program and its effectiveness in achieving several programmatic goals, including building community and expanding the kinds of institutions and individuals involved in digital humanities to build a more inclusive DH. Using the tools of network analysis and statistical analysis, I examine the most connected people involved with the IATDH program and the institutes with which they were involved in order to understand what IATDH characteristics facilitate these connections. Analysis of vocational and geographic diversity over time shows the impact that the IATDHs have in expanding the DH community around the world. Comparison with the Digital Humanities Summer Institute (DHSI) gives further insight into how this expansion fairs in comparison to other program focused on teaching DH tools and methodologies.

Background: understanding the digital humanities community

What is a digital humanities community?

Defining DH has been subject to debate in a discussion extending beyond the brick-and-mortar confines of an academic department. To confine it in this way would fail to recognize the vast amount of DH research that occurs at all levels of academia and outside of academia. The phrase "digital humanities" itself lacks universal currency for describing the variety of practices that encompass the field (Risam 2018). Common ideas about what the digital humanities are often seek to align DH work with institutional models, but it rarely fits (Svensson 2016). But the idea of what constitutes a discipline in the institutional sense is muddy and often hinges around a formally designated department or center. It is often the non-institutional dynamics of DH that are the most exciting and allow for the highest level of community-building.

Communal identity is built over time and in various different ways, with numerous benefits for individuals and for the field. In the DH community, we tend to rely on the networking capabilities of academic conferences and the more informal networking afforded by online platforms like Twitter, rather than organizing primarily around a single department within an institution. Individuals can find support in a network of scholars and become active in communities that have strength in management of their local, regional, national, and international organizations. Terras (2006) employs the term "hidden curriculum," first introduced by Philip Jackson (1968), to describe what is gained from identifying as a member of an academic community. Hidden curriculum refers to the fact that education is a socialization process, and that cultural norms, socially accepted practices, levels of knowledge are passed on to students through the teaching process.

There are certainly cliques of scholars in the community in the form of unofficial discussion groups, friendships, and scholarly support networks associated with DH as different communities of practice (Terras 2006). Efforts to develop new communities of practice and projects that facilitate connections among DH practitioners are helping to reimagine the map of DH organization, expanding on conceptions of belonging and collaboration (Risam 2018). It is important that we as practitioners undertake this work of expanding the community not only for increased stability, but also in recognition that our public face sets the course of DH. It impacts who engages with us, informs policy agendas, determines where funding is allocated, and who gets inspired to be the next generation of DH practitioners (Eichmann-Kalwara et. al. 2018).

There are a number of conceptions of the public face of the DH community that are often taken as a point of pride for those participating in it. First, as indicated by the international locations of the annual DH conference, DH is often understood to be a truly international discipline. However, scholars in the US and publications in English dominate the field. The monolingual nature of DH creates a cultural echo chamber. As countries like the US are centered in such representations, so too are their scholars taken as global leaders (Risam 2018). Second, collaboration in DH is often upheld as the antithesis to the solitary efforts that usually characterize the humanities. A number of publications and projects have acknowledged the new

collaborative possibilities that digital tools and electronic publications can offer in the digital humanities (Nyhan and Duke-Williams 2014). However, the prevalence of multi-author publications suggests the interconnections between DH practitioners may be more complicated.

The state of the field of DH is further complicated by the fact that there are people doing digital work who do not identify as digital humanists or call their work digital humanities. Recent work in DH has aimed at bringing these people into the community as well as engaging those without DH skills and providing them with the tools to further engage with DH. Organizations have faced increased pressure to be more inclusive, and one emerging idea has been the rhetoric of "big-tent digital humanities," which would supposedly help open up the field to newcomers (Svensson 2016). However, if we are to argue for a more inclusive, more collaborative, more multi-national DH, we need to not only accommodate newcomers, but also be open to new ideas and new ways of forming community.

Different forms of diversity have been on the radar for DH for several years, but when examining those on the network periphery, it is easy to see the gender disparity, the Anglocentrism, and the academic gatekeeping. This study aims to understand the breadth and inclusivity of the community of people who have taught, participated in, or otherwise supported the IATDH program. Breadth refers to how effectively the program brings new participants into the DH community. Inclusivity refers to the program's ability to attract scholars working at various kinds of institutions (such as community colleges, HBCUs, tribal colleges, libraries, and museums) as well as in various kinds of jobs (such as librarians, curators, postdocs, adjunct instructors, etc.). This study does not address diversity as it refers to the gender, ethnic, or racial identity of participants, as this information has not collected by the NEH.

Gatekeeping in a variety of forms, based largely in academic disciplinary gatekeeping but also including hurdles like access to digital tools, has been responsible for the lack of diversity in DH and the challenges faced in the field. The challenge for DH lies not in negotiating the range of traditions or perspectives, or replacing one tradition with another, but rather in creating conditions for dialogue and change that will enable engaging work (Svensson 2016). At stake in the matter is who has control over world-making in DH and who establishes the shape and boundaries of the field (Risam 2018). There are inherent dangers in allowing DH to remain stuck in a universalist approach lacking in linguistic, geographical, and other forms of diversity.

Analyzing community

A number of studies have been undertaken to examine networks and understand the impact of the DH community in online platforms, academic conferences, and in academic publishing spaces. Network studies offer powerful and partial ways of studying the aspects of communities that are amenable to quantitative methods (Gao et. al. 2018). Network analysis examines communities by measuring how individuals "cluster" into groups, and how those clusters connect to one another. The number of components into which the network is divided is measured using "modularity," which can provide insight into the density of relationships, or "edges," within and between clusters.

Applying network analysis to publications in scholarly journals and conferences can offer a view of how scholars collaborate with and build on each other's work. A number of studies have used co-authorship and citation practices to analyze the scholarly community in digital humanities. This includes Nyhan and Duke-Williams (2014), who focused on publications in *Computers and the Humanities* and *Literary and Linguistic Computing;* De la Cruz et al. (2015), who focused on publications in *Digital Humanities Quarterly;* and Gao et al (2017) who focused on a number of prominent journals. Network analysis of conference abstracts can provide similar information, as shown by Eichmann-Kalwara et. al. (2018), who use networks to understand what the annual Alliance of Digital Humanities Organizations *Digital Humanities* conference looks like to an outsider in terms of topics and attendance.

Because Twitter is both free and informal, analyzing the digital humanities communities that form on Twitter can provide a broader and more inclusive, if not comprehensive, view of the community (Grandjean 2016). In their network analysis of digital humanities communities on Twitter, Grandjean (2016) found that DH users on Twitter, as identified through their user biographies, tend to form tight-knit clusters, with a relatively small number of Twitter users serving as bridges between communities. We might describe this as evidence that the DH community tends to form into cliques.

Taken together, these analyses dispel some myths about inclusivity and collaboration across digital humanities communities. Network analysis of scholarly publications reveals that the DH community remains more fragmented than we might expect, with separate groups forming around language, geography, and DH subfield (Tang et. al. 2017). Gao et al. (2017) found that of the top 200 cited authors in articles published in *Digital Humanities Quarterly, Computers and the Humanities,* and *Literary and Linguistic Computing*, there appeared to be five sub-fields of DH that were immediately apparent. Despite the increase in new DH practitioners over time, the network is not as diverse as it could or should be. Nor are DH practitioners working with each other as much as the prevailing notion of DH would suggest.

The studies discussed thus far provide examples of both formal (conferences, publications) and informal (Twitter) DH networks. While Twitter networks have shown higher density and less clear-cut boundaries, those formal institutional examples make apparent the issues of openness and collaboration in the field. Organizational digital humanities has created a world shaped by centers and peripheries according to global notions of representation and power (Risam 2018). In their analysis of the annual ADHO conference, Eichmann-Kalwara et. al. (2018) effectively show that women are consistently underrepresented and authors with non-English names are significantly less likely to pass peer review. The landscape of DH networks could still use reinvigorating in terms of many forms of diversity and connectivity.

In light of studies like these, Edwards (2012) calls for a designed intervention into the DH community that would make the field more centralized and engage more current and future DH practitioners. Perhaps, the IATDH program is that kind of designed intervention because it can provide multiple, funded opportunities around the United States in digital humanities

methods and tools. The aim of this research is to understand if this is the case and take a closer look at what characteristics such a designed intervention would have.

Data and methodology

Using publicly available data from the successfully funded IATDHs and the corresponding years of the Digital Humanities Summer Institute (DHSI), I performed social network analysis and statistical analysis on the participants, program directors, and program faculty to assess the ways in which the IATDHs affect the DH community. The data from the IATDHs includes information for 1,030 participants and 432 instructors. At the completion of each IATDH, the program directors are asked to submit a white paper evaluating the outcomes of each institute. As a part of these white papers, directors often list their instructors and their participants along with their corresponding institutional affiliations. All of these white papers are publicly available. Because the IATDHs have been running since 2008 and the most recent reported data is through 2018, I gathered the same data on workshops and who was involved in each one from the DHSI website.[1] Though structured differently from the IATDHs, I chose DHSI as a point of comparison because of its place in the DH community as a prime opportunity to learn how to use DH methods and tools, and one of the most widely used opportunities for such learning.

As with any data reported by people, there are some caveats and assumptions to be made. All of the information reported by the program directors for the IATDHs and for each workshop strand in DHSI has the potential to be underreported. If there was any sign of underreporting, that IATDH as a whole and that workshop strand of DHSI was removed from the data analysis. Without these readily apparent signs, I was forced to make the assumption that the data was complete. Another result of data reported by other people is the possibility for differences in name reporting and the possibility of duplicates. I used OpenRefine to sort by name and identify and resolve as many duplicates as possible. However, there is still the chance for duplicates and misspellings that OpenRefine was not able to catch.

The primary method of analysis of the IATDHs was social network analysis, investigating the connections formed between all those who make the IATDHs run. The resulting network graph is unimodal, consisting only of people. Primary among the analysis done with this network graph were measures of betweenness centrality[2], closeness centrality[3], and eigen centrality[4], providing us with information on who the most connected and most influential individuals are in the network. By identifying these people, we can then identify the characteristics of their involvement that allow for increased connectivity and influence. Because

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[1] https://dhsi.org/course-archive-2001-2020/
[2] Betweenness centrality measures the extent to which a vertex lies on paths between other vertices. Vertices with high betweenness may have considerable influence within a network by virtue of their control over information passing between others.
[3] Closeness centrality is a way of detecting nodes that are able to spread information very efficiently through a graph. Nodes with a high closeness score have the shortest distances to all other nodes.
[4] Eigen centrality (sometimes called eigenvector centrality) is a measure of the influence of a node in a network. It assigns relative scores to all nodes in the network based on the concept that connections to high-scoring nodes contribute more to the score of the node in question than equal connections to low-scoring nodes.

the nature of the IATDHs is to group people together for a period of time, analysis based on modularity would only have resulted in showing that people are clustered based on their institutes. Additionally, basic statistical analysis was used to show the levels of representation among those involved with IATDHs and with DHSI.

Results

Network analysis allows researchers to visualize the relationship among members of a community by way of a network graph, which shows individuals as points ('nodes') on the graph, with lines ('edges') showing relationships between them. The length of the edges demonstrates the relative closeness of connected individuals, while the thickness shows a multiplicity of connections. In the image shown below, for example, each node represents an individual IATDH participant, while the edges show participants who interacted with one another by participating in IATDHs together.

The network graph shown here looks at first like a jumbled mix of relationships with a series of very dense spots and an equal number of sparse collections of people. The three areas of many strands connecting several groups represent individuals who have participated in multiple IATDHs together, while the smaller areas on the periphery show groups of people who may have been drawn into the community through a single institute or event. The larger and denser the central clusters are, the more insular the community.

In general, this network graph suggests that while there are several core communities of highly active IATDH participants, the program has also been effective in attracting and training budding digital humanists from various areas of the scholarly community. There is already an area of density within the IATDH community, with several groupings branching out from this dense area, showing the way in which the IATDHs serve to bring new people into the IATDH community and into the larger DH community.
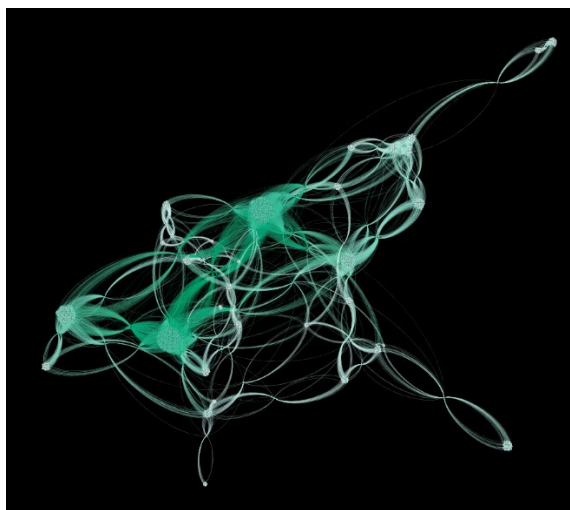

Figure 1. Digital humanities network based on involvement in the Institutes for Advanced Topics in the Digital Humanities.

A distribution of the assigned values for eigen centrality, closeness centrality, and betweenness centrality show a varied mix between those with higher values, making the strongest connections in the network, and those with lower values, seemingly newer members of the DH community or those who are coming from outside those DH practitioners most familiar through either strong social media presence or regular citation. Because one of the many goals of the IATDH program is to provide new opportunities in DH for both those already identifying as digital humanists and those who do not already identify as such, this mixture shows alignment with these goals. It would not be ideal to see a dense network, which would show a very insular community, suggesting that the IATDHs are not inviting to budding digital humanists.
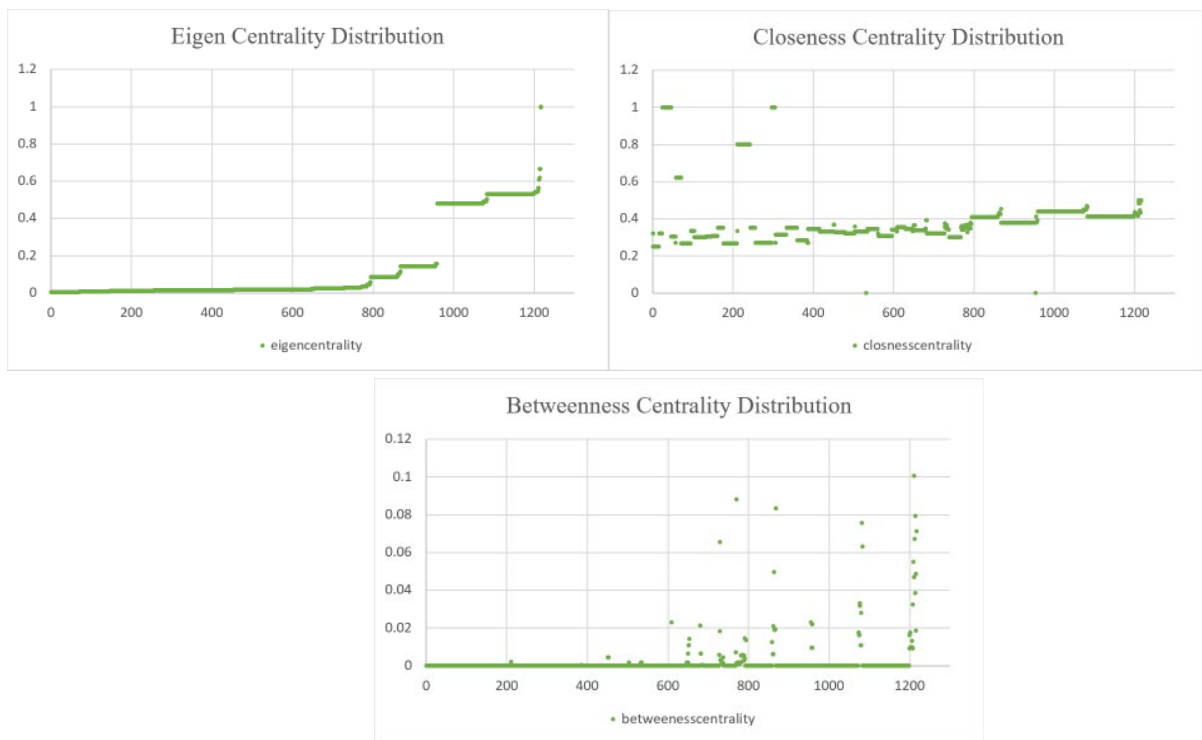

Figure 2. Distribution graphs for the eigen centrality, closeness centrality, and betweenness centrality of those involved in the IATDHs.

The cause for any insularity in the IATDH network is the overlap in participants in varying roles. Approximately 15% of the program directors were IATDH participants, and 7% of faculty were previous participants. In addition to making the network more connected, the presence of participants who moved on to become faculty and directors show both the increase in expertise in those who participate and the increase in a feeling of expertise in those same people. Because the IATDHs are based on an application process, those who participated and then became directors must have made the conscious decision to apply, suggesting that they believe themselves to be experts capable of leading and teaching others.

A closer look at graduate student participation in the IATDH program can help us to understand how the program is shaping a new generation of scholars and digital practitioners. We can use the current employment status of individuals who participated in IATDHs when they were either undergraduate or graduate students to help us understand how they engage professionally with the DH community today. It would be useful to know whether IATDHs attract those who do digital humanities but do not identify as digital humanists. That is too difficult to track due to lack of data. In the case of students, we can use their current positions and job titles as a way to understand whether they think of themselves as digital humanists. If a student is employed at a digitally-focused institution or digital being a part of the job title, we can postulate that the person holding that job in applying for it considered themselves a digital humanist and therefore a good fit for the job. In the case of those 155 IATDH participants that were reported as being students, 26% of them currently hold digitally-focused jobs.
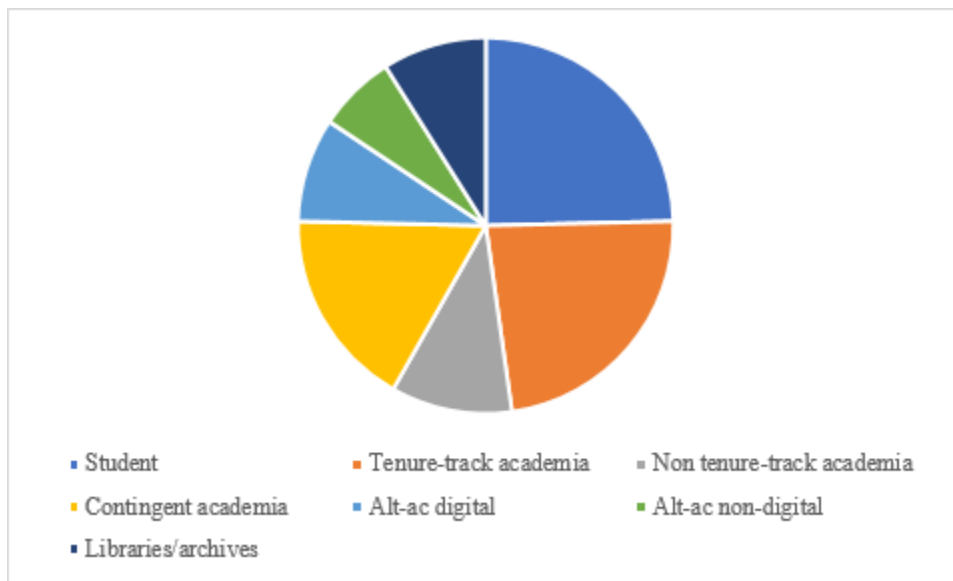

Figure 3. Distribution of past student participants and the positions they currently hold.[5]

While a tenure track position is the most common position held by IATDH students who have since graduated from their programs, a majority of student-participants now hold non-faculty jobs both in and out of the DH sphere. Due to the incomplete nature of the data, it is possible that some of the student participants for whom I could not find current information fall into any of these categories. As well, tracking impact in the age of COVID-19 almost certainly introduces incomplete information. In the case that a former student participant held a job that was slated to end in the spring of 2020, the student was evaluated with that job title to account for the possibility that their job search was halted or their contract was not renewed due to

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[5] 24% students, 23% tenure-track academia, 10% non tenure-track academia, 17% contingent academia, 9% alt-ac digital, 9% libraries/archives, 7% alt-ac non-digital

COVID-19. Largely, student participants in the IATDHs move on to jobs in a variety of sectors, not always digital, both in and out of academia.

Currently 9% of IATDH participants come from institutions outside of academia, such as libraries or museums. While this is broader than some other DH-focused summer institutes, there is still plenty of room for growth. Of the primary institutions leading IATDHs, 71% are R1 universities, perhaps because of the infrastructure demands required to host an IATDH. In contrast, geographic diversity has been growing steadily over the course of the IATDH program. Though based in the US, the IATDHs have reached participants in 49 states and territories and in 18 different countries. Because of their funding by a US government agency, the IATDHs give the distinct impression of being only for people based in the US. However, the increase in geographic diversity over time shows how this is changing and how international recruitment is becoming a larger part of how program directors accept participants to their institutes.
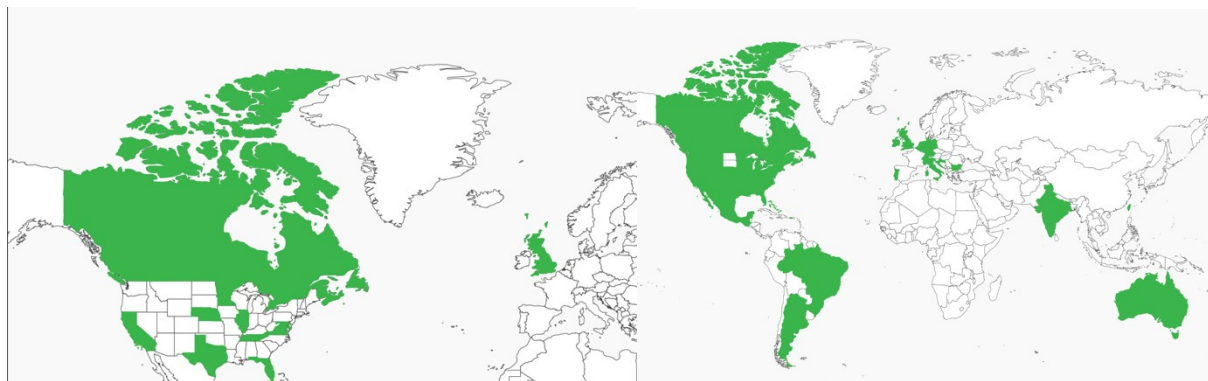

Figure 4. Map of participant locations from 2008 IATDHs (left) and from all IATDHs through 2018 (right).

Discussion

Designing an impactful IATDH

This study seeks to understand whether the IATDH community is professionally and institutionally varied. The network analysis conducted here allows us to see which IATDHs are most inclusive and most impactful, and to think about what features of those institutes might make them effective. From the network graph of people involved with IATDHs, we can use metrics like betweenness centrality and eigen centrality to identify the most connected and most influential members of the network. Understandably, these people are more likely to appear in multiple IATDHs, but also more likely to do so in multiple roles. It is the people who start as participants and then become instructors and directors that hold the network together, while also showing their increased sense of specialization in DH methods and tools. While being part of an IATDH with more participants makes one more likely to develop a higher number of connections, the people who are the most connected and have the most influence in the network are not strictly associated with the IATDHs with the highest volume of people.

From the most influential and connected people we can identify the following institutes as the most influential in the network: *Building an Accessible Future for the Humanities* (2013), *Workshops on Sustainability for Digital Projects* (2018), *Doing Digital History: An Institute for Mid-Career American Historians* (2013, 2016), and *An Institute for Community College Digital Humanities: Beyond Pockets of Innovation, Toward a Community of Practice* (2014). These IATDHs have characteristics that are not shared by all institutes and are largely based in choices made by the program directors when they conceived of their programs and requested funding.

Both *Building an Accessible Future* and *Workshops on Sustainability* organized their institutes in a way that successfully increased their levels of geographic and institutional diversity. Both IATDHs were broken up into five workshops in different locations. This format was facilitated by collaboration between institutions. Perhaps these results are because running an IATDH at a single institution requires a heavy amount of resources, including space, access to tools, and personnel. Running an institute as a collaboration makes the strain on a single institution much lower. As well, moving the institutes around the United States allowed more people to participate than would have been able to had there been only one location. *Building an Accessible Future* reached participants from 42 states and 5 different countries. *Workshops on Sustainability* reached participants from 23 states and 4 different countries.

Workshops on Sustainability, along with both iterations of *Doing Digital History*, cast a wide promotional net and targeted specific groups of underrepresented and interested people to build their participant pool. *Workshops on Sustainability* used targeted emailing of areas surrounding their workshops in an effort to bring in participants from community colleges, HBCUs, tribal colleges, and local community organizations. *Doing Digital History* 2013 and 2016 specifically sought applications from experts in American history with little digital experience, effectively encouraging situations in which less experienced people would leave with new digital skills and return to positions from which they would be able to teach and expose others to them in their work.

The Institute for Community College Digital Humanists is the only IATDH so far that targeted a single group of people with the goal of expanding DH into that particular demographic. The program directors correctly identified community college faculty as underrepresented in the DH community as well as being less likely to be able to secure the institutional funding to travel to one of the existing, permanent DH institutes around the world. Several of the participants in this IATDH went on to serve as those people bringing the network together, serving in different roles for other institutes and continuing to learn in other IATDH contexts.

It should be noted that an IATDH with a narrow focus does not imply that the IATDH did not have significant impact. As shown, the specific focus of IATDHs like the *Institute for Community College Digital Humanists* has helped target an underrepresented group in DH. However, focusing on specific topics can greatly advance scholarship and methodology by bringing together groups of DH practitioners to either deepen knowledge around a particular

subject or tackle a long-standing problem in their field. Impact can be measured in a number of ways around a number of different goals. This project represents just one way around one goal.

Comparing the IATDH program with other DH Institutes
The IATDH program is not the only place to learn methodologies and tools for DH during the summer. Other notable programs include the Digital Humanities Summer Institute (DHSI) at the University of Victoria in Canada, Humanities Intensive Learning and Teaching (HILT), and the Digital Humanities at Oxford Summer School (DHOxSS) at the University of Oxford in England. It is worth looking into how the geographic diversity and reach of the IATDHs compares to that of these similar programs. DHSI was chosen for comparison because of its proximity to the US and for its publicly available participant and workshop leader data.

The Digital Humanities Summer Institute is a professional development program held annually on the campus of the University of Victoria, British Columbia. The program is run by the Electronic Textual Cultures Lab at the University of Victoria, in partnership with about thirty institutions and academic departments. According to its website, target audience includes "faculty, staff, and students from the Arts, Humanities, Library, and Archives communities as well as independent scholars and participants from areas beyond."

There are some significant differences between the IATDH program and DHSI. The NEH supports about five IATDHs each year, which can vary widely in location, structure, timing, and attendees, while DHSI hosts more than fifty courses each summer over two intensive sessions. IATDHs are proposed by applicants and selected annually through the NEH's peer review process, and participants are chosen by the organizers. In contrast, DHSI's slate of offerings are determined by the organizers, and participants apply through a single application portal. Finally, participation in the IATDH program is fully funded, while registration for the DHSI 2021 session costs between $500-$1200 Canadian, and participants are responsible for covering their own transportation and housing costs, although scholarship and discounts may be available. Comparing these two programs allows us to understand the different ways that these programs serve the DH community.

Using the data from the same years for both DHSI and IATDH (2008-2018), I was able to compile a dataset of 521 workshop leaders and 4,462 participants for DHSI. In order to make a comparison between IATDHs and DHSI in terms of geographic diversity, data would be needed from the first 11 years of DHSI to show the growth over a similar developmental period. However, DHSI does not report its participant affiliation until 2006. Therefore, I was unable to make a comparison based on geographic diversity. Due to the size of DHSI, doing a formal network analysis was beyond the scope of this project. However, similar statistical analysis as performed for the IATDHs can give insight into what that network graph might look like.

In contrast to the IATDHs, 43% of workshop leaders at DHSI used to be participants and 50% of the participants are repeated DHSI participants, suggesting an extremely insular network. Though the group of participants and workshop leaders is large, a high percentage of them return to DHSI in similar roles. While this speaks to the strength of the DHSI community, it leaves little space for new people as leaders in the DH community. Additionally, DHSI has proven to be

quite insular to the academic community. Only 3% of participants are not affiliated with a university or college. Though the IATDH program and DHSI have similar goals in expanding access to DH methods and tools in a community-based approach, the IATDH program is much less insular and more inclusive to those beyond the academy and traditionally considered beyond the DH community.

The difference in insularity between the IATDHs and DHSI is due to two main issues: funding and location. IATDHs provide travel funding to their participants as required by the NEH. DHSI only provides a set number of scholarships that cannot cover all participants. Those who do not receive scholarships are left to find their own funding, which is a task more easily done by those tenure-track faculty associated with four-year universities and colleges rather than non-academic institutions. As well, DHSI takes place at the University of Victoria and only at the University of Victoria. In contrast, the IATDHs take place all over the US, providing more opportunity for people to attend. Participants arriving from outside the US are better able to attend those institutes that are held either closer to their home countries or closer to major air travel networks. Participants from local community organizations are better able to attend those institutes that pass through their home states, cutting down on their travel costs and travel time. It is two of the basics of the structure of the IATDH program that allow for a more inclusive and more expansive community network.

One goal of the IATDH program is to increase the diversity of the DH community, which is assessed here via geographic and vocational diversity. While it would certainly be interesting to look further into gender and racial diversity in light of current discussions in academia, it is inherently problematic to assign someone a gender based only on their name and impossible to assign someone a racial category based on the same. Without self-reported data from those people who make up the data, we run the risk of grossly oversimplifying complex and fluid identity structures like gender and race. With self-reported data from the people of this dataset, we would be better able to understand the nature of diversity in the IATDH and larger DH community through more traditionally understood types of diversity.

Conclusion

The IATDH program is continuously growing and the opportunity to make recommendations for and give encouragement to future program directors comes every year. There are many encouraging trends in increasing the access of DH methods and tools as provided by the IATDHs. Going forward, there are a number of things the NEH can do to make sure that these trends continue. Simply the continued existence of the IATDHs means funding and more accessible opportunities for people to work in DH. This report makes three recommendations:

First, the NEH could encourage collaboration through either their Notice of Funding Opportunity, their FAQs, or their informational webinars. This encouragement could increase the number of applications that feature it. Collaboration between institutions allows for more locations for workshops and reduced strain on a single institution, increasing the likelihood that more institutions would be able to participate in this program.

Second, while participant recruitment and applicant evaluation are already part of the review criteria for the IATDHs, the NEH could encourage more targeted outreach as seen in *Doing Digital History* and *Workshops on Sustainability*. The more comprehensive and targeted the outreach, the more participants who are normally considered outside of DH there will be.

Third, future IATDH applicants can create more institutes like *An Institute for Community College Digital Humanists*. By organizing the whole institute around a traditionally underrepresented group in DH, the program directors were able to reach a significant number of new DH practitioners as well as expand the DH community.

Funding and changing locations are fundamental parts of the IATDH program that go a long way in increasing accessibility and building an expanding DH community. From the most influential and connected people in the IATDH network, we can identify the most impactful IATDHs and interrogate what it is that makes them so. By encouraging targeted outreach, collaboration among multiple institutions, and institutes centered around traditionally underrepresented groups, the IATDH program can continue to grow the DH community.

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