

2017-18

CTSDH Annual Report

Year-in-Review



CTSDH Student Fellow and founder of Loyola's chapter of Girls Who Code, Neha Goel (Computer Science '18), works with a participant on launch day, September 2017.

The end of the semester provides a time to catch up on the articles, links, and reports that have accumulated in our email inboxes over the past year. There never seems to be enough time to read them all as they arrive! Going through them over the past few weeks, we've been struck by how many come back to two themes: the ongoing national attack on the value of humanities research and the persistent gender gap in technology education. Neither likely comes as a surprise; both require us to be fierce advocates for the humanities in general, and for our students in particular, and to seek creative solutions.

At the CTSDH, we are proud of the steps we have taken over the past year to address these issues. As a collaborative multidisciplinary research center within the College of Arts and Sciences, we take our mission seriously to foster research and teaching through research projects, public programs, and courses at the

intersection of humanities and computing. New initiatives this past year have revealed the amazing diversity of humanities programming at Loyola. In September we launched the online *Humanities Datebook*, which compiles the various humanities-related events and programs across the university (over 200 this year!) and arrives each Monday morning in Loyolans' inboxes. The CTSDH's eight active research projects and nearly thirty public programs have provided opportunities for students, staff, and faculty to learn about the manifold ways digital platforms, sources, and tools are helping us rethink ongoing humanistic questions about identity, justice, and knowledge production.


Who is involved in the digital humanities is just as important as *what* is undertaken. Studies show the number of young women interested in technology declines precipitously over their teenage years. This is a dangerous trend for many reasons, not least of which is the tech sector is one of the fastest growing in the country. To combat this imbalance, CTSDH Student Fellows proposed and launched, with funding from the Plan2020 Student Innovation Fund, a Loyola chapter of the national organization of Girls Who Code. Young women in 6th through 11th grade from Rogers Park and Edgewater came to campus every Saturday morning over the school year for free classes on coding and robotics. Our work continues at the university level. Remembering the poet Audre Lorde's dictum, "the master's tools will never dismantle the master's house," we gathered nearly a hundred students, librarians, and academics from around Chicagoland in March for *Transformative Digital Humanities: Feminist Interventions in Structure, Representation, and Practice*. Conversations coming out of this conference about creating a more inclusive DH will continue. Descriptions of these activities and much, much more follow in our 2017-18 Annual Report.

Even with these successes, there is still much more work to be done. As we enter the third year of our ambitious 2016-2021 Strategic Plan, it is important to understand and assess the needs and desires of our audiences as the Center seeks to maximize its resources. We took our first steps towards assessing our work with a survey about the CTSDH's programs and research projects administered at the end

of the spring semester. This will guide our work in the fall. In addition, we have some important new initiatives planned for the coming academic year:

- Undertaking a study and revision of the curriculum of our Master’s in Digital Humanities Program, the first since the program was launched in 2011;
- Hosting the Chicago Colloquium on Digital Humanities and Computer Science, a premier national gathering of scholars working at the intersection of humanities and technology;
- Collaborating with University Archives and the Women and Leadership Archive in preparation for the sesquicentennial of Loyola in 2020;
- Expanding our programming from the Lakeshore campus to the Water Tower Campus;
- Continuing to press the university to invest in the work that we do through administrative, research, and student support.

Enjoy the summer. We look forward to seeing you in the new semester at the CTSDH!



Kyle Roberts
Director, CTSDH



Elizabeth Hopwood
Assistant Director, CTSDH

Master’s Program

Graduating Students

We proudly celebrated the graduation of two students from the Master’s Program in Digital Humanities this spring. Andrea (Andi) Pacheco’s capstone project, “DREAMers in Higher Education,” was inspired by her concern that Deferred Action for Childhood Arrivals (DACA) students were too often dehumanized in news media through reduction to anonymous data points. Her project used data visualization techniques to create an interactive site that mapped these vulnerable, but often highly accomplished, students across the nation. Adam Depew’s

capstone, “The Nostromo Project,” analyzed the production and publishing history of a provocative novel by Joseph Conrad in the pages of an early twentieth-century tabloid magazine. Adam’s project revealed, among other things, the ways in which commercial advertisements sold by the magazine’s editor were in direct dialogue with Conrad’s harrowing tale.



Master's in Digital Humanities student Adam Depew '18 talks about his capstone, “The Nostromo Project” at the End of the Year Celebration.

Incoming Graduate Students

While applications for Humanities graduate programs were down across the university, the number of applicants to the Master’s in Digital Humanities Program remained stable. Once again, we extended offers of admission to seven bright students hailing from three continents. Four had confirmed their intention to enroll by the end of the spring semester. They bring with them a diversity of disciplinary backgrounds – English, Art History, History – and a variety of interests, including digital rhetoric, indigenous heritage, and storytelling.

The new Master’s students join six students continuing in the program. The current cohort has been the lifeblood of the CTSDH over the past year. They have staffed the Center on weekdays, participated in our public programming (some even leading their own workshops!), and hosted a groundbreaking conference in February on Digital Accessibility (see further in the report for more details). Many of the continuing students have found summer jobs and internships that allow them to continue to develop their digital humanities and textual studies skills.

Program Promotion

Following on the initiative of Sue Penckofer, Associate Dean for Academics in the Graduate School, Graduate Program Director Kyle Roberts met with Jill Schur, Director of Graduate and Professional Enrollment Management, to craft a robust three-year marketing plan for the Master's program. The plan has seven facets:

- a new flyer promoting the program;
- a series of open houses and online info sessions;
- targeted email promotion to faculty who teach undergraduate digital humanities courses at Chicagoland and AJCU institutions;
- revised messaging on the CTSDH website;
- customized mailing to prospective students in Slate, Loyola's application software;
- and promotion at local and national conferences.

While the return in this first year was modest, we are committed to this approach over the next two academic years. We hope that this investment of energy and resources will raise visibility and awareness of our degree program. A promising sign was the strong uptick in the number of prospective students requesting information, some of whom indicated they would be applying for the program in future years.

Curriculum

In the original 2011 curriculum for the Master's program, students in their second year were required to enroll in the fall semester in DIGH 595/500, a 6-credit course sequence designed to be distributed over two consecutive semesters to allow for development of a final project in directed independent study. The course had proven a challenge for our students for three reasons: first, feedback from graduated students and consultation with affiliate faculty who have taught the class confirmed that most students do not require the full two semesters to complete their capstone project; second, current and graduate students explained they wanted more opportunities to be involved directly in the research activities of the CTSDH; and finally, having to register for a 6-credit course in one semester that

is actually distributed over two semesters was unpopular with students and a nightmare for those on financial aid.

The Graduate Program Director, in consultation with the Graduate Program Committee, put forward the paperwork to split the 6-credit course into two 3-credit courses. DIGH 595 retains the name Digital Humanities Project, but has become a one-semester, 3-credit capstone project, which can be undertaken in the fall or spring semesters. DIGH 500 has become the Digital Humanities Practicum, a 3-credit course in which students work with an affiliate faculty member on a CTSDH research project. This past fall, students tried out this model by working with Prof. Elizabeth Hopwood and Prof. Catherine Nichols on developing a front-end interface for the Collective Access database used for the May Weber Ethnographic Collection, with very positive results. This coming fall, students will work with Hopwood and Prof. Pamela Caughie on readying the Man Into Woman Project for publication.

In an effort to reduce the burden placed on faculty for teaching core DIGH classes, we have worked this year at designing and implementing a rotating schedule for courses. We still need to expand the number of faculty teaching these courses. Doing so will expand faculty investment in the graduate program and the CTSDH.

Finally, as the number of students in the Master's program has grown, we have been able to contribute more students to courses in Computer Science, English, History, and Women's Studies and Gender Studies as those students seek to fulfill their electives. We expect this benefit to other departments will continue to grow, allowing us to build stronger connections to those departments.

Fellowships and Partnerships

We are very grateful to the Graduate School for adding another funded one-year fellowship line to the support we can offer students in the Master's program. When the program began in 2011, the Graduate School granted the program a single one-year fellowship line. Based on the growth of the program, we were successfully able to petition for a second line this year. The Master's program is a two-year program, though, so we will be seeking to convert those one-year fellowship lines

into two-year lines so that we can guarantee admitted students funding for their entire education, which we cannot do now.

We have also been exploring ways in which we can partner with other units within the university to provide fellowship opportunities for Master's students. This past year we devoted a significant portion of the CTSDH's budget to create a partial fellowship for a student to work within the Center. We also partnered with the University Libraries to create a similar partial fellowship for a student working with Digital Services Librarian Margaret Heller. These positions allow students to develop valuable skills for their future occupations while being mentored by digital humanities professionals. We hope to expand partnership within and beyond the university in the future.



Master's in Digital Humanities student Rebecca Parker '19 leads a conversation at the February 2018 graduate-student sponsored conference, Digital Accessibility: Assessing, Amending, and Advancing Digital Content for All.

Contributions to Humanities Graduate Education

The CTSDH has been pleased to continue to partner with the Graduate School and individual departments to focus on expanding horizons in Humanities graduate

education. Having been the recipient of a planning grant from the American Historical Association as part of their 2017-2018 Career Diversity for Historians Faculty Institute, Loyola was one of twenty graduate programs (out of thirty-six applications) to be awarded a 2018-2020 implementation grant. We look forward to working with our colleagues in History to bring digital humanities approaches to a broad range of History pathways.

Initiatives/Concerns for the Coming Year

- *New Graduate Program Director.* The program has now reached the minimum enrollment threshold to qualify for a stipend for a Graduate Program Director. Assistant Director Elizabeth Hopwood has agreed to serve in this capacity for the coming year, taking over for Kyle Roberts. We look forward to the energy and ideas she brings to the position;
- *Curriculum review.* The curriculum of the Master's in Digital Humanities program today is largely the same as it was when the program launched in 2011, despite marked changes in the field during that time. Over the coming academic year, we will undertake a full-scale curriculum review to identify current best practices at our peer institutions, to relieve current pressures within the program, and to make us more competitive on the market. The revised curriculum will take effect in 2020;
- *Student funding.* As we continue to make strides in securing funding support for graduate students, we need to ensure we are offering not only a living stipend but also tuition support and health insurance;
- *Expanding DH graduate training into other departments.* We would like to see the number of graduate digital humanities minors increase in different departments and roll out a series of 4+1 programs which would combine a Humanities BA with a Digital Humanities MA;
- *Connecting with Alumni.* Graduated students expressed a strong desire to remain connected with the Center. For example, Maria Palacio (MA '17) has returned to the area for doctoral study at Northwestern University. We want to make sure alums continue to feel connected to the Loyola community.

New Assistant Director

Prof. Elizabeth Hopwood, Lecturer in English and Digital Humanities, was named Assistant Director of the CTSDH in the spring semester. This promotion acknowledges the invaluable contributions Liz has made to the Center and brings greater stability as we seek to further our strategic plan.

Research Projects

The CTSDH supports research projects that bring together students, faculty, and staff to use digital platforms and technologies to advance public interest in the Humanities and to explore research questions in powerful new ways. Collaborative teams worked on eight different research projects over the past year:

- **The Charles Harpur Critical Archive** published its full archival expression in June 2018 on the 150th anniversary of Harpur’s death (URL: <http://charles-harpur.org/Home/>);
- **May Weber Digital Ethnographic Collection** imported data and migrated a prototype of the public-facing Collective Access platform to ITS servers for further development. This project was the subject of the new Digital Humanities Practicum course (DIGH 500) in our Master’s program in Fall 2017;
- **Gerard Manley Hopkins Official Website** launched at the “Reading Hopkins, 1918-2018” conference at Roehampton University, London, on 22 June 2018. CTSDH’s public launch will be held September 2018 (URL: <http://hopkinspoetry.com/>);
- **Jesuit Libraries Project** continues to post images from the original library collection to its Flickr, looking to complete that archive in the next few months (URL: <https://jesuitlibrariesprovenanceproject.com/>);
- **Man Into Woman** completed the TEI markup of all four original editions (Danish, German, British and American). Collation and website development are in progress. This project will be the subject of the Digital Humanities Practicum course (DIGH 500) in Fall 2018, moving towards publication in July 2019;

- **Modernist Networks (Modnets)** hosted the Advanced Research Consortium (ARC) annual meeting at Loyola on 24 March 2018. A communication and social media plan is underway (URL: <http://www.modnets.org/>);
- **Zettelgeist** development is ongoing. Project developers George Thiruvathukal (Computer Science) and David Dennis (History) gave a lunchtime lecture to a packed room in February (URL: <http://zettelgeist.com/>);
- **Explore *Common Sense: The Digital British Edition*** has been developing curriculum ideas for use in the classroom and is migrating to the University Libraries' servers (URL: <http://explorecommonsense.com/>).



Liz Hopwood (right) talks with Ashley Howdeshell (University Archives and Special Collections) and Tina Figueroa (Master's in Digital Humanities '19) during our December 2017 Pie Social.

The CTSDH not only supports existing digital projects, but also serves as an incubator for new projects brought to us by students, faculty, and staff. Project Manager Elizabeth Hopwood began conversations with faculty about potentially onboarding five new projects for 2018-2019. These include:

- Web Archiving (Meghan Dougherty, Ashley Howdeshell);

- Mapping Modernity's Slavery: The Constitutive Spatiality of Leisure and Racial Spectacle in Antebellum New Orleans (Frederick Staidum, Jr.);
- T.S. Eliot timeline (David Chinitz);
- Archiving #MarchMadness (Kathy Young, Meghan Dougherty);
- Digital Black Atlantic (Liz Hopwood).

New Cloud-based Server

This is the first year that the CTSDH has had access to its own cloud-based server off the university's grid. Through a generous grant from the College of Arts and Sciences, Liz Hopwood spent Summer 2018 migrating projects to Reclaim Hosting, a cloud-based provider popular with universities. She has created a sandbox for student and experimental work and thought about the ways in which server administration can be incorporated into the curriculum of the Master's in Digital Humanities program. We have been very happy with the service and expect even more students and faculty will take advantage of it in the coming year.

Equipment Refurbishment

The Dean of the College of Arts and Sciences also generously funded a one-time refurbishment of the CTSDH's Textual Studies Computing Lab in Spring 2018. This Macintosh computer lab (Room 312 Loyola Hall, one of the few on campus) is open to and used by students, faculty, and staff engaged in digital humanities projects and classes. This lab provides access to specialist XML mark-up and OCR software not available elsewhere on campus and offers a space for collaborative work on projects that sit at the intersection of teaching and research. The lab was originally outfitted with a grant from the College in 2011. Seven years on, the original Mac Minis were no longer up to the demands placed upon them. The new software and equipment, which includes a range of powerful iMacs, a Lenovo All-in-One, and a laptop, were installed in the spring semester. If you'd like to access the Textual Studies Computing Lab over the summer when the CTSDH is officially closed, please reach out to Liz Hopwood (ehopwood@luc.edu).



New computers in the Textual Studies Computing Lab give our students and faculty more powerful tools for their analytical work.

Public Programs

The CTSDH offered its most ambitious year of public programming yet. Hundreds of students, faculty, and staff had the opportunity to learn about digital humanities projects happening at Loyola, across the country, and around the world through a range of programs.

Conferences

The Center was happy to sponsor or co-sponsor four conferences this past year.

Distinguished general editors and editors of scholarly editions of the works of major figures in Modernist literature gathered for the Svaglic Conference, *Modernism and Its Texts: A Textual Studies Conference in Honor of Hans Walter*

Gabler, on 28 and 29 September 2017. The conference was held in honor of Hans Walter Gabler, Emeritus Professor at the University of Munich and creator of the highly contested critical and synoptic edition of James Joyce's *Ulysses* (1983). Gabler opened the conference with a keynote.

Loyola's digital humanists were well represented at the twelfth annual gathering of the Chicago Colloquium on Digital Humanities and Computer Science, which was held at the Illinois Institute of Technology's downtown campus on 17-19 November 2017. The Colloquium brings together digital humanists from Chicagoland's six leading universities as well as across the Midwest and around the country. Loyolans with accepted presentations included: Ron Greenburg (Computer Science), Kate Johnson (Public History), Rebecca Parker (CTSDH), Marie Pellissier (Public History), Kelly Schmidt (Public History), Karen Sieber (Public History), and George Thiruvathukal (Computer Science).

The first-year graduate student cohort from the Master's in Digital Humanities program hosted the day conference, *Digital Accessibility: Assessing, Amending, and Advancing Digital Content for All* on 23 February 2018. Students decided to use the money from their student activity fees to host a conference on this important but too frequently overlooked topic. The conference's events included three panels, a luncheon, and a digital accessibility edit-a-thon. Over one hundred people from across the Midwest registered for the event. Many others followed the conference sessions that we streamed live on social media. We hope to build on this success with future programming on the topic.

In conjunction with the annual meeting of the Advanced Research Consortium (ARC) Board, the CTSDH hosted *Transformative Digital Humanities: Feminist Interventions in Structure, Representation, and Practice* on 23 March 2018. The conference asked how digital work might better support the knowledge and cultural production of women and people of color. This conference featured keynotes by Laura Mandell (Texas A&M), Susan Brown (Guelph), and Kim Gallon (Purdue); two panels with Loyola and local faculty, librarians, and students; and a Wikipedia Workshop run by Cassandra DellaCorte (DePaul).

Nearly eighty people attended the conference. The conference was organized by Pamela Caughie (English) and Niamh McGuigan (University Libraries). It was generously sponsored by Gale-Cengage, the Gannon Center for Women and Leadership, the Loyola University Libraries, and the College of Arts and Sciences.



The Master's in Digital Humanities graduate student-hosted Digital Accessibility conference brought people from around the Midwest for a discussion of this important topic, February 2018.

Lunchtime Lectures

In its second year, our lunchtime lecture series brought people together from across the university at mid-day on Wednesdays (and once on a Thursday) to learn about new work happening in the digital humanities and textual studies. Turnout ranged between twenty and thirty for each event, filling the CTSDH conference room. Presentations included:

- Kate Johnson, Marie Pellissier, and Kelly Schmidt (Public History, LUC), “Exploring Common Sense,” 13 September 2017;
- Jamason Chen (School of Communication, LUC), “Turn Around: Experiencing a Story in 360 Virtual Reality,” 18 October 2017;

- Ian Cornelius, Nicholas Coteus, and Lex Podell (English, LUC), “The Consolation of Philosophy in Fifteenth-Century England: Explorations Towards a New Edition of Walton’s *Boethius*,” 29 November 2017;
- David Dennis (History, LUC) and George Thiruvathukal (Computer Science, LUC), “The Spirit of Notetaking: Traditional Research and Writing Strategies for the 21st Century,” 1 February 2018;
- Jen Wolfe and Matthew Clarke (Newberry Library), “Translating the Revolution: The Newberry’s French Revolution Pamphlets Digital Initiative,” 14 February 2018;
- Margaret Heller and Niamh McGuigan (University Libraries, LUC), “Fair Use in Teaching and Research,” 21 February 2018;
- Frederick Staidum, Jr (English, LUC), “Digital Affect and the Marginalized Body: Pondering an Autoethnographic Turn in the Digital Humanities,” 14 March 2018;
- Catherine Nichols (Anthropology, LUC), Lucas Coyne (History, LUC), Adam Depew and Andi Pacheco (Digital Humanities, LUC), “From the Attic to the Web: Building the May Weber Ethnographic Digital Collection,” 11 April 2018.

Workshops

Also in its second year, our workshop series sought to inspire Loyolans to develop new skills or refine ones they already have. These workshops were typically held on Friday afternoons and were attended by 10 to 25 students, staff, and faculty.

Topics included:

- “Podcasting: Why, How and You” with Jonathan Singer (SOC), host of the award-winning Social Work Podcast, 1 September 2017;
- “Text Mining with the HathiTrust Research Center Portal” with Niamh McGuigan (University Libraries), 27 October 2017;
- “Digital Humanities Pedagogy Toolkit” with Rebecca Parker (CTSDH), 19 January 2018;

- “Confessions of a Managing Editor: Article Publishing for Graduate Students” with Elizabeth Hopwood (English and CTSDH), 9 February 2018;
- “Git Ctrl: Using Command Line, Git, and GitHub” with Rebecca Parker (CTSDH), on 2 March 2018;
- “Text Analysis with Voyant” with Niamh McGuigan (University Libraries), on 6 April 2018.



Frederick Staidum Jr (English) talks about his groundbreaking work mapping the enslaved body in antebellum New Orleans at a lunchtime lecture, March 2018.

Talks

The CTSDH was pleased to sponsor five talks by leading digital humanists from Europe, North America, and Australia this past year:

- Scholar of avant-garde writing and postmodern literature Marianne Ølholm (University of Copenhagen) spoke on “Translation Work” on 6 September 2017. Dr. Ølholm has been involved in several important Danish translation projects including, most recently, the Danish first edition of *Fra Mand til Kvinde* (1931), the life narrative of Lili Elbe, the subject of the CTSDH research project *Man Into Woman*;
- Tracy Fullerton, Director of the University of Southern California Game Innovation Lab, spoke about creating the award-winning *Walden: A Game* on 13 November 2017. Fullerton shared what it meant to translate an iconic American text by Henry David Thoreau into a video game. An interdisciplinary panel of Loyola students and faculty – Lucas Coyne

(History), Meghan Dougherty (SOC), Elizabeth Hopwood (English and CTSDH), Chris Peterson (IES), and George Thiruvathukal (Computer Science) – shared their reflections on the game’s design and performance;

- Tracy Leavelle, Associate Dean of Humanities and Fine Arts and Associate Professor of History at Creighton, spoke on 5 February 2018 about the ways technology and the digital humanities have – and have not – changed how historians approach the study of Catholic missions and Native American experiences. Prof. Leavelle was one of the creators of French and Spanish Missions in North America, an early digital mapping project;
- Peter Robinson, Bateman Professor of English at the University of Saskatchewan, spoke about “Textual Communities and the Canterbury Tales” on 19 February 2018. Robinson introduced the new Textual Communities system for online collaborative editing that he has been developing and demonstrated how he has been using it for his Canterbury Tales Project;
- Katherine Bode, Associate Professor of Literary and Textual Studies at the Australian National University, spoke on “Mass Digitization and Textual Studies: An Australian Case Study” on 1 May 2018. Her presentation shared how a project that she undertook to analyze Australia’s Trove database of digitized newspapers uncovered over 21,000 novels, novellas, and short stories published in Australian newspapers between 1865 and 1914. This body of rediscovered literary work challenged several long-held beliefs about Australian literature.

#DebatingDH

The cohort of Master’s in Digital Humanities students met every Wednesday at noon during the semester. This gave students an opportunity to be connected to the CTSDH and to discuss the experiences they were having in their classes and at the university. Many weeks we used this time for informal debate on different topics in the digital humanities, which we called *#DebatingDH*. Graduate students and other members of the Loyola community were invited to join us.

Other Events

The CTSDH hosted several programs for graduate students, such as an Ice Cream Social for new and returning students on 1 September 2017 and Lightning Round Presentations highlighting recent student work on 25 January 2018.

The CTSDH also knows when it is time to stop and celebrate our accomplishments, which we did with a “Pie Social” on 6 December 2017 and our now annual End-of-the-Year Celebration on 26 April 2018.



George Thiruvathukal (Computer Science), Lucas Coyne (History), and game designer Tracy Fullerton discuss Walden: A Game, November 2017.

Humanities Datebook

One of three major new programmatic offerings this year was the Humanities Datebook, a weekly email digest of Humanities events happening across the university. Launched at the start of Fall 2017 semester, the Datebook was the brainchild of Ian Cornelius, Surtz Associate Professor of English, and DH Master’s student Tyler Monaghan. 27 weekly editions of the Datebook were mailed out over the course of the two semesters. They listed 215 different

Humanities events, primarily on the Lakeshore campus. Humanities programming is thriving at Loyola!

The Datebook garnered 176 followers within a week of launching. That number rose, largely by word of mouth, to over 230 over the course of the academic year. Particularly impressive is that only two people unsubscribed over that period. It has increased the visibility of Humanities events and become a valued tool in schedule planning.

Humanities Grant-Writing Learning Community

The CTSDH partnered with the Office for Research Services (ORS) in the spring semester 2018 to sponsor a learning community of Humanities scholars aimed at demystifying the grant-writing process. The community began with over 20 faculty from across the university and was hosted by Terri Pigott, Associate Provost of Research, and Kyle Roberts, CTSDH Director. The genesis of the initiative came out of discussions in the ORS Advisory Board about the especial need for mentorship in grantwriting among Humanities scholars who do not typically receive much training in their graduate programs. The learning community met four times over the course of the semester. Meetings focused on how to find grants, coming up with the big idea, budgeting for those grants, and crafting the final proposal.

Enthusiastic participants asked if the learning community could be offered again in Fall 2018 with two cohorts: a new group of scholars who did not have a chance to participate this year and a returning cohort that would continue workshopping grants and mentoring the new cohort.

Girls Who Code

Through a generous grant from the Plan2020 Student Innovation Fund, CTSDH Student Fellows Neha Goel and Ezgi Ilhan launched a Loyola-based chapter of the national organization Girls Who Code (GWC) this academic year. The organization works to inspire, educate, and equip girls with computing skills to pursue twenty-first century opportunities. Over the pilot year, twenty girls in 6th

through 11th grade from Rogers Park and Edgewater gathered on Saturday mornings in the IC or Crown Center to cover a curriculum that included basic web development with HTML/CSS/JS, robotics with Arduinos, and source control with Git. Students expressed creativity by designing and implementing group Community Impact final projects (websites, robots, and apps) based on one of two themes: social justice and the environment. Under the guidance of faculty advisor Liz Hopwood, nine volunteers (six undergraduates, two graduate students, and one member of the Rogers Park community) led the weekly meetings. The students also had the opportunity to learn from Loyola undergraduate and graduate mentors.

Loyola's Girls Who Code chapter has made such an impact on the community that it was recently featured in a social media video promoting Women in STEM at Loyola. Faculty members Meghan Dougherty (School of Communication) and Catherine Putonti (Bioinformatics) are interested in collaborating on leading the next session (including the possibility of starting a Water Tower Campus chapter).



The 2017-2018 cohort of Girls Who Code receiving completion certificates during the GWC Student Showcase, April 21, 2018.

Connecting with Broader Communities

We are always on the lookout for opportunities to connect with people and institutions beyond Loyola to help support efforts to make our communities and world a better place. Following the devastating hurricanes in Puerto Rico in early fall, we hosted a mapathon on 11 October 2017, joining hundreds of others who used the OpenStreetMap platform to help support relief efforts. We teamed up with the Chicago Metro History Education Center on 13 March 2018 for the second year in a row to help judge websites created by high school students for the Chicago Metro History Fair.

Students in Liz Hopwood's ENGL 310-W, Advanced Composition: Writing with/in New Media partnered with The Simple Good (TSG, thesimplegood.com) a non-profit organization whose mission is to empower at-risk youth to bring positivity into communities through art and discussion. Students met with founder Priya Shah to hear more about the mission and background of the project. Based on this meeting, students submitted photos to inspire youth in the program, discussed ways their own compositional practices could benefit them, and engaged in multimodal compositional projects that the Simple Good can put into place, including: blog content, resources for teachers partnering with TSG in their classrooms, curriculum that adheres to TSG's mission of Social Emotional Learning and Mindfulness, and press and promotional materials. One student will be interning with TSG over the summer, an opportunity that arose as a result of his work with the project and discussions with Shah.

Visibility

The Center's visibility continued to grow over the past year. We rely on a range of modes for communicating our projects and programs to the Loyola community and beyond:

- The Loyola community learns about the CTSDH's activities through our email list. In August we migrated to MailChimp, which allows us to produce more visually appealing emails and to embed multimedia content. Our mailing list now stands at nearly 350 addresses, over double what it was in September;

- Our Twitter feed (<https://twitter.com/LUCTSDH>) has grown to nearly 500 followers over the past year. Our top Tweet was posted on March 3, 2018, about our Girls Who Code chapter working with robotics. This Tweet had 16,774 user impressions and 482 user engagements;
- Followers on our Facebook page (<https://www.facebook.com/LUCCTSDH/>), which was launched in Summer 2016, more than doubled over the past year to 141. We continued to livestream events, making the great content we present on campus available to people around the globe. Those videos tend to have the greatest reach of all the content we place on Facebook;
- Our Flickr page (<https://www.flickr.com/photos/ctsdh/>) continues to provide a digital archive of images of our community. There are now 670 images uploaded to the site which have been viewed nearly 27,000 times.

CTSDH Student Fellows

Building on the success of the previous academic year, the Center once again employed bright Loyola students as CTSDH Student Fellows. Their labor was invaluable to promoting Center activities, running our public programs, and keeping the CTSDH open to the public on weekdays from 10 am to 4 pm during the semester. In our second cohort was:

- Neha Goel, Master's student in Computer Science (fall)
- Abdur Khan, Master's student in Digital Humanities (fall and spring)
- Tyler Monaghan, Master's student in Digital Humanities (fall and spring)
- Rebecca Parker, Master's student in Digital Humanities (fall and spring)

This year, we expanded the responsibilities of CTSDH Student Fellows beyond working in the Center to contributing to CTSDH research projects. This gave them the chance to make key contributions to the Gerard Manley Hopkins Project (Abdur), Humanities Datebook (Tyler), Jesuit Libraries (Neha), and Man Into Woman (Rebecca). The arrival of a new cohort of students in August will create even more opportunities for them to learn firsthand how to run a research center and to contribute to digital research projects.



Master's in Digital Humanities students Taylor Brown '19, Rebecca Parker '19, Abdur Khan '19, and Tyler Monaghan '18 share tips in the CTSDH.

Concerns/Initiatives for the Coming Year

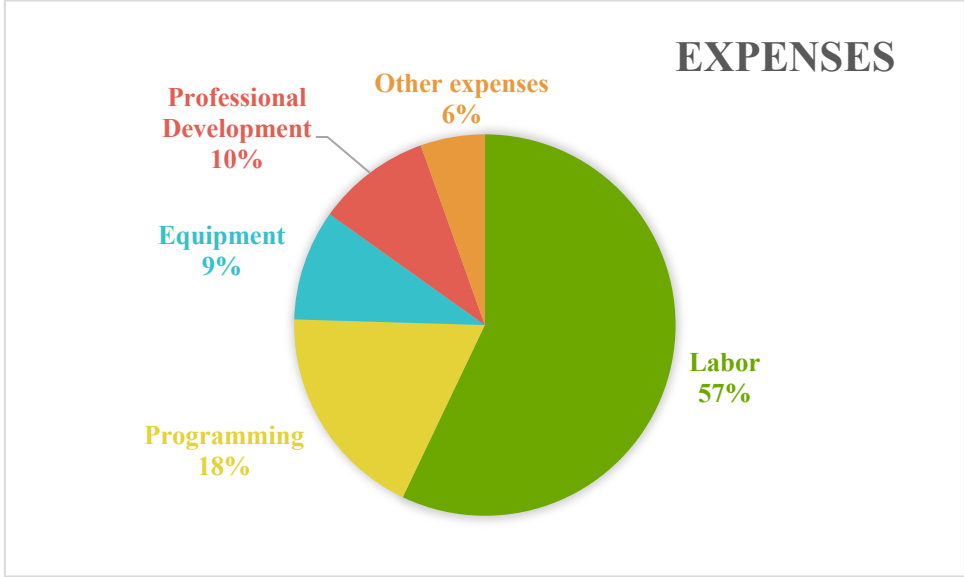
- *Chicago Colloquium on Digital Humanities and Computer Science.* On 10 and 11 November 2018, Loyola will sponsor the premier gathering of digital humanists in the Chicagoland area, which rotates among six sponsoring local universities for the first time since Fall 2011. The keynote speaker will be Miriam Posner (UCLA);
- *Visiting Fellow.* The Center is pleased to welcome its first international visiting fellow, Dr. Danuta Smolucha, a Lecturer at the Jesuit University in Krakow, Poland for the Fall 2018 semester. Dr. Smolucha will be sharing her expertise and contributing to the life of the CTSDH;
- *Staff.* The CTSDH has no administrative support person. This means all the work of finances, human resources, and student registration falls on the Center's Director. Now that the CTSDH is open on weekdays to the larger LUC community, running our research facility has fallen on graduate students, keeping them from fully contributing to research projects;

- *Memorandum of Understanding.* We had hoped to revise all the memorandum of understanding with faculty affiliated with the Center over the past year, but we ran out of time. As more faculty seek affiliate status with the CTSDH, now is the time to revisit those agreements;
- *Fundraising.* We applied for one NEH grant this year as well as some internal grants and undertook some donor development but were not able to do anything more substantive because the Director's time was taken up in serving as the Graduate Program Director. This coming academic year, we hope to have the Director's time focused on grant-writing, donor relations, and partnership building;
- *Program Assessment.* As we move into the third year of our strategic plan, it is important to institute a regular assessment of our activities so that we might better serve our audiences. A programs and projects survey administered in April 2018 was a first step, but we need a consistent and sustainable plan moving forward.

Budget

CTSDH expenses break down into five major categories (labor, programming, equipment, professional development, and other expenses). The greatest expense is labor, a reflection of our commitment to hiring students to work as fellows in the CTSDH throughout the academic year. Public programming makes up the second primary expense. As a research center, we take very seriously the importance of sharing with broad audiences the newest work being undertaken both within the Loyola community and beyond it. Equipment is also a major expense. In order to do the programming work that we do in the Center, we need specialist hardware and software. A one-time grant from CAS this year was key to refurbishing our Textual Studies Digital Lab. Small amounts are put aside for professional development and for miscellaneous expenses (office supplies, poster and postcard printing, etc.)

General Operating Budget, FY18



People

Director:

Kyle Roberts *^

Assistant Director and Project Manager:

Elizabeth Hopwood *^

Graduate Program Director:

Kyle Roberts (outgoing) *^

Affiliate Faculty:

Paul Eggert *

Nicholas Hayward

George K. Thiruvathukal *

Steering Committee:

Pamela L. Caughie *^

Florence Chee

Jamason Chen

David Chinitz *

Ian Cornelius

David B. Dennis *

Dmitriy Dligach

Meghan Dougherty *

Frank Fennell *

Nancy Freeman

Jeffrey Glover

Margaret Heller

Ashley Howdeshell *

Joseph Janangelo

James Knapp

Konstantin Läufer

Nick Liberatore

Niamh McGuigan ^

Catherine Nichols *^

Jonathan Singer

Geoff Swindells

Kathy Young *

* Research Project Director

^ Graduate Program Committee