Expanding Access to the Digital Humanities in St. Louis

Project Co-Directors
Geremy Carnes, Lindenwood University
Margaret K. Smith, Southern Illinois University Edwardsville

Submitted September 25, 2023

Expanding Access to the Digital Humanities in St. Louis

Table of Contents

Executive Summary

The *Expanding Access to the Digital Humanities in St. Louis* project was developed to establish a network of digital humanities practitioners in the greater St. Louis metropolitan region and improve access to digital humanities education across the region. Unlike most digital humanities networks, which evolved to support faculty and graduate student research, this network made education—especially at the high school and undergraduate levels—the heart of its mission. With the support of a Level 1 National Endowment for the Humanities Digital Humanities Advancement Grant, the network convened a workshop on the Lindenwood University campus on September 16 and 17, 2022, hosting thirteen higher education faculty, eight secondary education faculty, and the two project co-directors (who served as facilitators). Over the course of the workshop, the participants produced the following documents to guide the network's growth and its efforts to support equity in digital humanities education in St. Louis.

- *The St. Louis Digital Humanities Network Guidelines for Inter-Institutional Student Participation in Digital Humanities Projects.* These guidelines provide faculty and administrators with a process and best practices for supporting students in participating in digital humanities activities at other institutions.
- *A SWOT (Strengths-Weaknesses-Opportunities-Threats) Analysis of Digital Humanities Education in the St. Louis Region.* The SWOT analysis will guide the network in identifying potential avenues for inter-institutional collaboration.

These documents were subsequently made publicly available on [the project's Digital Commons site](#). Additionally, the workshop participants developed initial plans for three collaborative projects to support the network's mission. For the remainder of the project period, teams of workshop participants worked to advance these projects.

This white paper explains the project's contexts, details the work that went into developing the network and planning the September 2022 workshop, and discusses the progress of the three collaboration projects to date. It also reflects on the near- and long-term impacts of the project and considers the project's future.

Project Origins and Goals

The *Expanding Access to the Digital Humanities in St. Louis* project was an effort to drive collaboration among digital humanists to improve the quality of education in the field of digital humanities (DH) in the greater St. Louis region. This collaboration took place under the umbrella of the St. Louis Digital Humanities Network, which supports DH pedagogy across the St. Louis metro area in Missouri and Illinois, focusing especially on the often-neglected arenas of secondary and undergraduate education. In particular, the project sought to create

collaborations and partnerships across institutions to provide more equitable access to DH pedagogies for students from underserved groups and at under-resourced institutions.

Planning for the specific goals of this project began in early 2020. For several years prior, faculty at Lindenwood University (LU) in St. Charles, Missouri, individually undertook a number of strategies to improve student education in DH practices. While these efforts had their successes, bringing DH into the classroom raises numerous challenges, including financial barriers, lack of opportunities for learning new tools and methods, and the time and resources needed to adapt courses and syllabi. For a regional, teaching-focused institution like LU, these challenges were often significant obstacles to the faculty's ability to offer a robust education to its students in a field of growing importance within the humanities. Geremy Carnes, a professor of English at LU, began to investigate how other similarly situated institutions had supported instruction in DH. Drawing upon the work of other scholars, such as Jessica Pressman (2017) and Roopika Risam (2019), he concluded that major improvements to DH education at under-resourced institutions could best be achieved by cultivating a regional network of institutions that could share resources and opportunities. Carnes began reaching out to local DH practitioners, adding interested scholars from higher education institutions and cultural institutions to a Slack group, where members could share events, projects, and resources and seek collaborators.

In March 2021, Margaret K. Smith, a Research Assistant Professor at Southern Illinois University Edwardsville's (SIUE) IRIS Center joined the developing project as Co-Director. SIUE and the IRIS Center have a long history of collaborating across institutional, regional, and disciplinary divides to facilitate DH pedagogy, and working to support underserved students. Crucially, it also had experience working with high school faculty and students via East St. Louis Charter High School and other area schools. While thus far the network had only drawn together scholars from higher education and cultural institutions, a key goal of the planned project was to bring high school instructors into the network. Inequitable access to DH pedagogies begins well before students arrive in college—particularly in St. Louis.

On the one hand, the St. Louis region seems well-positioned to be a major DH hub. With continued investment from the National Geospatial Intelligence Agency, major tech corporations anchored in the city and county, and a rich community of researchers across the area's higher ed institutions, the region is a hotbed of opportunity for careers in fields like GIS, data visualization, and digital storytelling. However, those opportunities are unevenly distributed across the geographic, demographic, and economic boundaries that demarcate this region – boundaries with historic roots and ongoing manifestations.

The disconnect between those inequalities and opportunities manifests in two linked divides that shape St. Louis's physical landscape, social landscape, and digital landscape. The region's digital divide – that is, the inequalities of access to hardware, broadband, and technical training – maps neatly onto the so-called Delmar Divide, the street that separates the

predominantly Black neighborhoods in north St. Louis from the predominantly white neighborhoods and business districts in downtown and south St. Louis. Both divides exacerbate inequality of resourcing and educational outcomes in area schools. A report on St. Louis's digital divide issued in March of last year noted that 55% of residents in St. Louis City and County "live in areas meaningfully impacted by two or more digital divide pillars" (*St. Louis Digital Divide*, 2022). And this doesn't even account for St. Louis's Metro East, the communities just on the other side of the river that are even more starkly impacted. Many Metro East communities have insufficient access to broadband and other crucial digital infrastructures. The barriers to DH pedagogy in St. Louis are inseparable from the historical and contemporary pressures that have resulted in stark inequalities and sharp lines of economic and racial segregation across the region.

To respond to these needs, the network adopted an innovative approach: to make DH pedagogy (rather than faculty research) the center of its mission, and to bridge the K-12/higher education divide. It was to support the development of the network with these two goals in mind that Carnes and Smith developed the *Expanding Access to the Digital Humanities in St. Louis* project. A strong network guided by these twin goals could leverage the resources of well-funded institutions to expand access to DH pedagogies at under-resourced schools.

To support the development of such a network, Carnes and Smith planned a 2-day workshop of area secondary education and higher education faculty. During the workshop, the participants would 1) establish processes to allow students at different institutions to find and participate in DH projects at other institutions; 2) identify the challenges and opportunities to accessible DH education unique to the St. Louis area, and 3) establish shared goals for addressing those challenges and leveraging those opportunities.

Project Activities, Team, and Participants

In preparation for the project, Carnes and Smith had approached three higher education faculty and three secondary education faculty in the St. Louis area to serve on an advisory board for the St. Louis Digital Humanities Network. The board helped the co-directors prepare for the workshop, offered them advice on the direction of the network's development, and served as the evaluators of the project's outcomes. Carnes and Smith met with the advisory board members monthly during the eighteen-month project period.

Co-Directors
- **Geremy Carnes**, Lindenwood University
- **Meg Smith**, Southern Illinois University Edwardsville

Advisory Board Members
- **Donna Canan**, Kirkwood High School

- **Christine Henske**, Maplewood-Richmond Heights High School
- **Lara Kelland**, University of Missouri-St. Louis
- **John McEwan**, Saint Louis University
- **Bridget Nelson**, East St. Louis Charter High School
- **Geoff Ward**, Washington University

When the project period began in January 2022, Carnes and Smith began making plans for the workshop, to be held in September 2022. The location for the workshop was the LU campus in St. Charles, MO (Lindenwood generously provided space and logistical support for the event). As the spring semester advanced, Carnes and Smith started recruiting participants. The workshop was designed to include twelve higher education faculty and twelve secondary education faculty (in addition to the two facilitators, Carnes and Smith), drawn from institutions from throughout the region. Recruiting secondary education faculty proved to be a greater challenge than was initially expected. The COVID-19 pandemic had diminished in severity by spring 2022 when we began our recruitment efforts, but it was still placing significant burdens on faculty workloads and on high schools' substitute teacher budgets. We continued our recruitment efforts throughout the summer, but when we determined that we would not be able to fill all of the seats set aside for secondary education faculty, we opened the remaining seats to higher education faculty. After a last-minute cancellation, the participants included thirteen faculty from eight higher education institutions and eight faculty from five secondary education institutions. In addition, we had two student workers who helped with note-taking and with managing building access (as the second day of the workshop began before our facility, LU's Library and Academic Resources Center, was open to the public).

Workshop Participants

- **Vaughn Anderson**, Maryville University
- **John Bonsanti**, Normandy High School
- **Nora Derry**, Lindbergh High School
- **Simao Drew**, Kirkwood High School
- **Colin Hughes**, Kirkwood High School
- **James Hutson**, Lindenwood University
- **Rebecca van Kniest**, Fontbonne University
- **Corinne Wohlford Mason**, Fontbonne University
- **Rachel McWhorter-Rush**, St. Charles Community College
- **Grace Wade Moser**, St. Charles Community College
- **Dan Plate**, Lindenwood University
- **Howard Rambsy**, Southern Illinois University Edwardsville

- **Montaque Reynolds**, Saint Louis University
- **Robert Samuelson**, Normandy High School
- **Art Santirojprapai**, Maryville University
- **Amber Smith**, Wright City Middle School
- **Michael V. Smith**, University of Missouri-St. Louis
- **Monica Swindle**, University of Missouri-St. Louis and St. Charles Community College
- **Emily Thompson**, Webster University
- **Hannah Valbert**, Triad High School
- **Jennifer Zgiet-Burtelow**, Wright City Middle School

Student Workers

- **Lauren Porter**, Lindenwood University
- **Tevye J. Schmidt**, Lindenwood University

Prior to the workshop, a survey was distributed to the participants to gather data on their previous experiences with DH and to assess what aspects of the workshop they were most interested in. Carnes and Smith used this feedback to finalize the workshop agenda.

The first day of the workshop began with discussions of the role of DH in our curricula and in the cause of social justice. These discussions served two purposes: generating ideas that would inform the rest of the workshop's activities and building rapport between the workshop participants. Beginning the workshop with these two discussion topics also helped to frame DH pedagogy as a challenge very much bound up with challenges to racial and spatial justice in St. Louis. Participants began the discussions in small groups, and they changed groups after a time to ensure participants were getting to know people from several other institutions. In the afternoon, everyone worked together to generate a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of DH pedagogy in the St. Louis area. Generating this kind of birds-eye view of the state of DH education in the region was valuable in its own right, but we were particularly interested in the "strengths" and "opportunities" quadrants of the SWOT analysis, as those were the quadrants that would suggest resources to leverage and possibilities for collaboration. We spent the remainder of the first day brainstorming how best to take advantage of the strengths and opportunities identified. We initially focused on pedagogical resources, as that topic received the most interest from participants in the pre-workshop survey, but we also had a session that opened the floor to any ideas. We ended the day by identifying the three collaborations the participants were most enthusiastic about:

- Establish a regional DH showcase.
- Build a resource database for DH assignments and lessons.
- Build more community partnerships.

On the morning of the second day, we developed guidelines for institutions within the network that would facilitate inter-institutional participation by students in DH projects hosted at universities throughout the region. We also voted to adopt a Collaborators' Bill of Rights that network members would be expected to abide by when leading DH projects involving students at other institutions. In the afternoon, we broke out into groups to begin work on the three collaborative projects identified the day before. Participants joined teams based on their interests, but partway through this process we broke up and reformed the teams with different participants to allow for new perspectives and idea generation, before returning to original teams to polish up plans. By the end of the day, each collaboration team had generated a plan for carrying forward work on these projects in the months ahead. We also decided that the network's internal communications should move to Discord, due to changes in Slack's terms of use. (For the full workshop agenda, see Appendix I.)

Project Outcomes

The workshop participants achieved the three goals identified in our project proposal. The SWOT analysis generated by the participants details the challenges and opportunities facing DH education in the St. Louis area (see Appendix II), while the "St. Louis Digital Humanities Network Guidelines for Inter-Institutional Student Participation in Digital Humanities Projects" lays out processes for student participation in DH projects hosted at network institutions (see Appendix III). Finally, as noted above, goals for collaboration were identified at the workshop: establishing a regional DH showcase, building a resource database, and building more community partnerships.

However, the participants did not stop at just developing these documents. In the remainder of the project period (which continued until June 2023), many participants continued to advance work on the three collaborations launched at the workshop.

The first collaboration, on a student showcase, culminated in the St. Louis Digital Humanities Showcase, held online on April 18th. The inaugural showcase featured work by eleven undergraduate and graduate students from Lindenwood, Maryville, St. Louis, and Washington Universities (see Appendix IV for the full program). They presented on DH work in a variety of disciplines, including literature, art, art history, and game studies. The presentations and discussions were enthusiastic and mutually engaging, attentive to both the possibilities of the tools the students were using and to their limitations and weaknesses. We were also pleased to learn from our post-event survey that all of the respondents agreed or strongly agreed that the showcase was a valuable learning and professionalization experience, and that the environment was perceived as inclusive and welcoming (see Appendix V). Some students also agreed to allow their recorded presentations to be hosted on Lindenwood's Digital Commons site so that others can benefit from their research and activities. Planning for the 2024 St. Louis Digital Humanities Showcase has already begun, and with this year's earlier start,

we aim to grow participation to include more institutions, including high schools, and move to a hybrid format that allows for some in-person interactions.

The second collaboration, development of an online resource database, is also underway. While the day-to-day communications and announcements of the network circulate on the network's Discord server, the website serves as a repository for resources on teaching and community engagement and for the events we host, such as the annual showcase. Currently, the website team is developing initial content to populate the different areas of the site, which include resource guides for different DH tools and methods, lesson plans and activities, and reflections on community partnerships and community-engaged DH. In the long term, we intend to invite DH practitioners across the region to contribute content and to use the website to aggregate existing resources in a central location.

The third collaborative goal, to build more community partnerships, has proceeded more slowly than the other two, but being deliberate and thoughtful in this matter is an intentional choice. This goal emerged at the workshop as a way for students to connect classroom content with their own communities. However, the team's conversations raised a lot of well-founded concerns about the ways that community-engaged pedagogies can become extractive, with universities using community organizations to serve their educational needs without contributing anything in return. As a result, we have begun working toward this goal with a deeper assessment of where we currently are. An area of the network website is now dedicated to documenting and reflecting on community-engaged DH across the region. This section of the website will feature contributions from instructors, students, and community partners that reflect on what makes a good partnership. Other potential content we've discussed includes a directory of people involved in community-engaged DH and a list of best practices.

Finally, while not part of the original set of goals developed at the workshop, a further collaborative effort has developed out of interactions between workshop participants. James Hutson of Lindenwood University has created what is, effectively, a "wishlist" of DH project ideas that faculty in the area would like to undertake, but which would only be possible with student participants. This spreadsheet is being shared in the network's Discord server. Our network members are encouraged to share it with students at their institutions. We hope to see this document result in faculty and students interested in similar ideas finding each other and working together on projects, operating under the guidelines for collaboration developed at the September workshop.

Project Evaluation and Impact

The advisory board aided Carnes and Smith throughout the project in evaluating the project and determining how to proceed toward its goals at every stage. Additionally, as

outlined in the project's workplan, particular groups were asked to perform formal evaluations of aspects of the project at key junctures.

First, both workshop participants and the advisory board were surveyed on the results of the September 2022 workshop. The workshop participants were asked how strongly they agreed with a series of statements regarding the effectiveness of the workshop at generating useful analysis and plans, the participants' preparedness to put those plans into action, their views on how successful those plans would be at improving DH pedagogy and social justice in St. Louis, and their interest in future collaboration. 17 out of 21 participants responded. Almost all participants agreed with the effectiveness of the workshop at producing an accurate SWOT analysis and plans for the region, and that the plans would result in improved DH education at their institutions. Only about two thirds of participants agreed that the plans would benefit social justice goals, and similar numbers felt confidence in their ability to enact student participation guidelines at their institutions. When the results are broken down between higher education and secondary education participants, we find that the secondary education participants were more skeptical on these points, with only 57% agreeing that the plans would serve social justice aims and only 43% agreeing that they were prepared to put the student participation guidelines in effect at their institutions. This was not particularly surprising, as throughout the workshop (and in a smaller workshop supported by a Missouri Humanities Council grant held in April 2022), secondary education instructors noted that it would take several years of demonstrated commitment before they and their colleagues would feel confident that DH is more than a passing fad and that area universities are truly interested in being equal partners in these endeavors. Such skepticism is justified, as educational fads and one-sided relationships between universities and K-12 schools are unfortunately common. The survey thus showed that the network will need to demonstrate continued support, outreach, and relationship-building with secondary education institutions in the area to be successful in the long-term. Perhaps relatedly, the chief concern/interest expressed in the open-ended questions on the survey was for future collaborations to spend less time on the "big picture" and more time working toward focused, specific goals. Happily, the instructors who attended the workshop remain open to such collaborations. 100% of participants (in both higher education and secondary education) agreed that they were interested in participating in further collaborations with the network. (See Appendices VI and VII for full quantitative workshop participant survey results.)

In the advisory board post-workshop survey, board members were asked if the agreed that the student participation guidelines would improve DH project accessibility in the region, and if they agreed that each of the three collaboration goals generated at the workshop was 1) feasible, 2) would improve DH education, and 3) would contribute to equity and social justice. For all three goals across all three dimensions, as well for the student participation guidelines, a majority of the board agreed. (See Appendix VIII for full quantitative post-workshop advisory

board survey results.) In their written responses, board members noted some potential obstacles to broad participation in cross-institutional DH projects, including questions of copyright ownership, whether colleges would be willing to have faculty time go toward the mentoring of students paying tuition to a different institution, and whether students would receive sufficient guidance (especially secondary education students). All of these concerns are valid and will need to be carefully addressed when projects are undertaken. The other major concern, which arose in regard to collaboration goals, was whether access to the fruits of these endeavors would truly be equitable. For instance, students from well-resourced institutions will be better positioned to take part in a DH showcase than students at other institutions. Again, this is a valid concern, and network leaders will need to persistently strive to connect with and support under-resourced institutions and students.

The advisory board performed a final evaluation of the project in June 2023, near the conclusion of the project period. Board members were asked if they agreed that the project had fostered interest and cooperation among St. Louis DH practitioners, had fostered implementation of the student participation guidelines, had had a positive effect on DH access and pedagogy in the region, would continue to have a positive effect for several years to come, and had made significant progress on each of the three collaborative efforts that resulted from the workshop. Most statements were agreed to unanimously, and all were agreed to by a majority. (See Appendix IX for full quantitative results from the final advisory board survey.) In their qualitative comments, the resource website and showcase collaborations were singled out for praise as having the potential to be particularly impactful. A couple of the board members noted that the collaboration to develop more local partnerships had fewer results to show, but acknowledged that that effort was, by its nature, one that must take a long time to develop. The board members were also asked to comment on any needs or opportunities they would like to see the network address in the future. Most remarks focused on supporting communication between members and continuing efforts to connect with secondary education instructors. The former will help maintain the network's vitality and support area DH projects, while the latter is necessary for the network to fulfill its own vision and support equitable access to DH education. One idea that seems particularly promising is to work with higher education faculty who teach secondary education methods courses to aspiring teachers. By developing DH modules for those methods courses, we can help prepare future teachers to use DH in their instruction.

In addition to these formal evaluations, the project has generated other indications of impact. The participant survey following the St. Louis Digital Humanities Showcase showed a very high degree of enthusiasm for and satisfaction with outcome of that collaboration. Carnes and Smith have also worked to disseminate the results of the project. The documents produced at the workshop have been placed on LU's open-access Digital Commons site. The project's results were the focus of a presentation at the April 2023 Emerging Technologies and the

Future of Education Conference at Lindenwood University, the June 2023 Digital Humanities Summer Institute Conference & Colloquium (held virtually), and the 2023 HASTAC Conference at the Pratt Institute in New York City. The project is also discussed briefly in a forthcoming article by Carnes and Smith in *Interdisciplinary Digital Engagement in Arts & Humanities*. Carnes and Smith plan to publish an article that more fully discusses the project in the coming year. If the agreement with the publisher allows for it, that article will also be made freely available on LU's Digital Commons site.

Project Continuation and Long-Term Impact

It is the nature of infrastructure projects like this one that the ultimate impact may not be evident for several years. There are certainly challenges that will have to be overcome for the project to be successful in the long run. The chief challenge continues to be garnering participation from faculty at all levels whose service and teaching loads only increase. While there is lots of enthusiasm for DH, especially in the classroom, we recognize that most of this work is extra "service" work that institutions are not well-designed for valuing. While this challenge has been exacerbated by the pandemic and associated crises, it also builds on long-term trends of increasing workloads and decreasing supports. This challenge of participation has impacted organizations across the field of education. For our network in particular, it is also compounded by the logistical challenge of trying to organize events in a way that accommodates high school and college faculty, whose schedules are often radically different. In the future, we hope to partially address these challenges through programming that builds community, taps into ongoing conversations on topics like AI in the classroom, and provides tangible resources.

At the same time, there are already positive signs that the project is having and will continue to have an impact on our community in the coming years. Participants have remarked on how the network has not only introduced them to digital tools and methods, but has forged new relationships with colleagues across the region that promise fruitful collaborations in DH and beyond it. These are two of the network's most central objectives: to reduce barriers to entry for new practitioners in DH and to build capacity and relationships across metro St. Louis that will help sustain and expand DH the region. The team planning the next St. Louis Digital Humanities Showcase is already larger than last year's, with scholars from more institutions supporting the effort; a network social event at the start of the new academic year drew attendees from multiple institutions; and grants for new projects are being pursued. We are excited about the groundwork that has been laid through this regional collaboration, and we look forward to what's to come.

Appendices

Appendix I: September 2022 Workshop Agenda

Day 1

8:00am: Welcome, introductions, goals
9:00am: Discussion groups: DH curricula
9:45am: Discussion groups: DH and social justice
10:30am: Break
10:45am: Full workshop discussion: Integrating DH into curricula
11:15am: Digital humanities pedagogy panel
11:45am: Lunch
12:45pm: Group SWOT analysis
1:45pm: Full workshop SWOT analysis
2:45pm: Break
3:00pm: Strengths/opportunities discussion: collaborating on pedagogical resources
3:45pm: Strengths/opportunities discussion: other collaborations
4:45pm: Reflection
5:00pm: Adjournment

Day 2

8:00am: Morning greetings & Day 2 agenda
8:15am: Making DH projects accessible to students
10:15am: Break
10:30am: Making DH projects accessible to students
11:45am: Lunch
12:45pm: Review of the SWOT analysis
1:15pm: Collaboration jigsaw: Part 1
2:15pm: Collaboration jigsaw: Part 2
3:00pm: Break
3:15pm: Collaboration jigsaw: Part 3
4:15pm: Final Reflections and Planning for the Future

Appendix II: SWOT Analysis of DH Education in the St. Louis Region

STRENGTHS

IN HIGHER EDUCATION

- Many active DH projects in the STL region
- Local network of instructors practicing DH
- Extensive resource of expertise
- Many STL institutions internationally known for research and publishing in DH
- Wealth of community partners
- Geographical proximity allowing for physical meetings/joint ventures

IN SECONDARY EDUCATION

- Publisher-sourced resources (at some institutions)
- Instructional and technology coaches
- Support from school libraries and librarians
- Engaged educators thinking intentionally about pedagogical objectives and how technology can interface with/support them; diversity of opinions and approaches

OPPORTUNITIES

IN HIGHER EDUCATION

- Building a resource database for assignments and technology that can be shared across institutions
- Leveraging existing expertise, perhaps through the same database
- Linking together DH labs for more efficient sharing of resources/information
- Generating more collaboration among both faculty and students by sharing information about active DH projects each term
- Engaging with the growing awareness and changing discourses about issues of equity and inclusion in higher ed to promote DH
- Making interdisciplinary connections with other programs within institutions
- Bringing VPs of research and compliance together to streamline grant processes

IN SECONDARY EDUCATION

- Engaging actively with regional universities
- Engaging with the wealth of established, ongoing, and completed projects
- Working with local libraries that are involved in and support secondary education
- Using open access resources
- Using freeware that facilitates collaboration

ACROSS BOTH CONTEXTS

- Developing a set of DH "Do No Harm" guidelines
- Establishing a regional DH consortium showcase
- Ensuring administrators understand value by recognizing efforts made towards the consortium (evidence for evals)
- Making STL DH official by deciding on name, claiming domain name, create LinkedIn profile, etc. Make involvement official and worthwhile to external entities

WEAKNESSES

IN HIGHER EDUCATION

- Poor student perception of the value of humanities
- Students often anxious about engaging in DH work for a variety of reasons
- Negative perception of DH among many humanities faculty
- Tendency among humanists toward dystopian fears of technology or, conversely, utopian idealizations of it
- Colleagues' and supervisors' metrics and assessments do not appropriately credit DH work
- Insufficient professional development opportunities
- Lack of interdepartmental and interinstitutional communication
- Some IRB and grant offices do not have much interest in the humanities
- Tendency for DH projects to go defunct due to poor sustainability
- Insufficient active DH projects seeking collaborators, or, insufficient awareness of such projects

IN SECONDARY EDUCATION

- Virtually no resources within institutions
- School firewalls that restrict technologies students can use
- Students who aren't allowed to bring devices at bring-your-own-device schools; logistical challenges in one-to-one schools
- Dependence on unreliable infrastructure (for example, spotty wifi in classrooms)
- Not currently teaching information and foundational tech skills that would empower students to leverage existing resources (for example, navigating directories)
- Limited by prevailing metrics and assumptions about what and how students should learn

THREATS

IN HIGHER EDUCATION

- Poor public perception of the value of the humanities
- Insufficient state and federal funding for humanities projects
- Insufficient institutional support for humanities, especially humanities research
- Proprietary nature of much common LMS/app software
- Challenge of remaining current with the constant updates to technology
- Advances in artificial intelligence may render certain humanist skillsets obsolete

IN SECONDARY EDUCATION

- Freeware switching to paywalls and subscriptions
- Economic pressures on students and schools
- Lack of student ownership over materials published on platforms; twin concerns over attribution and privacy
- Need students to understand systems behind interfaces (for example, algorithms that dictate search results)

Appendix III: St. Louis Digital Humanities Network Guidelines for Inter-Institutional Student Participation in Digital Humanities Projects

Some of the major obstacles currently preventing a greater number of St. Louis postsecondary and secondary education students from participating in DH projects are the following:

- Faculty decide not to launch potential projects due to a perceived lack of a sufficient number of student participants to support the project.
- Students are unaware that it is possible for them to participate in projects led by faculty at other institutions.
- Students are unaware of the ongoing projects at their own institution and other institutions.

One of the principal goals of the St. Louis Digital Humanities Network is to overcome all of these obstacles by encouraging more faculty to launch projects with the help of students at their own and other institutions, clarifying the processes by which inter-institutional student participation can take place, and improving the dissemination of information about projects seeking student participants. These guidelines are the network's initial effort to address these matters. They will be revised as we establish stronger relationships with institutions in the area and develop improved means of information dissemination.

I. **Processes for Student Participation**
   a. **Postsecondary Students**
      i. Current processes in place at colleges for allowing students to obtain course credit from internships can also be used to allow students to obtain course credit for participation in DH projects at other institutions.
      ii. Expectations regarding student academic standing, hours worked per credit hour obtained, etc., will vary somewhat from institution to institution, but those variations should not interfere meaningfully with a student's ability to participate in a DH project.
      iii. As with any internship, student work on DH projects may be paid or unpaid. College credit will be awarded in either case, provided all paperwork has been properly filed, students receive a satisfactory supervisory report from the project lead, and students submit any other required materials to the faculty/staff member providing oversight of the internship at the student's home institution.
   b. **Secondary Students**
      i. Many area high schools have processes whereby students can engage in internships as part of their schoolwork. In some cases, these processes would allow for students to participate in college-based DH projects using an internship model.
      ii. The nature of these processes varies greatly from school to school, however. Network members at high schools and the network leaders will work to identify schools that have processes in place that would allow students to participate in college-based DH projects. At schools where

current processes do not allow for such participation, network members should advocate for changes to be made to the processes to allow for it in the future. As the network gathers information on the internship processes of area schools, it will be added to these guidelines in an appendix.

    iii. Another avenue for secondary student participation is via coursework in which a high school instructor partners with a college instructor to engage their high school students in a college project. Given the value placed on service learning in many high schools and colleges, DH service-learning projects would be ideal for this kind of arrangement.

    iv. Dual credit coursework may also be an avenue for high school student participation. Network leaders will investigate the possibilities for creating dual credit DH courses and/or integrating DH into existing dual credit offerings, and these guidelines will be updated based on their findings.

II. Expectations for Project Directors

a. Project directors working with students (college or high school) according to an internship model must meet all of the normal expectations that come with acting as a responsible employer/mentor, including (but not limited to) ensuring that the labor they task students with will contribute to their intellectual development; providing any necessary training the student needs to engage in the required labor; providing frequent feedback on students' work to help them contextualize and learn from their experiences; not requiring any labor in excess of the hours agreed upon in the internship contract; and submitting any paperwork or supervisory reporting the student needs to meet the institution's requirements to receive credit for the internship.

b. In addition to the usual expectations of being responsible employers/mentors, the network project directors must also be guided by a Collaborators' Bill of Rights recommended by the participants of the STL DH Network's membership (see below). While the Collaborators' Bill of Rights may be modified to better suit the needs of a given department or institution, modifications should not depart greatly from the spirit of the recommended Collaborators' Bill of Rights.

c. Project directors working with entire classes of high school students (such as in service-learning partnerships) must work out specific expectations with their high school faculty partner, but any arrangement must still be guided by the Collaborators' Bill of Rights.

III. Sharing Opportunities

a. Opportunities for students to participant in DH projects will be disseminated to network faculty via the network's Discord group. Network members will then be responsible for making other faculty and students at their respective institutions aware of such opportunities using the various methods (formal or informal) that exist at each institution for disseminating student opportunities.

b. Network leaders will invite relevant staff at colleges and high schools (career services staff, service-learning staff, internship coordinators, etc.) to join the

Discord group so that these staff can also help connect interested students to opportunities.

c. Network members at colleges will inform and occasionally remind their colleagues about the opportunity to recruit students at other institutions into existing DH projects or into new projects that might only become possible with the help of such students.

d. Network leaders will work to develop a more robust means of disseminating information about opportunities and will update these guidelines accordingly.

Collaborators' Bill of Rights

Source Link

Authors: Tanya E. Clement, Douglas Reside, Brian Croxall, Julia Flanders, Neil Fraistat, Steve Jones, Matt Kirschenbaum, Suzanne Lodato, Laura Mandell, Paul Marty, David Miller, Bethany Nowviskie, Stephen Olsen, Tom Scheinfeldt, David Seaman, Mark Tebeau, John Unsworth, Kay Walter

Editor: Lynne Siemens

1) All kinds of work on a project are equally deserving of credit (though the amount of work and expression of credit may differ). And all collaborators should be empowered to take credit for their work.

2) The DH community should default to the most comprehensive model of attribution of credit: credit should take the form of a legible trail that articulates the nature, extent, and dates of the contribution. (Models in the sciences and the arts may be useful.)

   a) Descriptive Papers & Project reports: Anyone who collaborated on the project should be listed as author in a fair ordering based on emerging community conventions.

   b) Websites: There should be a prominent "credits" link on the main page with PIs or project leads listed first. This should include current staff as well as past staff with their dates of employment.

   c) CVs: Your CV is your place for articulating your contribution to a collaboration. All collaborators should feel empowered to express their contributions honestly and comprehensively.

3) Universities, museums, libraries, and archives are locations of creativity and innovation. Intellectual property policies should be equally applied to all employees regardless of employment status. Credit for collaborative work should be portable and legible. Collaborators should retain access to the work of the collaboration.

4) Funders should take an aggressive stance on unfair institutional policies that undermine the principles of this bill of rights. Such policies may include inequities in intellectual property rights or the inability of certain classes of employees to serve as PIs.

Appendix IV: St. Louis Digital Humanities Showcase Program

SCHEDULE

Introduction & Acknowledgements
1:00pm - 1:10pm

SESSION 1
1:10pm - 1:30pm

Digital Analysis Lightning Talk Video Session
1:10pm - 1:20pm

Digital Analysis Q&A Session
1:20pm - 1:30pm

Presenter(s):

- Haley Pak, "Unraveling Anne: Literary Comparisons of the Forgotten Brontë Sister"

- Daria Berman and Martina Yu, "R Evaluation of Fictional and Archival Interrogations"

SESSION 2
1:30pm - 2:00pm

Tool Development Lightning Talk Video Session
1:30pm - 1:45pm

Tool Development Q&A Session
1:45pm - 2:00pm

Presenter(s):

- Paige Sandheinrich, "Curio-Stereo: A Potential Application for the Viewing of Stereograph Cards"

- Morgan Harper Nichols, "Artist-Generated Datasets for Generative AI Art"

- Tiffani Barner, "Virtual Reality and Gamification in Post-Secondary Education"

SESSION 3
2:00pm – 3:05pm

Presentation Video Session
2:00pm – 2:45pm

Presentation Q&A Session
2:45pm – 3:05pm

Presenter(s):

- Charles O'Brien, "Reconstructing the Parisian Salon de 1785 in VR"

- Meha Gupta, "'Feeling the reading': Affective Landmarking and Literary Studies in Postcolonial India"

- Sadahisa Watanabe, "The Sentiment Analysis of Dan Brown's Novels: How the Plotlines Changed After *The Da Vinci Code*"

Break
3:05pm – 3:15pm

SESSION 4
3:15pm - 4:00pm

Digital Humanities Pedagogy Video Session
3:15pm - 3:45pm

Pedagogy Q&A Session
3:45pm - 4:00pm

Presenter(s):

- Vaughn Anderson and Art Santirojprapai, "Digital Humanities Pedagogy for Undergraduate Non-Majors - Session 1"

- Jesse Kavadlo, "Digital Humanities Pedagogy for Undergraduate Non-Majors - Session 2"

- Hannah Fenn and Valentin Vallejo, Q&A

Farewell
4:00pm

Appendix V: St. Louis Digital Humanities Showcase Post-Event Participant Survey – Quantitative Results

Participants were asked how strongly they agreed with each of the following statements.

Statement 1

The showcase increased my understanding of and knowledge about the digital humanities.

Response	Count
Strongly agree	9
Agree	2
Neutral	0
Disagree	0
Strongly disagree	0
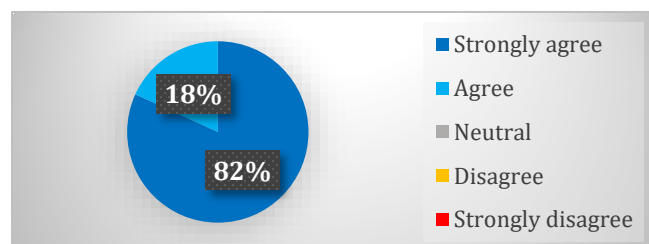
Statement 2

The showcase was a valuable professionalization experience.

Response	Count
Strongly agree	9
Agree	2
Neutral	0
Disagree	0
Strongly disagree	0
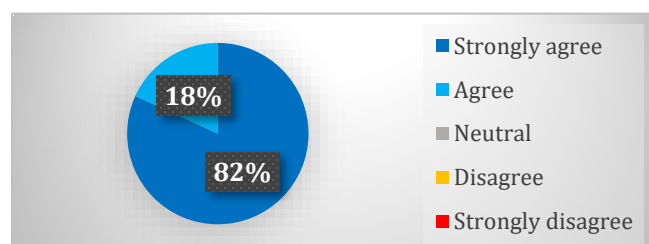
Statement 3

The showcase felt inclusive and welcoming.

Response	Count
Strongly agree	9
Agree	2
Neutral	0
Disagree	0
Strongly disagree	0
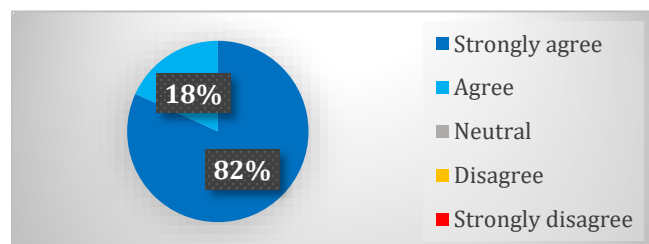
Statement 4

I would be interested in participating in the showcase again if it is held next year. (Note: If you would be ineligible to participate next year for some reason, please skip this question.)

Response	Count
Strongly agree	6
Agree	3
Neutral	0
Disagree	0
Strongly disagree	0
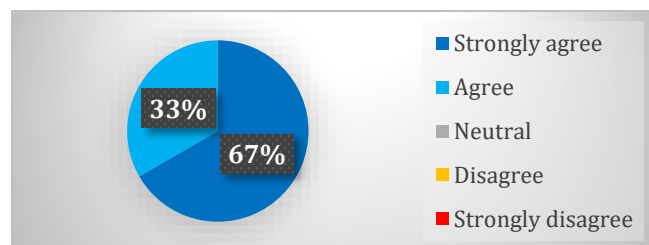
Statement 5

I would encourage a friend/colleague to participate in the showcase if it is held next year.

Response	Count
Strongly agree	9
Agree	2
Neutral	0
Disagree	0
Strongly disagree	0
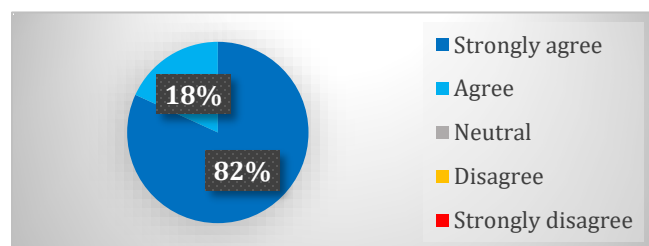
Appendix VI: Expanding Access to the Digital Humanities in St. Louis Post-Workshop Participant Survey – Quantitative Results

Participants were asked how strongly they agreed with each of the following statements.

Statement 1

The workshop was effective at generating plans for improving digital humanities education in the St. Louis area.

Response	Count
Strongly agree	10
Agree	6
Neutral	0
Disagree	1
Strongly disagree	0
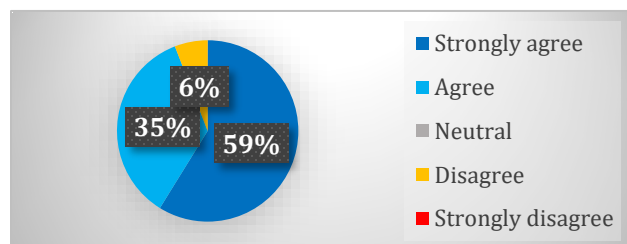
Statement 2

The plans resulting from the workshop will be effective at improving digital humanities education at my own institution.
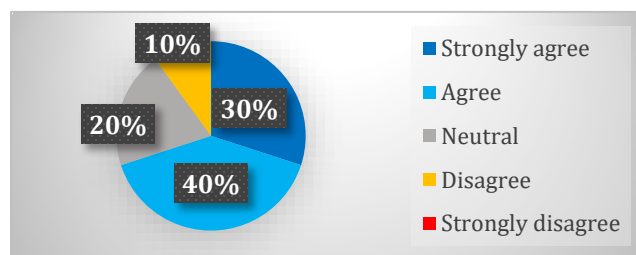
Response	Count
Strongly agree	6
Agree	9
Neutral	1
Disagree	0
Strongly disagree	1
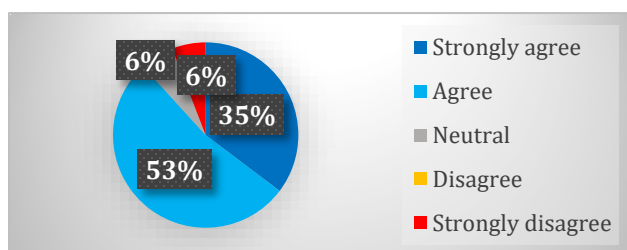
Statement 3

The plans resulting from the workshop will be effective at improving equity and social justice in the St. Louis region.
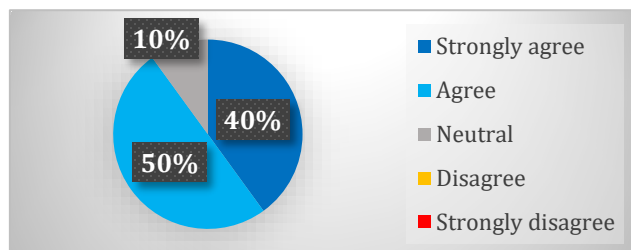
Response	Count
Strongly agree	4
Agree	7
Neutral	4
Disagree	1
Strongly disagree	1
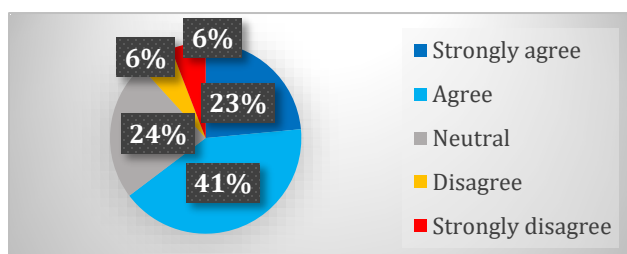
Statement 4

The SWOT Analysis resulting from the workshop accurately identifies the strengths, weaknesses, opportunities, and threats of DH education in the St. Louis area.
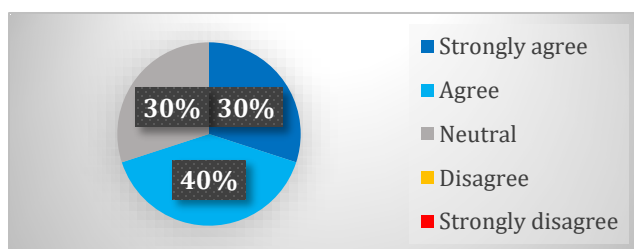
Response	Count
Strongly agree	6
Agree	10
Neutral	1
Disagree	0
Strongly disagree	0
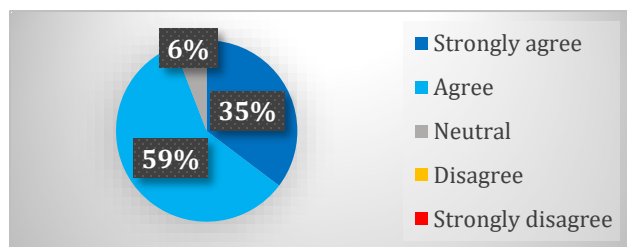
Statement 5

I feel prepared to put the Inter-Institutional Student Participation Guidelines resulting from the workshop into practice at my own institution.

Response	Count
Strongly agree	5
Agree	5
Neutral	6
Disagree	1
Strongly disagree	0
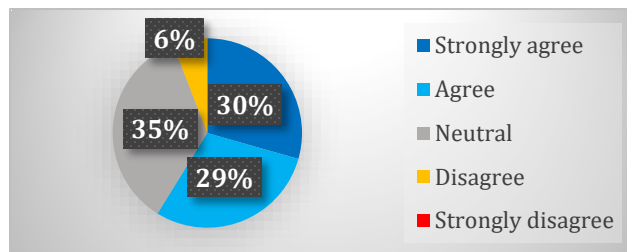
Statement 6

I am interested in engaging in further network collaborations on matters of digital humanities pedagogy.

Response	Count
Strongly agree	15
Agree	2
Neutral	0
Disagree	0
Strongly disagree	0
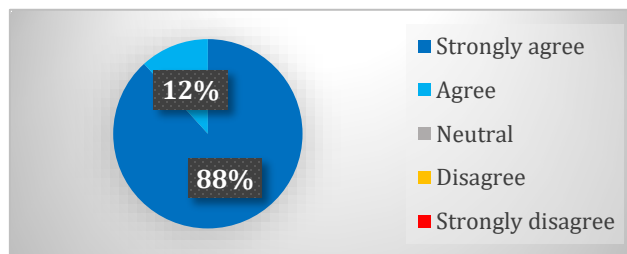
Appendix VII: Expanding Access to the Digital Humanities in St. Louis Post-Workshop Participant Survey – Quantitative Results by Faculty Type

Higher Education Faculty

Participants were asked how strongly they agreed with each of the following statements.

Statement 1

The workshop was effective at generating plans for improving digital humanities education in the St. Louis area.

Response	Count
Strongly agree	6
Agree	4
Neutral	0
Disagree	0
Strongly disagree	0
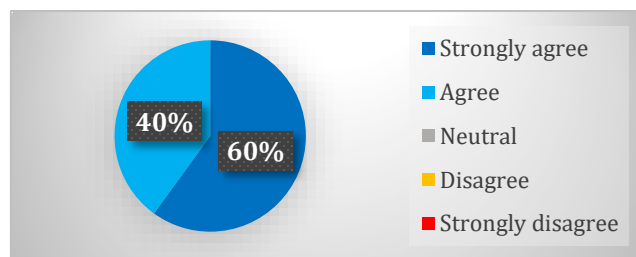
Statement 2

The plans resulting from the workshop will be effective at improving digital humanities education at my own institution.

Response	Count
Strongly agree	5
Agree	4
Neutral	1
Disagree	0
Strongly disagree	0
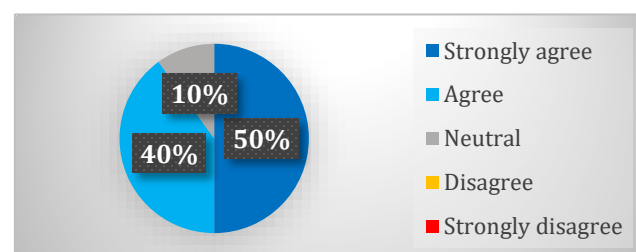
Statement 3

The plans resulting from the workshop will be effective at improving equity and social justice in the St. Louis region.

Response	Count
Strongly agree	3
Agree	4
Neutral	2
Disagree	1
Strongly disagree	0

Statement 4

The SWOT Analysis resulting from the workshop accurately identifies the strengths, weaknesses, opportunities, and threats of DH education in the St. Louis area.

Response	Count
Strongly agree	4
Agree	5
Neutral	1
Disagree	0
Strongly disagree	0

Statement 5

I feel prepared to put the Inter-Institutional Student Participation Guidelines resulting from the workshop into practice at my own institution.
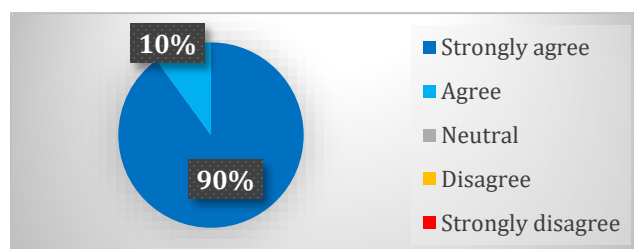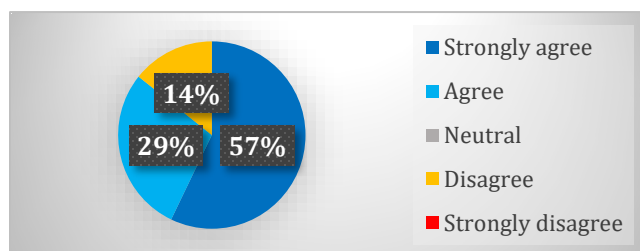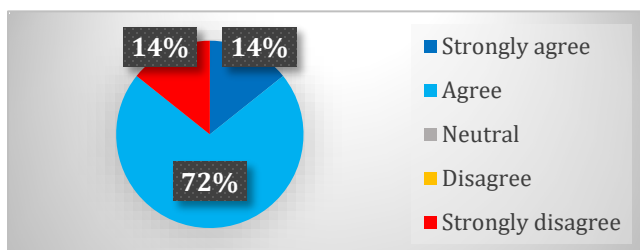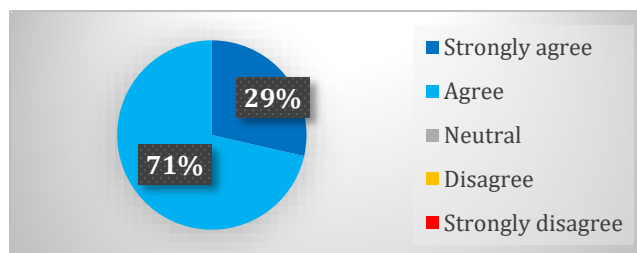
Response	Count
Strongly agree	3
Agree	4
Neutral	3
Disagree	0
Strongly disagree	0

Statement 6

I am interested in engaging in further network collaborations on matters of digital humanities pedagogy.

Response	Count
Strongly agree	9
Agree	1
Neutral	0
Disagree	0
Strongly disagree	0

Secondary Education Faculty

Participants were asked how strongly they agreed with each of the following statements.

Statement 1

The workshop was effective at generating plans for improving digital humanities education in the St. Louis area.

Response	Count
Strongly agree	4
Agree	2
Neutral	0
Disagree	1
Strongly disagree	0

Statement 2

The plans resulting from the workshop will be effective at improving digital humanities education at my own institution.

Response	Count
Strongly agree	1
Agree	5
Neutral	0
Disagree	0
Strongly disagree	1

Statement 3

The plans resulting from the workshop will be effective at improving equity and social justice in the St. Louis region.

Response	Count
Strongly agree	1
Agree	3
Neutral	2
Disagree	0
Strongly disagree	1

Statement 4

The SWOT Analysis resulting from the workshop accurately identifies the strengths, weaknesses, opportunities, and threats of DH education in the St. Louis area.
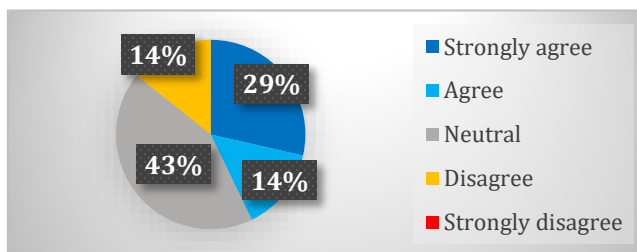
Response	Count
Strongly agree	2
Agree	5
Neutral	0
Disagree	0
Strongly disagree	0

Statement 5

I feel prepared to put the Inter-Institutional Student Participation Guidelines resulting from the workshop into practice at my own institution.
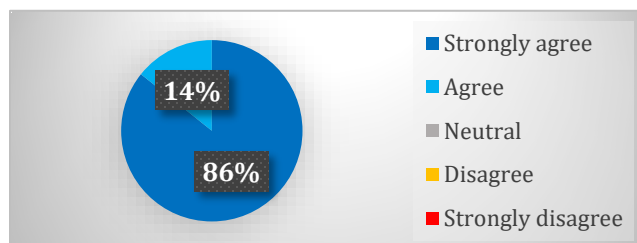
Response	Count
Strongly agree	2
Agree	1
Neutral	3
Disagree	1
Strongly disagree	0

Statement 6

I am interested in engaging in further network collaborations on matters of digital humanities pedagogy.

Response	Count
Strongly agree	6
Agree	1
Neutral	0
Disagree	0
Strongly disagree	0

Appendix VIII: Expanding Access to the Digital Humanities in St. Louis
Post-Workshop Advisory Board Evaluation – Quantitative Results

Participants were asked how strongly they agreed with each of the following statements.

Statement 1

The inter-institutional student participation guidelines developed at the workshop will improve the accessibility of DH projects to students in the St. Louis area.
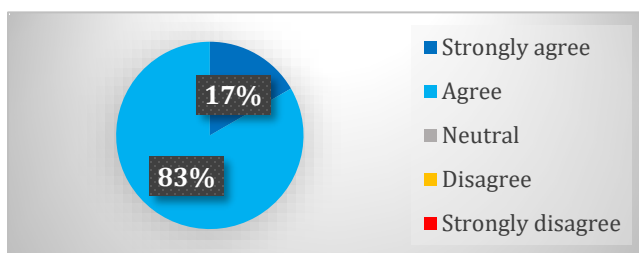
Response	Count
Strongly agree	2
Agree	2
Neutral	2
Disagree	0
Strongly disagree	0
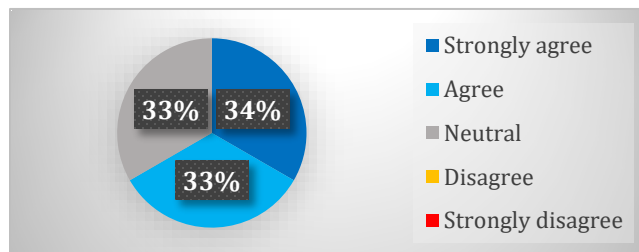
Statement 2

The first collaboration idea produced at the workshop (Curated Resource Website) will improve DH education in the St. Louis region.

Response	Count
Strongly agree	1
Agree	5
Neutral	0
Disagree	0
Strongly disagree	0

Statement 3

The first collaboration idea produced at the workshop (Curated Resource Website) will further equity and social justice in the St. Louis region.
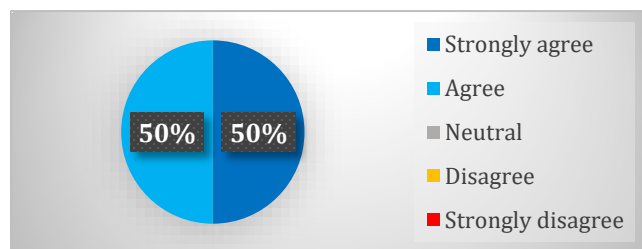
Response	Count
Strongly agree	1
Agree	3
Neutral	2
Disagree	0
Strongly disagree	0
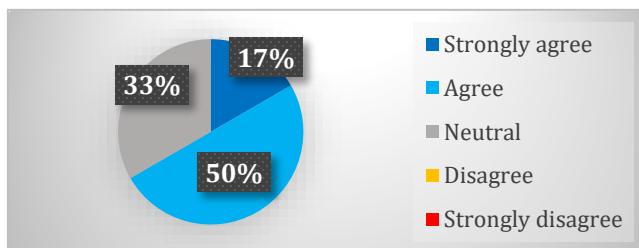
Statement 4

The first collaboration idea produced at the workshop (Curated Resource Website) is feasible.
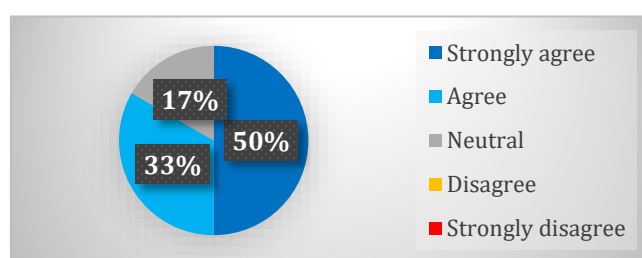
Response	Count
Strongly agree	3
Agree	3
Neutral	0
Disagree	0
Strongly disagree	0

Statement 5

The second collaboration idea produced at the workshop (Regional Digital Humanities Student Work Showcase) will improve DH education in the St. Louis region.
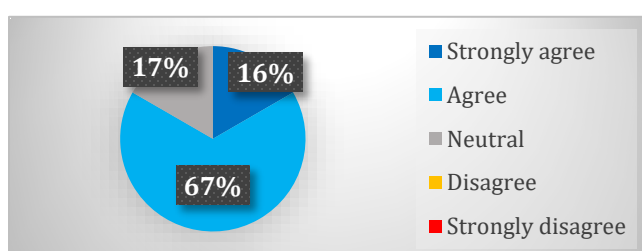
Response	Count
Strongly agree	3
Agree	2
Neutral	1
Disagree	0
Strongly disagree	0

Statement 6

The second collaboration idea produced at the workshop (Regional Digital Humanities Student Work Showcase) will further equity and social justice in the St. Louis region.
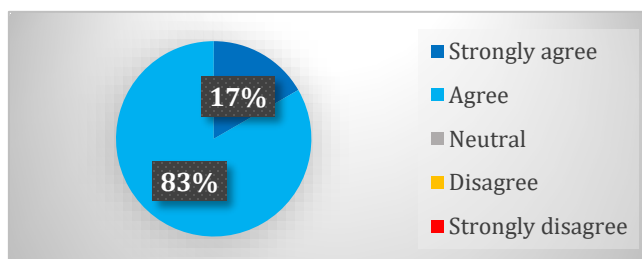
Response	Count
Strongly agree	1
Agree	4
Neutral	1
Disagree	0
Strongly disagree	0

Statement 7

The second collaboration idea produced at the workshop (Regional Digital Humanities Student Work Showcase) is feasible.
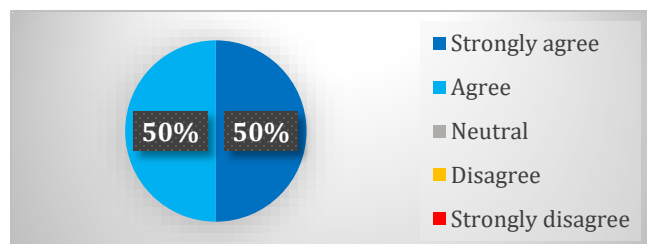
Response	Count
Strongly agree	1
Agree	5
Neutral	0
Disagree	0
Strongly disagree	0

Statement 8

The third collaboration idea produced at the workshop (Local History Partnerships) will improve DH education in the St. Louis region.
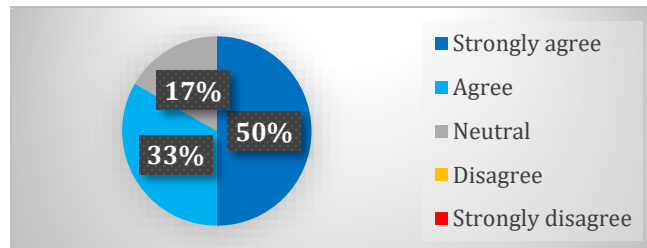
Response	Count
Strongly agree	3
Agree	3
Neutral	0
Disagree	0
Strongly disagree	0

Statement 9

The third collaboration idea produced at the workshop (Local History Partnerships) will further equity and social justice in the St. Louis region.
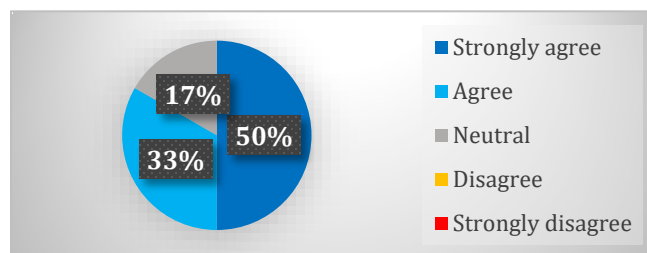
Response	Count
Strongly agree	3
Agree	2
Neutral	1
Disagree	0
Strongly disagree	0

Statement 10

The third collaboration idea produced at the workshop (Local History Partnerships) is feasible.

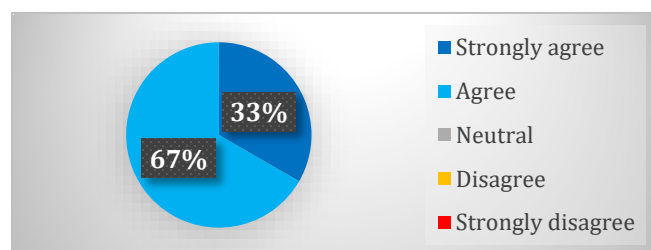| Response	Count
Strongly agree	3
Agree	2
Neutral	1
Disagree	0
Strongly disagree	0

Appendix IX: Expanding Access to the Digital Humanities in St. Louis Final Advisory Board Evaluation – Full Quantitative Results

Participants were asked how strongly they agreed with each of the following statements.

Statement 1

The Expanding Access to the Digital Humanities in St. Louis Project has successfully fostered interest in collaboration and cooperation in DH among St. Louis-area DH practitioners.
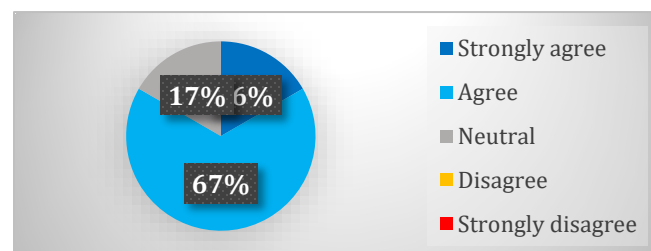
Response	Count
Strongly agree	2
Agree	4
Neutral	0
Disagree	0
Strongly disagree	0

Statement 2

The Expanding Access to the Digital Humanities in St. Louis Project has successfully fostered the implementation of the student DH participation guidelines developed at the workshop at area institutions.
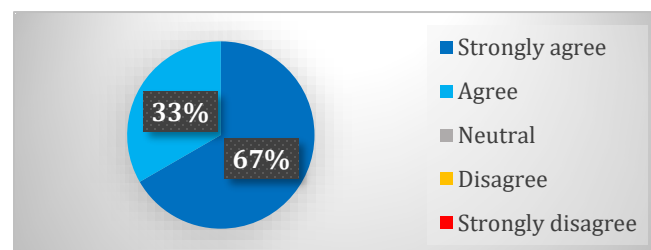
Response	Count
Strongly agree	1
Agree	4
Neutral	1
Disagree	0
Strongly disagree	0

Statement 3

The Expanding Access to the Digital Humanities in St. Louis Project has had a positive effect on digital humanities access and pedagogy in the region since January 2022.
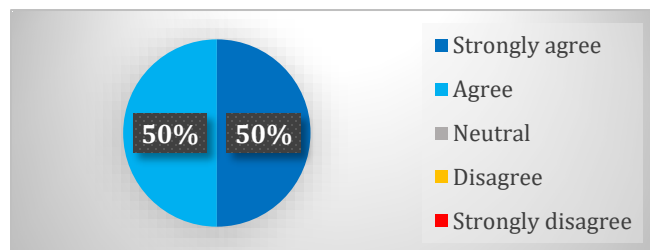
Response	Count
Strongly agree	4
Agree	2
Neutral	0
Disagree	0
Strongly disagree	0

Statement 4

The connections, collaborations, and processes developed during the Expanding Access to the Digital Humanities in St. Louis Project are likely to have a positive effect on digital humanities access and pedagogy in the region for several years to come.
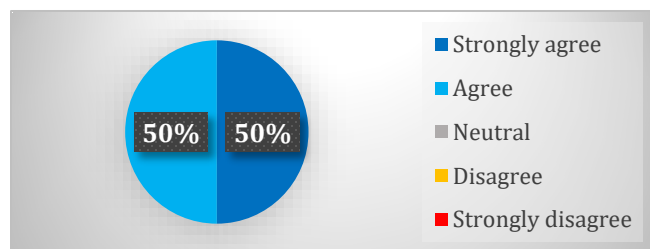
Response	Count
Strongly agree	3
Agree	3
Neutral	0
Disagree	0
Strongly disagree	0

Statement 5

Since the September 2022 workshop, the network has made significant progress on its first collaboration idea (Curated Resource Website).

Response	Count
Strongly agree	3
Agree	3
Neutral	0
Disagree	0
Strongly disagree	0

Statement 6

Since the September 2022 workshop, the network has made significant progress on its second collaboration idea (Regional Digital Humanities Student Work Showcase).

Response	Count
Strongly agree	3
Agree	3
Neutral	0
Disagree	0
Strongly disagree	0

Statement 7

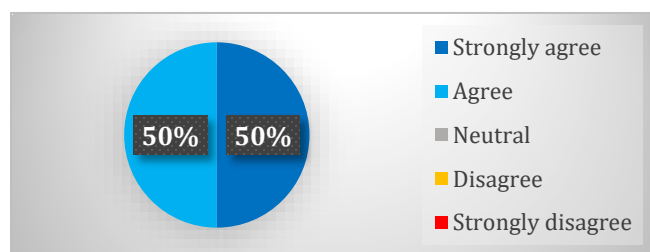Since the September 2022 workshop, the network has made significant progress on its third collaboration idea (Local History Partnerships).

Response	Count
Strongly agree	2
Agree	2
Neutral	2
Disagree	0
Strongly disagree	0
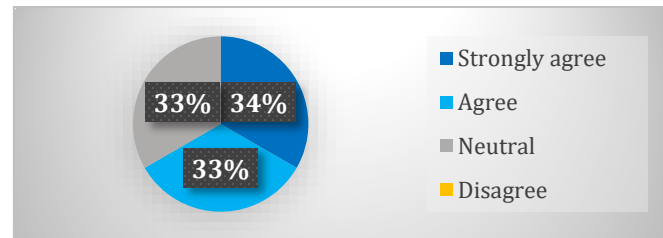
Appendix X: Bibliography

Abernathy, Ted, and Sara Casey. *Technology 2030*. Missouri Chamber Foundation, 2019. http://mochamber.com/wp-content/uploads/2019/03/Technology2030-report.pdf. Accessed 25 Aug. 2023.

Arteaga, Rachel. "Introductory Digital Humanities Curriculum for the High School Classroom." *Humanities Commons*, 2015, http://dx.doi.org/10.17613/M6B01M. Accessed 25 Aug. 2023.

Arteaga, Rachel. "Spar: Digital Humanities, Access, and Uptake in Rural Southwest Washington State." *NANO: New American Notes Online*, no. 5, 2014, https://nanocrit.com/issues/issue5/spar-digital-humanities-access-and-uptake-rural-southwest-washington-state. Accessed 27 Jan. 2023.

Battershill, Claire, and Shawna Ross. *Using Digital Humanities in the Classroom: A Practical Introduction for Teachers, Lecturers, and Students*. Bloomsbury Academic, 2017.

Bretz, Andrew. "The New Itinerancy: Digital Pedagogy and the Adjunct Instructor in the Modern Academy." *Digital Humanities Quarterly*, vol. 11, no. 3, 2017, https://www.digitalhumanities.org/dhq/vol/11/3/000304/000304.html. Accessed 14 Aug. 2022.

Brier, Stephen. "Where's the Pedagogy? The Role of Teaching and Learning in the Digital Humanities." *Debates in the Digital Humanities*, edited by Matthew K. Gold, University of Minnesota Press, 2012, pp. 390-411.

Christian-Lamb, Caitlin, and Anelise Hanson Shrout. "'Starting from Scratch'?: Workshopping New Directions in Undergraduate Digital Humanities." *Digital Humanities Quarterly*, vol. 11, no. 3, 2017, https://www.digitalhumanities.org/dhq/vol/11/3/000311/000311.html.

Clement, Tanya. "Multiliteracies in the Undergraduate Digital Humanities Curriculum: Skills, Principles, and Habits of Mind." *Digital Humanities Pedagogy: Practices, Principles and Politics*, edited by Brett D. Hirsch, Open Book Publishers, 2012, pp. 365–388.

DeSpain, Jessica, Kristine Hildebrandt, Katherine I. Knowles, and Ben Ostermeier. *Digital Humanities and the Undergraduate Experience*, Southern Illinois University Edwardsville IRIS Center, 2012, https://iris.siue.edu/undergrad-dh/.

Dombrowski, Quinn. "The Directory Paradox." *People, Practice, Power: Digital Humanities Outside the Center*, edited by Anne B. McGrail et al., University of Minnesota Press, 2021, https://www.jstor.org/stable/10.5749/j.ctv2782dmw.9.

Gil, Alexander, et al. "Digital Humanities in Middle and High School: Case Studies and Pedagogical Approaches." *DH2018*, https://dh2018.adho.org/en/digital-humanities-in-middle-and-high-school-case-studies-and-pedagogical-approaches/. Accessed 12 Aug. 2022.

Hirsch, Brett D. "Digital Humanities and the Place of Pedagogy." *Digital Humanities Pedagogy: Practices, Principles and Politics*, edited by Brett D. Hirsch, Open Book Publishers, 2012, pp. 3-30.

Kelber, Nathan, et al. "Representation Matters: How Do We Promote a Radically Inclusive Digital Humanities?" *DH2020*, https://dh2020.adho.org/wp-content/uploads/2020/07/439_RepresentationMattersHowDoWePromoteaRadicallyInclusiveDigitalHumanities.html. Accessed 17 Jan. 2023.

Kennedy, Kara. "A Long-Belated Welcome: Accepting Digital Humanities Methods into Non-DH Classrooms." *Digital Humanities Quarterly*, vol. 11, no. 3, 2017. https://www.digitalhumanities.org/dhq/vol/11/3/000315/000315.html. Accessed 5 Aug. 2022.

Lach, Pamella R., and Jessica Pressman. "Digital Infrastructures: People, Place, and Passion—a Case Study of San Diego State University." *People, Practice, Power: Digital Humanities Outside the Center*, edited by Anne McGrail et al., University of Minnesota Press, 2021, pp. 189–201. *JSTOR*, http://www.jstor.org/stable/10.5749/j.ctv2782dmw.16. Accessed 5 Aug. 2022.

Locke, Brandon. "Digital Humanities Pedagogy as Essential Liberal Education: A Framework for Curriculum Development." *Digital Humanities Quarterly*, vol. 11, no. 3, 2017, https://digitalhumanities.org/dhq/vol/11/3/000303/000303.html.

Lynch, Tom Liam. "Soft(a)Ware in the English Classroom: Readers of Ones and Zeros: A Case for K–12 Digital Humanities Education." *The English Journal*, vol. 105, no. 4, 2016, pp. 111–13. JSTOR, http://www.jstor.org/stable/26359242. Accessed 5 Aug. 2022.

McGrail, Anne B. "The 'Whole Game': Digital Humanities at Community Colleges." *Debates in the Digital Humanities 2016*, edited by Matthew K. Gold and Lauren F. Klein, University of Minnesota Press, 2016, pp. 16–31. *JSTOR*, https://doi.org/10.5749/j.ctt1cn6thb.5. Accessed 5 Aug. 2022.

McPherson, Tara. "Why Are the Digital Humanities So White? or Thinking the Histories of Race and Computation." *Debates in the Digital Humanities*, edited by Matthew K. Gold, University of Minnesota Press, 2012, pp. 139-160.

Murphy, Emily Christina, and Shannon R. Smith. "Introduction." *Imagining the DH Undergraduate*, special issue of *Digital Humanities Quarterly*, vol. 11, no. 3, 2017, http://www.digitalhumanities.org/dhq/vol/11/3/000334/000334.html.

Nakamura, Lisa, et al. "Mission Statement." *DISCO Network*, https://www.disconetwork.org/mission. Accessed 19 Jan. 2023.

Pressman, Jessica. "Building and Strengthening Digital Humanities Through a Regional Network." *National Endowment for the Humanities*. 2 Mar. 2017. National Endowment for the Humanities. https://apps.neh.gov/publicquery/main.aspx?f=1&gn=HD-228956-15. Accessed 25 Aug. 2023.

Rambsy II, Howard. "African American Scholars and the Margins of DH." *Publications of the Modern Language Association of America*, vol. 135, no. 1, 2020, pp. 152-158.

Risam, Roopika. "Networking the Regional Comprehensives." *National Endowment for the Humanities*. 29 Mar. 2019. National Endowment for the Humanities.

https://apps.neh.gov/publicquery/main.aspx?f=1&gn=HAA-256069-17. Accessed 25 Aug. 2023.

Risam, Roopika. "Stewarding Place: Digital Humanities at the Regional Comprehensive University." *People, Practice, Power: Digital Humanities Outside the Center*, edited by Anne McGrail et al., University of Minnesota Press, 2021, pp. 304–14. *JSTOR*, http://www.jstor.org/stable/10.5749/j.ctv2782dmw.23. Accessed 5 Aug. 2022.

Risam, Roopika, et al. "Building an Ethical Digital Humanities Community: Librarian, Faculty, and Student Collaboration." *College & Undergraduate Libraries*, vol. 24, no. 2–4, 2017, pp. 337–349. https://doi.org/10.1080/10691316.2017.1337530. Accessed 25 Aug. 2023.

Simon, Margaret. "Access, Touch, and Human Infrastructures in Digital Pedagogy." *People, Practice, Power: Digital Humanities Outside the Center*, edited by Anne McGrail et al., University of Minnesota Press, 2021, pp. 255–70. *JSTOR*, http://www.jstor.org/stable/10.5749/j.ctv2782dmw.20. Accessed 5 Aug. 2022.

St. Louis Digital Divide: Summary of Study and Findings. St. Louis Community Foundation, 2022. https://stldigitaldivide.org/wp-content/uploads/2022/03/Digital-Divide-Summary-Report_22.pdf. Accessed 25 Aug. 2023.

Stommel, Jesse. "The Student 2.0." *Hybrid Pedagogy*, vol. 1, 2012, https://hybridpedagogy.org/the-student-2-0/. Accessed 14 Aug. 2022.

Wu, Jing, and Der-Thanq Victor Chen. "A Systematic Review of Educational Digital Storytelling." *Computers & Education*, vol. 147, 2020. ScienceDirect, https://www.sciencedirect.com/science/article/abs/pii/S0360131519303367?via%3Dihub. Accessed 5 Aug. 2022.