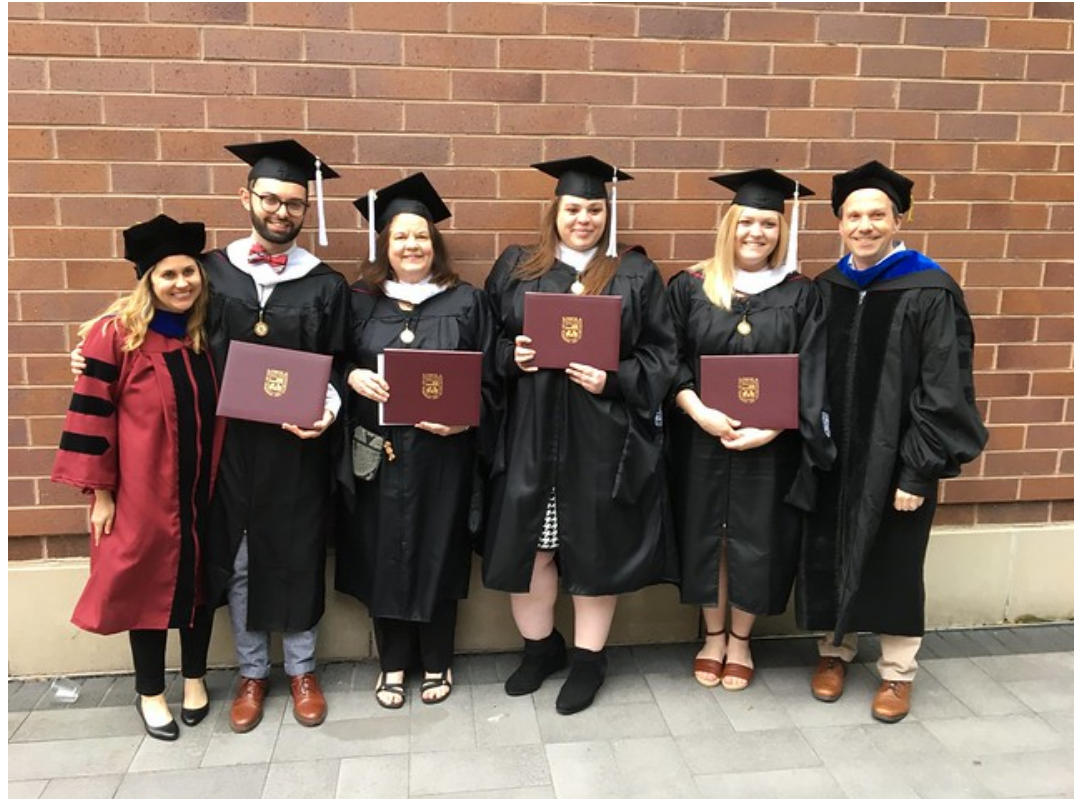# CENTER FOR TEXTUAL STUDIES AND DIGITAL HUMANITIES

LOYOLA UNIVERSITY CHICAGO

Year-in-Review

Profs. Elizabeth Hopwood and Kyle Roberts celebrate the graduation of Masters in Digital Humanities students (l to r) Abdur Khan, Maureen Smith, Rebecca Parker, and Taylor Brown in May 2019.

This year, the CTSDH celebrated its tenth year as a collaborative multidisciplinary research center within the College of Arts and Sciences. We reflected upon and recommitted to our mission to foster research and teaching through research projects, public programs, and educational coursework at the intersection of humanities and computing. We also commissioned Laura Berfield to design us a new logo for our next decade (see top of the page!)

As we wrap up the third year of the CTSDH's current five-year strategic plan, we are struck by what can be accomplished by bringing together bright students,

faculty, staff, and members of the local community. Think about these statistics drawn from this year's annual report:

$172,249 in grant money raised for CTSDH and co-sponsored projects
Over 800 attendees to
     33 Public Programs, including
     13 Workshops, 8 Lunchtime Lectures, and 1 major conference
236 events across Loyola promoted in the Humanities Datebook
160+ registrants for the 2018 Chicago Colloquium
30 girls in Girls Who Code, from
     19 schools in Rogers Park and Edgewater, taught by
     15 volunteers (11 undergrad, 1 grad, 1 faculty, 2 neighbors)
16 research projects
6 graduating Master's in Digital Humanities students
1 international visiting scholar funded by the Erasmus+ Programme

These accomplishments represent a team effort. They validate our continuing efforts to create opportunities for digital humanities scholarship.

In 2018-2019, we continued to bring together a community of scholars and practitioners through our public programming, including numerous lectures, workshops, and the 2018 Chicago Colloquium for Digital Humanities and Computer Science. We continued to support faculty research projects and celebrated the launch of two projects this past fall—the Charles Harpur Critical Archive and the official Gerard Manley Hopkins website – and look forward to the launch of the Lili Elbe Digital Archive this coming fall.

We continued to mentor young women in technology through our chapter of Girls Who Code. Major grants from the CME Group Foundation and the American Association of University Women will enable us to grow the program in the coming year. In this new initiative, undergraduate students will learn about the intersections of the humanities and computing through a new program called STEAHM (Science, Technology, Engineering, Arts, Humanities, and Math).

This year we said goodbye to six graduating students in the Master's in Digital Humanities program, the largest class since the program began, while continuing to make opportunities for ongoing and new students. We performed a review of the curriculum of the MA program, launched the first year of the three-year Sesquicentennial Scholars Program, and created new student internships through the Maryland Loyalism Project, a digital archive and biographical database that looks ahead to the 250th anniversary of the United States in 2026. Descriptions of these initiatives and much more follow in our 2018-19 annual report.

As we enter the fourth year of our ambitious 2016-2021 Strategic Plan, we will continue to assess the CTSDH's strengths and opportunities. Liz will be Acting Director in the fall semester as Kyle goes on research leave to write up a digital monograph on the Jesuit Libraries Project. We look forward to seeing you in the fall semester at the CTSDH!

Kyle Roberts
Director, CTSDH

Elizabeth Hopwood
Assistant Director, CTSDH

Graduating Students

We are proud to celebrate the capstone projects and graduation of six Digital Humanities MA students this academic year.

Tyler Monaghan graduated in December 2018. His capstone, *SOTU-db: State of the Union Database*, is a digital tool that allows users to search and perform sentiment analysis on the texts of over 200 US Presidential Annual addresses (State of the Unions). In December, Tyler accepted a position with the Chicago Metro History Fair at the Chicago History Museum.

This spring, five more MA students presented their capstone projects and graduated. Their capstone projects ranged in topic from a digital critical edition of Wordsworth's poetry to a solution that addresses Chicago's food scarcity issues:

- Taylor Brown's project, *The Digital Variorum of Wordsworth's "Nutting"*, offers a digital edition of the poem in an open source repository to remediate the divide between scholars, children, and those who simply find joy in reading wonderful poetry;
- Tina Figueroa researched ongoing issues of food scarcity and food deserts in Chicago. Her mobile website, *Chitown Food Aid*, matches restaurants with food pantries to distribute leftover food;
- Abdur Khan presented, *Rush Hour: How do Chicago's Neighborhoods Use Public Transit?* which analyzes the CTA's extensive open data about train and bus ridership over the years and compares it to changes in Chicago's unique neighborhoods;
- Rebecca Parker's *#PlainTxtPodcast: A DH Social Experi{ence|ment*, presents a poetic summation of the ever-shifting topics and debates digital humanists face;
- Maureen Smith's digital history project, *The Big Brick House Project*, compiled family archives to examine one family's contributions in the context of the rich history of Waseca County, Minnesota.

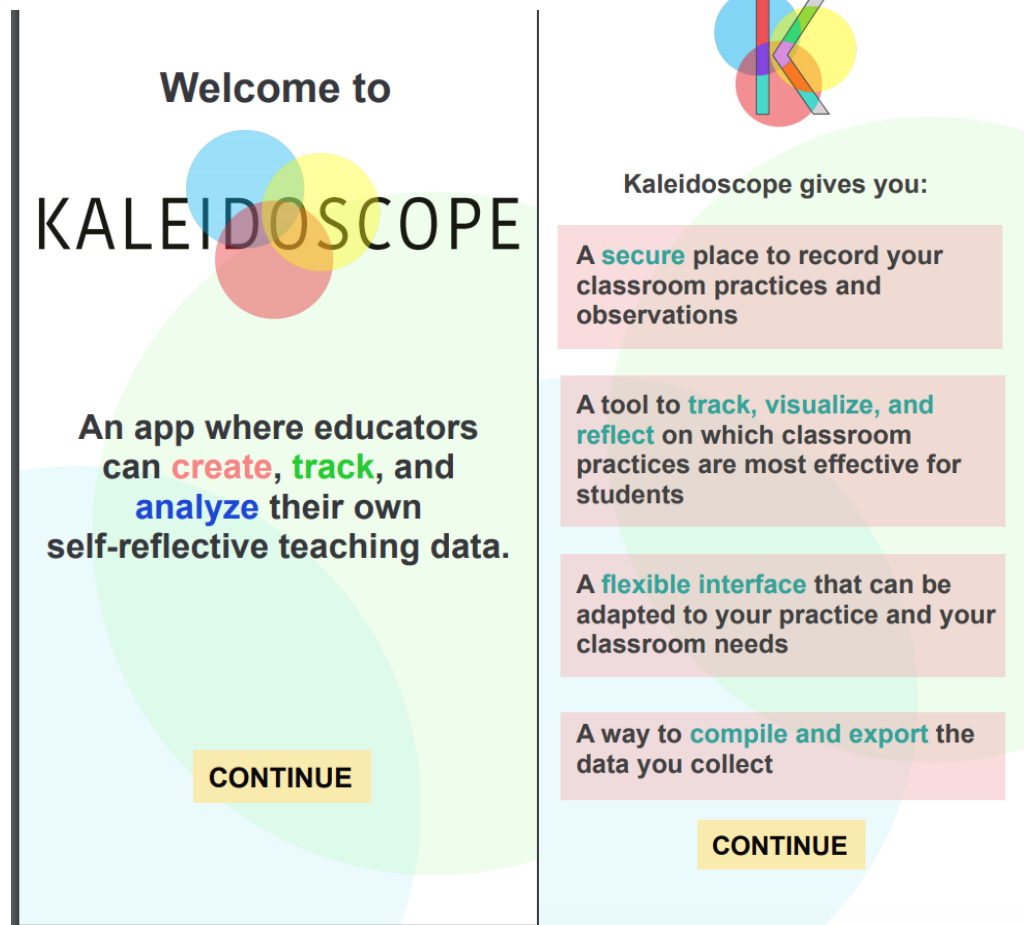Congratulations to all our graduates!

Master's in Digital Humanities student Tina Figueroa '19 presents her capstone project, Chitown Food Aid, which seeks to direct leftover food from restaurants to food pantries.

Incoming Graduate Students

Interest in the MA program continues to grow. The number of inquiries increased once again, while the number of applicants remained stable. This year we extended offers to six students from institutions such as Yale NUS-College in Singapore, Earlham College in Indiana, and University of New Haven, Connecticut. Four students have confirmed their intention to enroll, and another two will make their decisions by the end of June.

The new cohort will join four students continuing in the program. These students have managed the day-to-day operations of a busy research center, worked on a number of faculty research projects, and have begun to develop their own digital projects, such as an app that provides a holistic approach to capturing educational data and an online exhibition and database of East Asian textiles from the May Weber Ethnographic Collection.

An excerpt of the mobile app Kaleidoscope, designed by Master's in Digital Humanities students Caroline McCraw and Ericka Christie.

Program Promotion

2018-2019 marked the second year of a three-year marketing plan for the Master's program. Interest in the program continues to rise, with record enrollment in online info sessions and six visiting potential applicants who toured the CTSDH and discussed the program with Graduate Program Director Elizabeth Hopwood.

In addition to the flyers, online info sessions, target email promotion, and customized mailing, Hopwood worked closely with Kelsie Diaz in Graduate and Professional Enrollment Management on communication and outreach strategies. The Graduate School awarded the Digital Humanities program with a summer grant stipend to hire a MA student to move the program to its own website (rather than being a subpage of CTSDH), in order to articulate more strongly the

program's mission and curriculum. Goals include creating new alumni profiles, highlighting career paths, and emphasizing the contributions of our students. The website will be live by August 2019.

In April, we were invited to "Chicago's Got Talent," a Chicago tech industry night run by Chicago Innovation to showcase the program to industry professionals. Only ten other Chicagoland Higher Ed institutions participated.

Prof. Elizabeth Hopwood and CTSDH Fellow Eunice Montenegro got the word out about the great tech work happening at Loyola at Chicago's Got Talent.

Curriculum

One of our priorities this past year was to review and assess the curriculum of the MA program to determine its effectiveness, particularly because it has been in place since the program's inception in 2011. A committee was formed that included representatives from Digital Humanities, English, History, Computer Science, Anthropology, University Libraries, the School of Communication, an alum of the program, and a current student. The work of the committee was divided into three parts: gathering and evaluating student feedback, performing market analysis, and reviewing SWOTs of our existing curricula in order to propose changes.

A survey was sent to all current students and alumni, and the committee reviewed those results along with the results of a 2015 Graduate School survey of alumni/ae. Based on feedback, discussion, and a close analysis of competing programs, we have made the following changes to the curriculum:

- Cross-listing DIGH 401: Introduction to Computing permanently with COMP 150, which will give students instruction in the Python programming language;
- Redesigning the description, syllabus, and title of DIGH 402: Digital Humanities Design and Programming (new title DIGH 402: Digital Humanities Design), to situate more strongly design elements, project-building, and elements of human-computer interaction;
- Creating DIGH 403: Web Application Development, which will be cross-listed with CPST 342 and offered in an online format;
- Creating a special topics course, DIGH 405;
- Removing COMP 436 (Markup Languages) and COMP 441 (Human-Computer Interaction) from the curriculum;
- Revamping the course sequencing so students do not take an elective until their second semester;
- Creating a directed studies course, DIGH 499;
- Offering a COMP track that requires prerequisites in order to take more advanced Machine Learning and Data Science courses.

The Humanities track of the proposed new curriculum will follow a revised sequence:

Semester 1 (9 credit hours)
ENGL 417: Textual Criticism
DIGH 400: Introduction to Digital Humanities
DIGH 401-150: Introduction to Computing

Semester 2 (9 credit hours)
DIGH 402: Digital Humanities Design
DIGH 405: Special Topics or COMP 417: Social, Legal, and Ethical Issues in Computing
Approved elective

Semester 3 (6 credits hours)
DIGH 500: Practicum
DIGH 403: Web Application Development

Semester 4 (6 credit hours)
DIGH 501: Capstone
Approved elective

The new curriculum will be submitted Graduate School approval in fall 2019.

Ongoing:

- We need to expand the number of faculty teaching these courses. Doing so will increase faculty investment in the graduate program and the CTSDH;
- We are looking for instructors for special topics courses (DIGH 405), which we hope to run every spring, as well as faculty projects to on-board for the practicum course (DIGH 500).

Fellowships and Partnerships

We continue to develop fellowship funding to make our graduate program affordable to students. We are grateful to the Graduate School for its ongoing support through two fellowship lines. This year we once again devoted a portion of the CTSDH budget to create a partial fellowship line for a student to work on a faculty-led research project. University Libraries offered a partial fellowship for a student to work in Digital Systems. Students also began work in conjunction with the University Archives and Women and Leadership Archives as Sesquicentennial Scholars, allowing them to make valuable contributions to the university's upcoming 150th anniversary. We will continue to seek funded opportunities to pair our students with faculty mentors to develop their professional skills.

Master's in Digital Humanities student Tyler Monaghan '18 gets hands-on in showing workshop attendees how they can set up their own servers.

Contributions to Humanities Graduate Education

- We are proud to have three students named as HASTAC Fellows. HASTAC (Humanities, Arts, Science, and Technology Alliance and Collaboratory) is an interdisciplinary community of humanists, artists, social scientists, scientists, and technologists changing the way we teach and learn. The 16,000+ members from over 400+ affiliate organizations share ideas, news, tools, research, insights, pedagogy, methods, and projects--including digital humanities and other born-digital scholarship-- and collaborate on various initiatives. This year we had one continuing HASTAC Scholar (Rebecca Parker) and two newly named scholars (Ericka Christie and Zach Stella). We partnered with the Graduate School to provide conference travel funding for these students;

- Three students (Rebecca Parker, Ericka Christie, and Caroline McCraw) taught at Notre Dame's Digital Humanities Research Institute in May;

- Students presented their scholarship at the 2018 Chicago Colloquium on Digital Humanities and Computer Science and the Graduate School's Interdisciplinary Research Symposium.

Initiatives/Concerns for the Coming Year

- *Mentorship Program.* Current students will now have the opportunity to be matched with incoming students as peer mentors to help with the transition to graduate school;
- *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, as well as creating certificate programs for existing graduate programs like English and History;
- *Updated Curriculum.* We hope to roll out the new curriculum once it has been approved by the Graduate School (see page 8-9), and to have it go live by spring 2020;
- *Expanding the roster of faculty to teach core DIGH classes.* This includes DIGH 500 (Practicum), DIGH 501 (Capstone), and DIGH 405 (Special Topics). Leading off this initiative is Melissa Bradshaw (English), who will be teaching DIGH 500: Practicum in the fall, where students will work on her project digitizing the letters of Amy Lowell;
- *College Loops*: Undergraduate and graduate women will have the opportunity to meet and discuss issues that affect women in coding, as well as participate in coding challenges through the College Loops initiative of Girls Who Code.

Research Center

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. Over the past year, the CTSDH stewarded sixteen research projects.

- **Gerard Manley Hopkins Official Website** launched in September 2019 with comments from Project Director Frank Fennell and a panel discussion on the fate of poets and their reputation in the age of the internet and social media with Dr. Brett Beasley (Notre Dame), Mary Harmon (Loyola), and Fr. Bob Oldershaw (St. Nicholas Church, Evanston). The project team, led by Alex Christie (English), expanded the number of poems available to 35, added a corresponding number of study guides, significantly enlarged the "multimedia" section so that it now contains 16 audio renditions of Hopkins's poetry and 14 modern musical compositions based on the poetry, and made small improvements and corrections in every one of the 12 sections of the website;

- **The Charles Harpur Critical Archive** launched in October 2019. Project Director Paul Eggert gave an overview of this digital scholarly edition of the poetic works and letters of Charles Harpur (1813–1868), the most important poet of colonial New South Wales. A panel discussion on poets and the act of revision, a key hallmark of Harpur's work, followed with Drs. Melissa Bradshaw, Jasper Cragwall, and Andrew Welch (all Loyola).

Brett Beasley, Mary Harmon, Bob Oldershaw, and Frank Fennell spoke at the launch of the Gerard Manley Hopkins Official Website in September 2019.

A number of projects remain under development. The CTSDH commits a variety of resources towards these projects, including project management, specialized software and hardware, hosting, learning opportunities, and student labor. This year's achievements include:

- **May Weber Digital Ethnographic Collection** benefitted from first-year Digital Humanities MA student Xiaolin (Bill) Sun's efforts to catalog and photograph over 80 East Asian textiles for consultations in China this summer;

- **Explore Common Sense** added an interactive map to the site, which allows users to see and learn more about the publication history of *Common Sense* across the Atlantic World, and another interpretive essay, "To Begin the World Over Again: *Common Sense* and the English Radical Tradition" by Dr. Anthony DiLorenzo. In October 2018, Kelly Schmidt and Kate Johnson presented at the "Revolutionary Texts in a Digital Age" conference, hosted by Iona College and the Institute for Thomas Paine Studies. Following that, the team wrote a blog post for a joint series on digital humanities research in early American history for the Panorama and Junto blogs. To cap it off, Explore Common Sense was nominated for the Junto blog's Digital Humanities March Madness--and made it to the Elite Eight!

- **Jesuit Libraries Project** will be the subject of a digital monograph provisionally entitled, *Ways of Proceeding: Jesuit Library and Community Building in Nineteenth-Century Chicago*. Project Director Kyle Roberts (History) is on research leave in the fall 2019 semester synthesizing seven years of data collection and research undertaken by Loyola undergraduate and graduate students on Loyola's original library collection;

- **Man Into Woman** was the subject of the fall 2018 DH Practicum (DIGH 500). Students read the narrative, learned TEI encoding and the schema for the project, encoded some archival materials, and designed the Lili Elbe Digital Archive website (lilielbe.org). In spring 2019, Project Director Pamela Caughie (English) taught a core class in engaged learning where over 20 students assisted on the project as well, learning TEI and encoding documents; transcribing primary sources; and aligning paragraphs across three editions of *Man into Woman* for the collation viewer. In addition, three Provost Fellows, two paid fellows from CTSDH, and volunteers from the English

Department contributed to the project as well as translators, encoders, collators, and image editors. Rebecca Parker (MA, DH, 2019) serves as Digital Editor on the project. Emily Datskou (PhD, English, 2020) is the project manager;

- **Sesquicentennial Scholars Program** is a three-year initiative funded through a generous grant from the President's Office to produce digitized content, write histories, and create digital projects for the 150th anniversary of Loyola University Chicago in 2020-2021. The Project is a collaborative effort between the CTSDH, the Public History Program, and the University Libraries. Three Digital Humanities MA students held fellowships in the program's inaugural year. Tina Figueroa worked during the summer, fall, and spring semesters in the Women and Leadership Archives. Tyler Monaghan supported the efforts of the University Archives in summer 2018 followed by Zach Stella in the fall and spring semesters. This year's Scholars created *Then and Now*, a digital site that compares social justice movements, campuses, and student life at Loyola and Mundelein at different points over the past century and a half. The site will launch in August 2019.

The inaugural cohort of Sesquicentennial Scholars (l to r) Austin Sundstrom, Tina Figueroa, Hannah Overstreet, and Zach Stella share their work at an April Lunchtime Lecture.

Digitizing the Michalak Collection (directed by Kathy Young), **Modernist Networks** (David Chinitz, Pamela Caughie, and Niamh McGuigan), and **ZettelGeist** (David Dennis and George Thiruvathukal) also remain in development. Still in the incubating stage are **Digital Black Atlantic** (Elizabeth

Hopwood), **Mapping Modernity's Slavery** (Frederick Staidum, Jr), and the **T.S. Eliot Timeline** (David Chinitz).

The CTSDH took preliminary steps towards supporting three new projects:

- **Best Kids Films** is an online resource for parents, teachers, and other caregivers who want to show children quality films. Directed by Bren Ortega Murphy (Communications), the website identifies films that children (and adults) should see because of their values and messages;

- **The Amy Lowell Letters Project** is a digital scholarly edition of the letters of the American poet, editor, and critic directed by Melissa Bradshaw (Writing Program). The Lowell Letter Project will be the subject of the Digital Humanities Practicum (DIGH 500) in fall 2019;

- **The Maryland Loyalism Project** is a joint project with Shepherd University directed by Kyle Roberts (History) which creates a digital archive and biographical database documenting the experience of women and men who remained loyal to the British Crown during the American Revolution. The project is supported by a generous grant from the Omohundro Institute of Early American History and Culture.

Public Programs

The CTSDH offered another ambitious year of public programming. 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

On 9-11 November 2018, the CTSDH hosted the Chicago Colloquium on Digital Humanities and Computer Science (http://ctsdh.org/dhcs2018/). The annual Chicago-based gathering draws participants from across the country and around the world. Loyola had not hosted since 2011. Over 160 people registered for the three-day conference held at the Water Tower Campus. Ten panels featured thirty-five speakers and two poster sessions another twenty-seven presenters. Dr. Miriam Posner (UCLA) gave the keynote address, "Data Trouble," on Saturday evening.

The conference was generously sponsored by Gale-Cengage, Adam Matthew, the College of Arts and Sciences, the Svaglic Chair for Textual Studies, and other universities in the consortium.

Miriam Posner (UCLA) gave a fantastic keynote address at the Chicago Colloquium on Digital Humanities and Computer Science, hosted at Loyola in November 2018.

Lunchtime Lectures

Our third year of the Lunchtime Lecture series brought the CTSDH community together mid-day on Wednesdays to learn about new work happening in the digital humanities and textual studies, with our conference room often filled to capacity. This year's presentations included:

- Xavier Snowman and Hannah Davison (Adam Matthew), "Creating Digital Archives and Careers in the Digital Humanities," 19 September 2018;

- Ashley Howdeshell and Margaret Heller (Loyola), "What do you do when your school suddenly becomes famous? Digitally Archiving #MarchMadness," 3 October 2018;

- Danuta Smolucha (Akademia Ignatianum), "Digital Humanities from a Polish Perspective," 24 October 2018;

- Mandy Gagel (Mark Twain Project), "The Mark Twain Project: Longevity and the Digital Edition," 7 November 2018;

- Christine DeLucia (Mt. Holyoke College), "Indigenous Collections and Digital Horizons: New Approaches for Connecting Communities, Archives, and Museums," 6 February 2019;

- Dan Johnson (Notre Dame) and Sarah Noonan (St. Mary's), "Building a Midwest DH Community: The Digital Humanities Research Institute in South Bend," 13 February 2019;

- Susan Schulten (University of Denver), "How Maps Reveal (and Conceal) History," 20 March 2019;

- Tina Figueroa, Hannah Overstreet, Zach Stella, and Austin Sundstrom (Loyola), "The Sesquicentennial Scholars: Preparing for 2020," 10 April 2019.

Mandy Gagel MA '13 shares her work on the Mark Twain Project in a November 2018 Lunchtime Lecture.

Workshops

Our workshop series, also in its third year, sought to develop the DH skills of the CTSDH community. Workshops were usually held on Friday afternoons. Topics included:

- "Introduction to TEI" with Rebecca Parker (Loyola), 7 September 2018;

- "Podcasting: Why, How and You" with Jonathan Singer (Loyola), 14 September 2018;

- "Introduction to HTML and CSS" with Abdur Khan (Loyola), 21 September 2018;

- "Digital Video at Loyola" with Nick Liberatore (Loyola), 26 October 2018;

- "Turn Around – Experiencing a Story in 360 Virtual Reality" with Jamason Chen (Loyola), 16 November 2018;

- "What is a Server and How do I Set One Up?" with Tyler Monaghan (Loyola), 30 November 2018;

- "Introduction to Foundation Relationships... Beyond Grant writing" with Stephanie Kimmel, Olena Marshall, and Denise Du Vernay (Loyola), 18 January 2019;

- "Data Analysis Workshop: Interpretive Techniques for Social Media" with Jenna Drenten (Loyola), 25 January 2019;

- "Archiving in the Modern World: Digitizing the Mundelein Photo Collection" with Tina Figueroa and Hannah Overstreet (Loyola), 8 February 2019;

- "Teaching the Unessay in the Humanities Classroom" with June Coyne and Liz Hopwood (Loyola), 15 February 2019;

- "Gale Digital Scholar Lab" with Marc Cormier and Maggie Waligora (Gale-Cenage), 19 February 2019;

- "Fair Use" with Margaret Heller and Niamh McGuigan (Loyola), 27 February 2019;

- "MUDDLE with Me: Using a Digital-Periodical Framework to Facilitate Meaningful Connections" with Taylor Brown (Loyola), 29 March 2019.

Prof. Jamason Chen (School of Communication) teaches an appreciative audience about 360-degree Augmented Reality / Virtual Reality at a workshop on the Water Tower Campus.

Talks

The CTSDH sponsored and co-sponsored talks by leading scholars this past year, including:

- Nina Barrett, "The Leopold and Loeb Files: An Intimate Look at One of America's Most Infamous Crimes," part of the University Libraries Focus on the Book series, 25 September 2018;

- Laura Mandell (Texas A&M), "Visualizing Knowledge: BigDIVA and Humanities Research," 10 October 2018;

- Alison Booth (UVA), "Feminist Digital Humanities in Practice: Intersectional Typologies and Mid-Range Reading," 26 October 2018;

- Kathy Young (Loyola University Archivist), "The Enigmatic Art of Edward Gorey," 29 October 2018;

- Sharon Leon (MSU), "Through the Lens of Data: The Enslaved Community Owned and Sold by the Maryland Province Jesuits," cosponsored with the Hank Center for the Catholic Intellectual Heritage, the History Department,

and the Ramonat Seminar in American Catholic History and Culture, 22 February 2019;

- Jorge Meza (Universidad Iberoamericana Ciudad de México-Tijuana), "Digital Humanities and Specialized Education in Tijuana," 25 February 2019;

- LaDale Winling (Virginia Tech), "Mapping Chicago Politics and the Power of Data-Driven Storytelling," cosponsored with the History Department and the Ramonat Seminar in American Catholic History and Culture, 13 March 2019.

A full house gathered at the Loyola University Museum of Art for a workshop on podcasting with Jonathan Singer in September 2018.

#DebatingDH

Community is important at the CTSDH and when we do not have a public program scheduled for a Wednesday lunchtime, we use the time to bring Digital Humanities MA students together for conversation and camaraderie. With our uptick in programming this year, there were fewer opportunities to meet, but when we did, we used the time to discuss essays from *Debates in the Digital Humanities*, talk about how to go on the job market, and consult with Peter Gilmour (DMin '10) on his Alumni Authors project.

Other Events

This year, the CTSDH hosted an Ice Cream Social for new and returning students on 31 August 2018, in addition to an End-of-the-Semester Celebration on 6 December 2018 with presentations by graduating student Tyler Monaghan.

CTSDH students also participated in judging projects for the Chicago Metro History Fair on 17 April 2019. The CTSDH wrapped the year with the annual End-of-the-Year Celebration on 24 April 2019, which included a showcase of capstone work by graduating MA students.

Humanities Datebook

The Humanities Datebook continues to be a valued resource of the Loyola Community. 27 weekly editions of the Datebook were mailed over the course of two semesters. The Datebook promoted 236 events for the 2018-2019 academic year, with an average of 18 events promoted with each weekly email campaign. While the numbers of contacts and subscribers has grown modestly to 261 and 252 respectively, their engagement with the Datebook emails has grown, with a click rate of 44.43% for the fall 2018 semester and 45.18% for the spring 2018 semester, up from averages in the mid-30s the previous year. DH Master's students Tyler Monaghan ran the Datebook in the fall 2018 semester and Ericka Christie in the spring 2019 semester.

Joanna Boroweic of the Office for Research Support leads a session of the Humanities Grant Writing Learning Community on finding funding in fall 2018.

Humanities Grant Writing Learning Community

In the fall semester, the CTSDH reprised its popular offering of the Humanities Grant Writing Learning Community in collaboration with the Office for Research

Services. Arts and Humanities faculty do not benefit from the same level of graduate school training or departmental support in grant writing as their colleagues in the social sciences and hard sciences. This learning community offered mentorship for faculty through four meetings that taught them how to:

- search for grant opportunities;
- develop fundable ideas for research projects;
- create budgets and administrative structures;
- write winning grant applications.

Over twenty faculty participated in one or more of the meetings of the learning community. We look forward to seeing their success in securing external grants.

Girls Who Code

Through the efforts of staff, volunteers, students, and the community, Girls Who Code continues to be a success at Loyola University Chicago. The organization works to inspire, educate, and equip girls with computing skills to pursue twenty-first century opportunities. There has been a massive growth in student involvement through the year. There are 30 girls registered in the program from over 19 different 6th-12th grade schools in the Rogers Park and Edgewater area.

Students and volunteers at the 2019 Spring Showcase.

Saturday mornings in Crown Center are dedicated to learning fundamental computer science skills, building up participants' confidence and creating

opportunities for professional networking. The curriculum includes basic web development with HTML/CSS/JS, robotics with Arduinos, gaming with Python, and source control with Git. Students express creativity by designing and implementing group Community Impact final projects (websites, robots, and apps) based on one of two themes: social justice and environment care. Under the guidance of faculty advisor Elizabeth Hopwood, fourteen volunteers (eleven undergraduates, one graduate student, and two member of the Rogers Park community) led the weekly meetings. This year's Club President was Eunice Montenegro '19, Information Technology major, who was also a CTSDH Fellow and recipient of the prestigious Computer Science Department Grace Hopper Award. Elena Murphy, Computer Science and English double major, served as Vice President.

In addition, Girls Who Code at Loyola hosts guest speakers, all women in the technology industry, to discuss professional career paths, the use of technology, and what it means to be a brave leader in tech. Guest speakers included:

- recent Loyola alum Yesenia Del Real, speaking on getting a job in the software industry after college;
- Christina Lundgren from Protiviti, speaking on her work on cybersecurity from Protiviti;
- Ellie Poley, an iOS developer at Adobe;
- Emily Moss, from Girls Who Code;
- Kelly Prieve, Vice President of BuildThis.

Loyola's Girls Who Code chapter has been featured on various university social media accounts and in Loyola Phoenix's article, "LUC Sees Higher Number of Female STEM Grads and Professors." Girls Who Code was part of the fall 2018 CS Seminar and engaged learning at Loyola through the course COMP 390: Broadening Participation in STEM (Computing, Math & Science).

Sponsors of the 2018-19 program include: the CTSDH, the Office of Student Development, 8th Light (https://8thlight.com/), and Smack Dab Chicago (https://www.smackdabchicago.com/home).

Major grants from the CME Group Foundation and the American Association of University Women will allow for an expansion of the popular program in the coming year. The American Association of University Women (AAUW) awarded a 2019-20 Community Action Grant in the amount of $6,100 to support the university's Girls Who Code chapter. The CME Group Foundation board has approved a grant of $25,000 to support STEAHM (STEM + Arts and Humanities). Loyola's STEAHM is a pilot community initiative out of CTSDH, in conjunction with the School of Education. The initiative responds to the gender gap in tech fields and STEM majors. STEAHM is invested in teaching computer science skills to 6-12th grade girls primarily through the practice of teaching circles, peer-to-peer mentorship training, and Girls Who Code chapters at Loyola and our neighborhood public schools. Programming will take place in partner schools and on Loyola's campus.
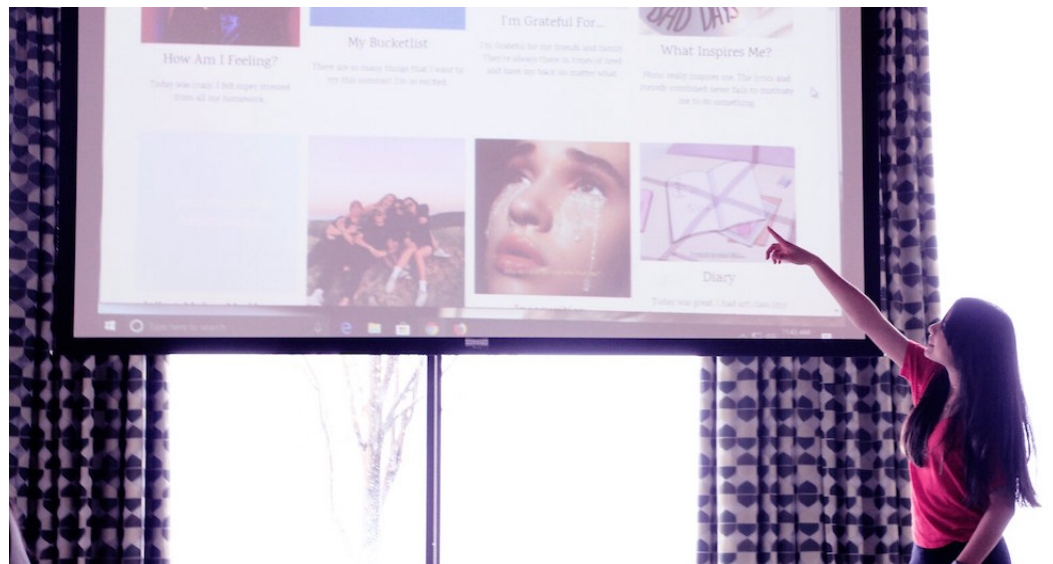
One of the participants in Girls Who Code shows off the website she created as her final project for the 2019 Spring Showcase.

Visiting International Scholars / Erasmus+ Programme Grant

The CTSDH welcomed its first visiting international fellow, Dr. Danuta Smolucha from the Akademia Ignatianum in Krakow, Poland, a Jesuit university, in the fall 2018 semester. Dr. Smolucha was a regular presence in the CTSDH where she worked on a new book on digital culture, shared her perspective on DH in several public programs, and befriended many of the graduate students and faculty.

This year the CTSDH was awarded a prestigious Erasmus+ Programme grant with the Akademia Ignatianum for 2018-2020. The grant provides for faculty mobilities between the two institutions. Dr. Smolucha extended her time to be the first Erasmus+ Fellow. Three more scholars from Ignatianum will follow her. Elizabeth Hopwood (CTSDH) and Theodore Karamanski (History) will be the Loyola faculty members going to Krakow on the grant in the coming academic year.

Visiting Scholar Danuta Smolucha shares her scholarship at the 2018 Chicago Colloquium on Digital Humanities and Computer Science.

Visibility

The CTSDH'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 which we manage through MailChimp. Our regular event mailing list now stands at 360 addresses, and we have multiple other lists that we use for targeted mailings;

- Our Twitter feed (https://twitter.com/LUCTSDH) has grown to nearly 550 followers over the past year. In that period we had 136,700 impressions (the number of times a person saw one our Tweets on Twitter);
- Followers on our Facebook page (https://www.facebook.com/LUCCTSDH/), which was launched in summer 2016, have risen to 190. 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 1150 images uploaded to the site which have been viewed nearly 45,800 times.

CTSDH Student Fellows

The CTSDH employed five student fellows over the academic year. The Fellows were responsible for communicating CTSDH activities, running public programs, supporting our Textual Analysis Lab, and keeping the center open to the public on weekdays from 10 am to 4 pm throughout the semester. In our third cohort was:

- Ericka Christie, Master's student in Digital Humanities (fall and spring)
- Abdur Khan, Master's student in Digital Humanities (fall and spring)
- Caroline McCraw, Master's student in Digital Humanities (fall and spring)
- Tyler Monaghan, Master's student in Digital Humanities (fall)
- Eunice Montenegro, Bachelor's student in Computer Science (spring)

In addition, Master's in Digital Humanities students made key contributions to the Man Into Woman Project (Rebecca Parker), the Sesquicentennial Scholars Project (Tina Figueroa and Zach Stella), and the University Libraries Digital Systems division (Taylor Brown).

Master's in Digital Humanities students Ericka Christie '20, Caroline McCraw '20, and Zach Stella '20 will be back as CTSDH Fellows in 2019-2020.

Concerns/Initiatives for the Coming Year

- *Staff*. The CTSDH still has no administrative support person. This means all the work of finances, human resources, and student registration falls on the Director and Assistant 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 memoranda 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.

Budget	CTSDH expenses break down into five major categories: labor, programming and projects, equipment, professional development, and other expenses. The greatest expense this year was for programming and projects (44%), a result of hosting the Chicago Colloquium conference in November 2018. Labor makes up the second largest expense (39%), a reflection of our commitment to hiring students to work as fellows in the CTSDH throughout the academic year. As a research center, we take very seriously the importance of sharing with broad audiences the newest work being undertaken by Loyola students, faculty, and staff, hence the expense for professional development (11%). Owing to the refurbishment grant from CAS last fiscal year, our equipment expenses were significantly less this year (3%). Finally, small amounts were expended for miscellaneous expenses (3%).

General Operating Budget, FY19
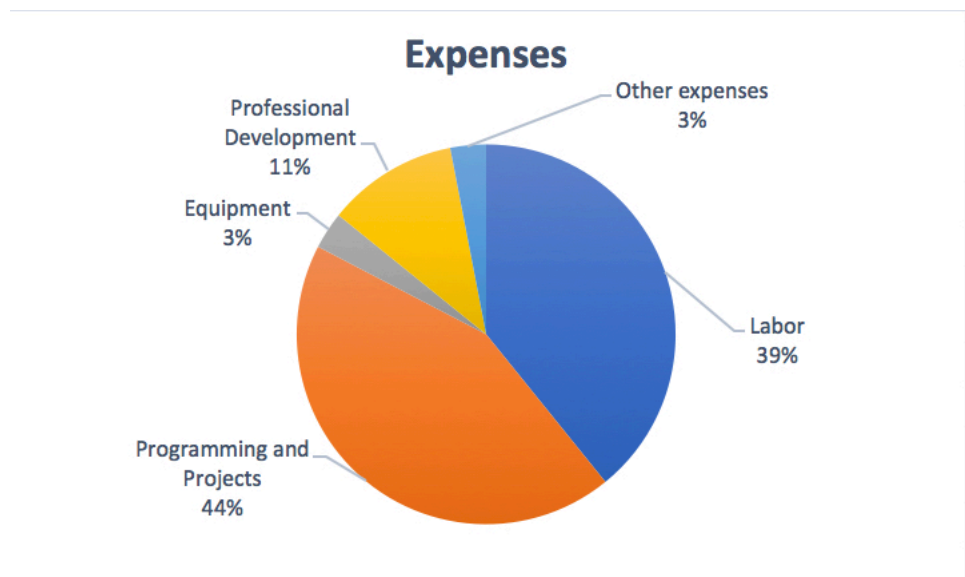
We were honored to directly receive or be co-recipients of $172,249 in grants this year from the following internal and external donors and organizations:

Adam Matthew
Anonymous
American Association of University Women
Chicago Colloquium (DePaul University, Illinois Institute of
Technology, Northwestern University, University of Chicago – Illinois,
University of Chicago)
CME Group Foundation
College of Arts and Sciences
8th Light

Gale-Cengage
Girls Who Code
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Tom and Jo-Ann Michalak
Office of Student Development
Omohundro Institute for Early American History and Culture
President's Office
SmackDab

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People

Director:

Kyle Roberts *^

Assistant Director and Project Manager:

Elizabeth Hopwood *^

Graduate Program Director:

Elizabeth Hopwood *^

Affiliate Faculty:

Paul Eggert (retired December 2018) *
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 ^
Jenna Drenten
Frank Fennell *
Nancy Freeman (left December 2018)
Jeffrey Glover
Olympia Gonzalez
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Niamh McGuigan ^
Catherine Nichols *^
Jonathan Singer
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Kathy Young *

* Research Project Director

^ Graduate Program Committee