THE HIST❂RYMAKERS®

3rd Annual Higher Education Advisory Board Meeting – New York City
Sunday, February 11, 2018 & Monday, February 12, 2018

The HistoryMakers: The Next Generation Mellon Grant Co-Principal Investigators

Julieanna Richardson	**John Unsworth**	**Matthew Sheehy**
Founder & President	University Librarian &	University Librarian
The HistoryMakers	Dean of Libraries	Brandeis University
	University of Virginia	*not in attendance*

The main goals for the 3rd Annual Higher Education Advisory Board meeting, convened under the auspices of the Mellon-funded *The HistoryMakers: The Next Generation* grant are to have each attendee:

1) **SHARE** ways that they have already used *The HistoryMakers* Digital Archive in the classroom;

2) **ENGAGE** in brainstorming around increasing penetration within the classroom and in academic research;

3) **CONCEIVE** of a use for *The HistoryMakers* Digital Archive in classroom instruction or digital humanities research; and

4) **COMMIT** to incorporating *The HistoryMakers* Digital Archive into their classroom instruction or research.

We want to end the meeting with items that outline a strategic plan to increase the usage of *The HistoryMakers* Digital Archive in classroom instruction and research, and with ideas that are both **actionable** and **measurable**.

Useful Websites:
- *The HistoryMakers* website: http://www.thehistorymakers.org/
- *The HistoryMakers* Digital Archive: https://demo.thehistorymakers.org
    Username: scholar@thehistorymakers.org | **Password**: ResearchMaker2018
- Yale University Topic Modeling Project: http://dh.library.yale.edu/projects/hm/

The HistoryMakers Subscribing Institutions

- American University**
- Arkansas State University
- Boston University
- Brandeis University
- Carnegie Mellon University
- Columbia University
- Cornell University**
- Dominican University
- Emory University
- Florida Memorial University
- Harvard University
- Howard University

- Johnson C. Smith University
- Lesley University**
- Michigan State University
- Northwestern University**
- Princeton University**
- Rutgers University
- Savannah State University
- Simmons College
- Smith College
- Stanford University
- Texas Southern University
- U.S. Air Force Academy**

- University of Arkansas at Pine Bluff
- University of Chicago
- University of Illinois at Chicago
- University of Iowa
- University of Pennsylvania**
- University of Richmond
- University of Virginia
- Virginia Commonwealth University
- Yale University

**** = Institutions With No Confirmed Meeting Attendees.** If you have any colleagues at these institutions that you think would be interested in the Higher Education Advisory Board Meeting, please let us know, so that we can reach out and invite them.

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Teaching and Learning Advisory Board Meeting Presentations:

For those faculty who have already used *The HistoryMakers* Digital Archive in their classrooms or research:
1) Showcase how you used the Digital Archive in 2017;
2) Explain how you plan to use the Digital Archive in 2018.
3) This presentation should be no more than 5 minutes in length.

For those faculty who have not used *The HistoryMakers* Digital Archive in their classrooms or research:
1) Outline when, and for what courses, you plan to use the Digital Archive;
2) Explain how you plan to measure the impact of the usage of the tool.
3) This presentation should be no more than 3 minutes in length.

We ask that each of you submit short reports on how you used the Digital Archive, and your thoughts on its impact and effectiveness at the end of the 2017-2018 academic year, see the attached reports as examples.

We must have each of your presentations no later than Friday, January 19, 2018. Please submit them to Dionti Davis at dd@thehistorymakers.org.

Digital Humanities Committee Members:

Presentation
For each of the remaining Digital Humanities Committee members, we would like a presentation detailing:
1) Overall vision and focus of your university's Digital Humanities initiatives;
2) Past projects that you or your respective Digital Humanities Center or Lab has worked on; and
3) At least one idea for a project utilizing *The HistoryMakers* Digital Archive.
4) This presentation should be *no more than 3 minutes in length*.

We would like for each representative of the Digital Humanities committee to present briefly on the projects their institutions have worked on, or are currently working on. **We would need to have these presentations from you no later than Friday, January 19, 2018. Please submit them to Dionti Davis at dd@thehistorymakers.org.**

During Monday's working meeting, **w**e will embed a Digital Humanities committee member in each breakout session to assist faculty in conceiving possible research projects.

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The HistoryMakers **Higher Education Advisory Board Host Hotel**

Kimpton Hotel Eventi
851 Avenue of the Americas
New York, New York
(212) 564-4567
[http://www.hoteleventi.com/]

Saturday, February 10, 2018 Room Rate: **$219**
Monday, February 12, 2018 Room Rate: **$219**

SUNDAY, FEBRUARY 11, 2018

The HistoryMakers **Higher Education Advisory Board Kick-Off Dinner**

Location:	**Kimpton Hotel Eventi**
	851 Avenue of the Americas
	New York, New York
Room:	**Verdi I (4th Floor)**
	http://www.hoteleventi.com/event-space-nyc/floor-plans/#verdi
Time:	**6:00 p.m.**

Dinner Presentations: *Teaching and Learning in Higher Education & The HistoryMakers Digital Archive: The Next Chapter*
- **Julieanna Richardson**; Founder & President, *The HistoryMakers*

The Building of The HistoryMakers Digital Archive
- **Alison Weck & Treva Walsh**; *The HistoryMakers* Processing Team

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Teaching and Learning Participants

History
Shawn Alfonso-Wells; *Adjunct Professor of History, Carnegie Mellon University*
Kevin D. Butler; *Associate Professor of History, University of Arkansas at Pine Bluff*
Douglas Keberlein Gutierrez; *Associate Professor – History, Dominican University*
Tameka Bradley Hobbs; *Assistant Professor of History, Florida Memorial University*
Cherisse Jones-Branch; *James and Wanda Lee Vaughn Endowed Professor of History, Director, A-STATE Digital Press, Arkansas State University*
Khalil Gibran Muhammad; *Professor of History, Race and Public Policy, Harvard University*
Jessica Parr; *Adjunct Professor of History, Simmons College*
Steven Schlossman; *Professor of History, Director of Undergraduate Studies, Carnegie Mellon University*
Nicole M. Turner; *Assistant Professor, Department of History, Virginia Commonwealth University*

Classics
Sarah E. Bond; *Assistant Professor in Classics, University of Iowa*
Joel Christensen; *Professor of Classics, Brandeis University*
Patrice Rankine; *Dean, School of Arts & Sciences & Professor, Classics, University of Richmond*

Sociology, Women's & Gender Studies
Karen V. Hansen; *Professor of Sociology, Women's and Gender Studies, Brandeis University*
Chavella T. Pittman*; Associate Professor of Sociology*

Journalism
June Cross; *Professor of Journalism, Columbia University*
Pamela Newkirk; *Professor, Journalism, New York University*

African American/Africana Studies
Kali-Ahset Amen; *Assistant Director, James Weldon Johnson Institute, Emory University*
Lila Ammons; *Associate Professor, Howard University*
Paula Giddings; *Elizabeth A. Woodson Professor Emerita of Africana Studies, Smith College*
Michelle Gordon; *Senior Lecturer in the Department of African American Studies, Emory University*
Saida Grundy; *Assistant Professor, Sociology and African American Studies*
Evelyn Brooks Higginbotham; *Victor S. Thomas Professor of History and of African and African American Studies, Harvard University*
Jane Rhodes; *Department Head, Professor of African American Studies, University of Illinois at Chicago*
Janie Ward; *Professor and Department Chair, Africana Studies, Simmons College*

English
Marsha Rhee; *Associate Professor of English, Director, Rhetoric & Writing, Johnson C Smith University*

Civic Leadership
Marcia Walker-McWilliams; *Associate Director, Programs for the Center for Civic Leadership, Rice University*

Teacher Education
Kisha Cunningham; *Assistant Professor, School of Teacher Education, Savannah State University*

Library Science
Brenda Johnson; *Library Director and University Librarian, University of Chicago*
Lynda Kachurek; *Rare Books and Special Collections Librarian, University of Richmond*
John Unsworth; *University Librarian, University of Virginia*

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Digital Humanities Participants

Vika Zafrin; *Digital Scholarship Librarian, Boston University*
Mike Christel; *Teaching Professor, Carnegie Mellon University*
Brandon Locke; *Digital Social Science and Humanities Specialist, Michigan State University*
Lopez Matthews; *Digital Preservation Librarian, Howard University*
Glen Worthey; *Digital Humanities Librarian Co-Lead of The Center For Interdisciplinary Digital Research, Stanford University*
Tom Keegan; *Head, Digital Scholarship & Publishing Studio, University of Iowa*
Dan Johnson; *Digital Preservation Librarian, University of Iowa*
Lauren Tilton; *Visiting Assistant Professor of Digital Humanities, University of Richmond*
Catherine DeRose; *Digital Humanities Lab Manager, Yale University*
Krista White; *Digital Humanities Librarian and Head, Media Services, Rutgers University*

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3rd Annual Higher Education Advisory Board Meeting – New York City
Sunday, February 11, 2018 & Monday, February 12, 2018
<u>**MONDAY, FEBRUARY 12, 2018**</u>

Meeting Location: **Infor [**http://www.infor.com/**]**
641 Avenue of the Americas
New York, New York
(212) 564-4567

courtesy of **Infor CEO, Charles Phillips**
https://www.infor.com/company/leadership/charles-phillips/

Meeting Room: *Armstrong Room* (**8th Floor**)

3rd Annual Higher Education Advisory Board Meeting Tentative and Preliminary Agenda

8:15 a.m.   Meeting Participants meet in Kimpton Hotel Eventi lobby to walk to Infor Headquarters

Infor [641 Avenue of the Americas, New York, New York]
Everyone must have a photo ID to enter.

8:30 a.m.
-9:00 a.m.   Breakfast is served in the *Armstrong Room* (8th Floor)
         - Infor Presentation and Welcome

9:00 a.m.
-9:30 a.m.   Faculty Presentations of Past Use of *The HistoryMakers* Digital Archive
         - Joel Christensen; *Professor of Classics, Brandeis University*
         - Karen Hansen; *Professor Of Sociology, Women's And Gender Studies, Brandeis University*
         - Marcia Walker-McWilliams; *Associate Director, Programs for the Center for Civic Leadership, Rice University*
         - Evelyn Brooks Higginbotham; *Victor S. Thomas Professor of History And of African And African American Studies, Harvard University*

9:30 a.m.
-9:50 a.m.   Faculty Presentations
         - Douglas Keberlein Gutierrez; *Associate Professor – History, Dominican University*
         - Chavella T. Pittman; *Associate Professor of Sociology*
         - Brenda Johnson; *Library Director and University Librarian, University of Chicago*

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- **Cherisse Jones-Branch;** *James and Wanda Lee Vaughn Endowed Professor of History, Director, A-STATE Digital Press, Arkansas State University*
- **Marsha Rhee;** *Associate Professor of English, Director, Rhetoric & Writing, Johnson C Smith University*

9:50 a.m. -10:00 a.m.	Break

10:00 a.m. -11:00 a.m.	Faculty Presentations (continued)

- **June Cross;** *Professor of Journalism, Columbia University*
- **Kali-Ahset Amen & Michelle Gordon;** *Emory University*

- **Pamela Newkirk;** *Professor, Journalism, New York University*
- **Kisha Cunningham;** *Assistant Professor, School Of Teacher Education, Savannah State University*
- **Janie Ward;** *Professor and Department Chair, Africana Studies, Simmons College*
- **Paula Giddings;** *Elizabeth A. Woodson Professor Emerita of Africana Studies, Smith College*
- **Jane Rhodes;** *Department Head, Professor of African American Studies, University of Illinois at Chicago*
- **Patrice Rankine;** *Dean, School Of Arts & Sciences & Professor, Classics, University of Richmond*
- **Jessica Parr**; *Adjunct Professor of History, Simmons College*
- **Nicole Myers Turner;** *Assistant Professor, Department of History, Virginia Commonwealth University*
- **Shawn Alfonso-Wells**; *Adjunct Professor of History, Carnegie Mellon University*
- **Tameka Bradley Hobbs**; *Assistant Professor of History, Florida Memorial University*
- **Saida Grundy**; *Assistant Professor, Sociology and African American Studies*
- **Sarah E. Bond & Thomas Keegan;** *University of Iowa*
- **Brittany Slatton;** *Professor of Sociology, Texas Southern University*
- **Lorenzo Morris**; *Professor of Political Science, Howard University*
- **Catherine DeRose & Lauren Tilton**; *Yale University & University of Richmond*
- **Vika Zafrin**; *Digital Scholarship Librarian, Boston University*
- **Brandon Locke**; *Digital Social Science and Humanities Specialist, Michigan State University*
- **Glen Worthey**; *Digital Humanities Librarian, Co-Lead of the Center for Interdisciplinary Digital Research, Stanford University*
- **Krista White**; *Digital Humanities Librarian and Head, Media Services, Rutgers University*
- **Lopez Matthews**; *Digital Preservation Librarian, Howard University*

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11:00 a.m. -12:00 p.m.	Individual Exploration of Chosen Research Topic
12:00 p.m. -12:30 p.m.	Lunch is Served

Menu
Teriyaki Flank Steak
Hoisin Glazed Salmon
Veggie Fried Rice
Kale Salad with Almonds, Dates and Shaved Parmesan
Freshly Baked Sweets

12:30 p.m. -1:00 p.m.	*The HistoryMakers Digital Archive*: Phase II - Mike Christel; Teaching Professor, Carnegie Mellon University

Mellon Foundation Funding Priorities and Feedback
- **John Unsworth**; *University Librarian & Dean of Libraries, University of Virginia*

The HistoryMakers Relationship with the Center for Research Libraries
- **James Simon;** *Vice President, Collections and Services Center for Research Libraries*

1:00 p.m. -1:15 p.m.	Break
1:15 p.m. -2:45 p.m.	Break Out Sessions Based on Research Interests *Based on the morning's presentation and exploration sessions, discuss amongst your group what you found of interest, and how you might change your ideas for incorporating The HistoryMakers Digital Archive in your classroom.*

- *Do you conceive of opportunities for yourself or your students to present conference papers or on panels?*
- *Are there Digital Humanities projects you would suggest or collaborate with the Digital Humanities Committee on?*
- *Are there interdisciplinary projects you can conceive of on your campuses?*
- *Choose a Group Leader for the group, so that you can present your findings to the full advisory board meeting.*

2:45 p.m. -4:00 p.m.	Group Presentations/Feedback
4:00 p.m. - 4:30 p.m.	Next Steps & Wrap Up
4:30 p.m.	Meeting Adjourned

Exhibit E - 3rd Annual Higher Education Advisory Board Meeting Notes

	Name	Topic/Category	Notes	Timing? (Spring '18/Fall '18/Spring '19)	Follow Up Questions
1	Cherisse Jones-Branch	THM Reception	Wednesday, March 21 - Little Rock	Spring '18	If you are able to travel the 2 1/2 hours to Little Rock, we will be holding a reception on Wednesday, March 21, and would like to invite you to attend and to make a presentation on your propose use of the Digital Archive. Please let us know if this is possible.
2	Cherisse Jones-Branch	Teaching & Learning	"African Americans in Arkansas's Rural History, 1909-1965" - Research on Annie Zachary Pike, Anes Wiley Abraham - Proposal – help students examine AA educational and political activism as landowners, demonstration agents - Learning Objectives: understand critical role of African Americans in Arkansas's rural history - Assignments: o Use oral history interviews in final papers or multimedia projects		When is this course taught? How will students incorporate THM interviews beyond as simply a reference source for their papers?
3	Cherisse Jones-Branch	Phase II THMDA/Dig. Hum.	Conceive of new uses like…using clips in multitouch books produced by colleagues		What are multitouch books? How would we incorporate THMDA into their production?
4	Cherisse Jones-Branch	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
5	Cherisse Jones-Branch	Avg. Length of DA Use	0 MINUTES		
6	Cherisse Jones-Branch	# of DA Users	1 USER		
7	Saida Grundy	THM Reception	NOT SCHEDULED		
8	Saida Grundy	Teaching & Learning	Father – HM Chester Grundy at University of Kentucky - "THM is a database in waiting" - organize data into information like: trends, code/coding, narrative that is invaluable for qualitative researchers - Incorporate into the training of graduate students to raise long-term research profile of the archive - 3200 stories of black faculty experiences, including at PWIs, that can be used to study acts of institutional resistance		Is the institutional resistance project your own research? Would THMDA be helpful in that research? What graduate training courses do you teach that would benefit from the use of THMDA? Would you be able to share syllabi/assignments for these courses? Feedback from students? When do you teach these courses?
9	Saida Grundy	Research & Publishing	Depending on the Mellon grant structure, offer small block grants to incentivize people to use THMDA; maybe offer short term licenses for scholars using it in their research		This would be a Phase II item for our Mellon grant
10	Saida Grundy	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
11	Saida Grundy	Conferences & Presentations	Go beyond just having booths at conferences, present during panel and paper sessions		Would you be willing to present a paper using THMDA?
12	Saida Grundy	Avg. Length of DA Use	80 MINUTES		
13	Saida Grundy	# of DA Users	50 USERS		
14	Walter Fluker	THM Reception	NOT SCHEDULED		
15	Walter Fluker	Teaching & Learning	Teaches MOOC on ethical leadership, editor of Howard Thurman papers - MOOC is based on African American moral traditions. Huge field of ethical leadership, but very little research on black traditions. Focuses on 19th c traditions. - Howard Thurman Papers. 5 volume documentary history. 77 Interviews in THMDA with mentions of Thurman.		How would you incorporate THMDA into your MOOC? Do you teach any other courses that you could envision using THMDA in? Could you envision using THMDA to contextualize the Howard Thurman papers? Are these papers available and accessible online? In what format?
16	Walter Fluker	Teaching & Learning	Identify those who teach capstone research		How can you help us identify these faculty?
17	Walter Fluker	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
18	Walter Fluker	Avg. Length of DA Use	80 MINUTES		
19	Walter Fluker	# of DA Users	50 USERS		
20	Joel Christensen	THM Reception	NOT SCHEDULED		

21	**Joel Christensen**	Teaching & Learning	Discipline has been hijacked by white supremacists, but was not meant to be weaponized. Where does the discipline fit into larger society? How do structures keep others outside the discipline? - Classics – good gender diversity, bad racial diversity o Communities not represented in the classics - Positive v. negative experiences in the field of classics – both within the archive - Listen to what people still find valuable in relation to the classics. - Voices in THMDA – discordant and divergent o Oral histories provide important and essential first step		What are the final results of this project? Have you and Zach published beyond your conference presentation? Could you share with us a copy of the work that was presented? Are there any plans to take this work further or to implement it in any way?
22	**Joel Christensen**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
23	**Joel Christensen**	Avg. Length of DA Use	50 MINUTES		
24	**Joel Christensen**	# of DA Users	10 USERS		
25	**Karen V. Hansen**	THM Reception	NOT SCHEDULED		
26	**Karen V. Hansen**	Teaching & Learning	Seminar on Gender, Class, and Race - Organized class around THMDA - Brought in speakers to speak to theoretical and practical issues - Required students to engage with the archive in their assignments o THMDA demonstrates interviewing techniques - students showed both enthusiasm and criticism Secondary data archive - Course on women's studies research methods had students listen to oral histories, but was unsuccessful in making students truly engage o Engagement will need to be built into class assignments HM Nomination: Doug Walker, teacher at Sunnyvale High School in Sunnyvale, California; taught African American history in 1970		How do you plan on improving student engagement with the DA? What have you learned from your previous incorporation that you will be finetuning in the future?
27	**Karen V. Hansen**	Research & Publishing	Conceive of new uses like… my own research on California racial conflict in the 1970s		How would you employ the DA for this purpose?
28	**Karen V. Hansen**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
29	**Karen V. Hansen**	Avg. Length of DA Use	50 MINUTES		
30	**Karen V. Hansen**	# of DA Users	10 USERS		
31	**Mike Christel**	THM Reception	NOT SCHEDULED		
32	**Mike Christel**	Phase II THMDA/Dig. Hum.	Conceive of new uses like… using game motivation strategies to increase use (try to get CMU ETC students interested)		How would this be done? Is there the possibilty for an ETC student to take on the DA as a student research project or research assistantship?

33	**Mike Christel**	Phase II THMDA/Dig. Hum.	Informedia Research at CMU - Supported drilling "into" multi-word queries - Lemur Toolkit for Text Search - Informedia: Auto-Extract Metadata Phase II: - Named entities - Graphs - Playlist to video - Pointed queries; named entities - Video collages Questions: - Search queries - how to capture largest number of nuanced searches o "desegregating the military" - 70 hits o "desegregation of the military" - 30 hits - Off campus v. on campus difficulties o Dominican University library resource page: added institution particular url code before sharing with students o "Vanity urls" - e.g. "demo.thehistorymakers.org" - do away with, such that one link works across institutions - How can faculty share playlists based on particular courses o Create teacher/faculty resource page		
34	**Mike Christel**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
35	**Mike Christel**	Avg. Length of DA Use	80 MINUTES		
36	**Mike Christel**	# of DA Users	20 USERS		
37	**Shawn Alfonso-Wells**	THM Reception	NOT SCHEDULED		
38	**Shawn Alfonso-Wells**	Teaching & Learning	Using THMDA as a teaching tool, and something students can incorporate into work on research papers, etc - Enhance lecture by pulling short clips relevant to class; "feel text through words spoken" - Active engagement - Using materials as firsthand accounts - Assign various activities o E.g. Caribbean culture - Harry Belafonte's music and social activism		What courses do you envision incorporating the DA into? Are you teaching these courses this semester? Would you be able to share syllabi/assignments with us? Feedback from your students?
39	**Shawn Alfonso-Wells**	Teaching & Learning	Faculty do outreach to high schools, who are looking for concrete resources. THMDA could be presented as a way of driving initial entry.		What kind of outreach programs are these? Are they mentoring/tutoring programs or recruitment?
40	**Shawn Alfonso-Wells**	Phase II THMDA/Dig. Hum.	Create a tool that allows faculty to generate curated mixtape with commentary.		The Digital Archive allows for the creation and sharing of playlists in its current state. Are you referring to the ability to make the :30-:50 second sizzle reel?
41	**Shawn Alfonso-Wells**	Fellowships & Institutes	Design a competition within the proposed NEH summer institute for faculty.		What kind of competition would you suggest? For the best lesson plan/curricula? The most innovative teaching strategy?
42	**Shawn Alfonso-Wells**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
43	**Shawn Alfonso-Wells**	Avg. Length of DA Use	80 MINUTES		
44	**Shawn Alfonso-Wells**	# of DA Users	20 USERS		
45	**Steven Schlossman**	THM Reception	NOT SCHEDULED		

#	Name	Category	Notes		Comments
46	Steven Schlossman	Teaching & Learning	Self-conscious direction of undergrad curriculum in order to attract history students as undergraduate studies director - THM is a remarkable tool for classes that are attentive to themes of discrimination, especially in US o Goal: talk to faculty and persuade them to use the archive in classwork o Brought department RA, Grace Dzina, to help advise faculty on how to incorporate into classroom instruction		As Grace develops her plan for integration and begins working with History department faculty, can you keep us abreast of how her work progresses?
47	Steven Schlossman	Faculty & Student Outreach	Short-term: Have a conversation with significant administrators in college/university context e.g. provosts, deans to inspire usage amongst faculty and students		When could this meeting take place? What faculty/departments would you reach out to? Dean Scheines, and Assoc. Dean Linke in the library are both involved with our Higher Education Advisory Board as well,
48	Steven Schlossman	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
49	Steven Schlossman	Avg. Length of DA Use	80 MINUTES		
50	Steven Schlossman	# of DA Users	20 USERS		
51	Douglas Keberlein Gutierrez	THM Reception	Thursday, June 21 - Chicago	Summer '18	We will be holding a reception on Thursday, June 21, and would like to invite you to attend and to make a presentation on your proposed use of the Digital Archive. Please let us know if this is possible.
52	Douglas Keberlein Gutierrez	Teaching & Learning	Virtual Residency Week - one week of THM that features free public lecture, classroom visits, Black Student Union, social justice program students, faculty roundtable o Provides platform for promoting the archive's use, create a cohort of faculty who will share their successes - 22 courses – grad and undergrad - 11 disciplines - 16 instructors - Alternative spring break resources – Civil Rights Movement in Selma, New Orleans - Ongoing technical support – Educational Outreach librarian o Help faculty/students make mixtapes o Created resource pages through library portal		How in-depth are the methods of integration and implementation among the faculty participating in the Virtual Residency Week? Do any faculty have plans to use the DA outside of this semester?
53	Douglas Keberlein Gutierrez	Teaching & Learning	Persuade faculty to engage by offering tech support. o Lowering the stakes by providing tech support – - Hired a new outreach librarian who volunteered to upload playlists onto teachers' individual Blackboard-type websites, and created a whole webpage for the New Orleans spring break course.		Can the work of this outreach librarian be packaged and ported to other universities?
54	Douglas Keberlein Gutierrez	Faculty & Student Outreach	Persuade faculty to engage by offering course recruitment help. o Faculty participating in Virtual Residency Week had courses promoted specially as 'THM Courses' incentivizing engagement by helping advertise their courses to students		Where were these courses 'tagged' as THM Courses? In the course catalog? In outreach to students? Was there a noticeable change in enrollment for courses that were advertised as part of this program?
55	Douglas Keberlein Gutierrez	DA Training Session	TUESDAY, JANUARY 9, 2018		
56	Douglas Keberlein Gutierrez	Avg. Length of DA Use	300 MINUTES		
57	Douglas Keberlein Gutierrez	# of DA Users	40 USERS		
58	Kali-Ahset Amen	THM Reception	NOT SCHEDULED		
59	Kali-Ahset Amen	Teaching & Learning	Sociology course: World Inequality, Poverty and Development - Challenge student beliefs that people of the Global South are in need of "saving" and have no agency - Testimonies help to de-romanticize views - Reproduction of inequality between nations - Difficulty of consensus after the revolution		How would THMDA be incorporated into this course? When do you teach the course? Thank you for developing this action framework. Michelle Gordon and I will confer about the implementation schedule and get back to you in the coming weeks.
60	Kali-Ahset Amen	Teaching & Learning	Freshmen orientation courses could provide opportunity to use THMDA to situate the history of the school and the history of the local community in a way that introduces students both to the school and the archive		Who teached the freshmen orientation courses? How would we go about incorporating THMDA into this base curriculum?
61	Kali-Ahset Amen	Marketing & Promotion	VJ Mixtape Sizzle Reel could be leveraged through Youtube to cultivate usage and interest outside of the classroom context		

62	**Kali-Ahset Amen**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
63	**Kali-Ahset Amen**	Avg. Length of DA Use	200 MINUTES		
64	**Kali-Ahset Amen**	# of DA Users	5 USERS		
65	**Michelle Gordon**	THMDA	Open source vs. restrictiveness raises issues of copyright and fair dealing - More openness means that there is less incentive for the organization to maintain the archive. - Promote usability/people's awareness through allowing access, but limiting the number of clicks?		What difficulties do you anticipate with using the archive behind its paywall?
66	**Michelle Gordon**	THM Reception	NOT SCHEDULED		
67	**Michelle Gordon**	Teaching & Learning	Courses using THMDA at Emory: - Passing(s) in American History o history course on white nationalism and white conservatism - Black Cultural Movements course o new negro renaissance and black arts movement. How do you document cultural movements that are often left out of history? - Introduction to African American Studies o taught by Delores Aldridge		What professors teach theses courses? Would they be able to provide syllabi/example assignments? Feedback from students using the DA in their courses? Are there other faculty you would recommend we target as users?
68	**Michelle Gordon**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
69	**Michelle Gordon**	Avg. Length of DA Use	200 MINUTES		
70	**Michelle Gordon**	# of DA Users	5 USERS		
71	**Tameka Bradley Hobbs**	THM Reception	NOT SCHEDULED		
72	**Tameka Bradley Hobbs**	Teaching & Learning	Previously worked on Hidden Sagas Oral History project and Democracy Abroad, Lynching at Home: Racial Violence in Florida - Goals/Student Learning Outcomes for freshman orientation seminar o importance of Oral history as methodology o Empowering students to think about their education as well as their career goals o Understand appreciation of listening to elders who impart knowledge - Teaches survey courses, e.g., African American History since 1865 - Enid Pinkney, Dorothy Jenkins Fields – HMs, examples of careers in historic preservation		Are you teaching this orientation seminar next year? Another meeting attendee suggested pairing the oral histories in the DA with the institutional and local community history for these courses, in order to give students an introduction to the community and the power and relevance of history.
73	**Tameka Bradley Hobbs**	Teaching & Learning	Create a professor resource page with lesson plans		What features would be important for you to see in a curriculum repository/resource page?
74	**Tameka Bradley Hobbs**	Fellowships & Institutes	Create a summer institute for instructors to learn how to use digital tools, video/documentary instruction. o Could explore a number of themes in THMDA. o Approach NEH for funding		A Carnegie Mellon University professor is considering a similar summer institute for undergraduate students to work in the Digital Humanities, with THMDA being one of the resources they would use. Could this be combined with instruction for faculty as well?
75	**Tameka Bradley Hobbs**	Faculty & Student Outreach	Faculty as guest playlist curators; highlight the playlist and faculty member on email to the faculty's department o Faculty want to interface with a scholar IN THEIR DISCIPLINE, not a librarian		What faculty would you suggest approaching at Florida Memorial University for something like this? Would this be something that could be shared between universities?
76	**Tameka Bradley Hobbs**	Faculty & Student Outreach	Host a national Tag-a-thon, based on the hackathon concept. o Subscribing institutions would compete for the most tags. o Event could take place during black history month. o Serves multiple purposes – additional tagging, plus faculty familiarity. o Coordinate with student organizations and library staff, plus sororities and fraternities.		How would you go about organizing and publicizing an event like this? Have you participated in a national event like this in the past?
77	**Tameka Bradley Hobbs**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
78	**Tameka Bradley Hobbs**	Avg. Length of DA Use	1 MINUTE		
79	**Tameka Bradley Hobbs**	# of DA Users	1 USER		
80	**Evelyn Brooks Higginbotham**	THM Reception	NOT SCHEDULED		

81	Evelyn Brooks Higginbotham	Teaching & Learning	Course on African American Lives in the Law - Read bios/autobiographies on lawyers, judges, etc. - Also read cases of which individuals are a part Had students think of research papers with HMs as a resource: Role of Robert Carter o Brown v. Board; brought social scientists in o Examined how Carter used the field of the social sciences in the court of law Renault Robinson o Dual consciousness as a policeman and African American o Compared Robinson's articles at Chicago Defender with his HM interview - Have students look at a variety of HMs; have a multitude of exercises that bring them to paper end product		Could you share with us your syllabus/assignments? Do your students have feedback for us on their use of the archive? What faculty would you suggest we target at Harvard? Dear Dionti: Right now I am consumed with Black History Month activities so will be unable to respond to the various issues that you raise in your email message. Please see my syllabus attached. In Spring 2018 I have done more than I did last year with theHistoryMakers. I continue this year to work with students on their final papers, such that they will include the digital archive, but for the current semester I integrate it more into weekly assignments. Evelyn
82	Evelyn Brooks Higginbotham	Faculty & Student Outreach	Choose a theme, and organize an informal lecture event. o Professors curate the event and lead the conversation, while students are introduced to the topic and THMDA..		What departments do you suggest we work through at Harvard? Who are the department heads? When do you think this event could be held?
83	Evelyn Brooks Higginbotham	Faculty & Student Outreach	Get faculty personally invested, rather than creating a curriculum readymade for them		How do we make our outreach to faculty more personalized?
84	Evelyn Brooks Higginbotham	Faculty & Student Outreach	Invite students and faculty to a get-together about THM. o Sponsor through departments because faculty need to be introduced through a source they trust		What departments do you suggest we work through at Harvard? Who are the department heads? When do you think this event could be held?
85	Evelyn Brooks Higginbotham	Faculty & Student Outreach	Reach out to interdisciplinary departments like Women's Studies, Black Studies, American Studies. o Faculty in those departments have dual appointments, can introduce THMDA to other departments, like philosophy etc., faculty-to-faculty.		What faculty on Harvard's campus should we target in this way?
86	Evelyn Brooks Higginbotham	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
87	Evelyn Brooks Higginbotham	Conferences & Presentations	More visibility at conferences like ASALH and OAH, especially in the paper sessions.		When are the paper and panel deadlines for this year's ASALH conference?
88	Evelyn Brooks Higginbotham	Avg. Length of DA Use	200 MINUTES		
89	Evelyn Brooks Higginbotham	# of DA Users	10 USERS		
90	Lopez Matthews	THM Reception	NOT SCHEDULED		
91	Lopez Matthews	Teaching & Learning	African Diaspora course – oral history is an ancient tradition of the African Diaspora. o Create a playlist and presentation that tells a part of the story of Africans around the globe.		What professor teaches this course? Greg Carr, Josh Meyers, Quito Swan; Latif Tarik What other faculty are using the DA at Howard University? Lorenzo Morris; Latif Tarik; Elizabeth Clark Lewis Which faculty members would you target as likely users? Nikki Taylor, Chair, Department of History Clarence Lusane, Chair, Political Science Ofosuwa Abiola, Professor, Theater Arts Shirley Carswell, professor, Communications and Journalism
92	Lopez Matthews	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? The beginning of the semester is usually best; But we could go for something mid-april but thats close to final exams. • What is the best way to engage faculty to attend a session of this kind? food, prizes, etc. • How can you help us get a session scheduled? I could schedule the browsing room for you
93	Lopez Matthews	Avg. Length of DA Use	50 MINUTES		
94	Lopez Matthews	# of DA Users	30 USERS		
95	Lorenzo Morris	THM Reception	NOT SCHEDULED		
96	Lorenzo Morris	Teaching & Learning	Investigate voter mobilization with either census data or oral history data		How would you go about structuring a project to look into these topics using THMDA? Would this be an assignment for your students or a research project?

#	Name	Topic	Notes		Follow-up
97	**Lorenzo Morris**	Phase II THMDA/Dig. Hum.	Has seen vehicles like the topic search that work better and are more accessible o Students/users should not have to recognize the HM to be able to pick out the importance or relevance of their interview to the users research topic - i.e. - if they don't know the name or the time period of the person, how do they know its relevant?		In other instances, how has this problem been addressed? What data would be most important to you in determining the relevance and importance of an HM to your research?
98	**Lorenzo Morris**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
99	**Lorenzo Morris**	Avg. Length of DA Use	50 MINUTES		
100	**Lorenzo Morris**	# of DA Users	30 USERS		
101	**Marsha Rhee**	THM Reception	Thursday, September 20 - TBD, North Carolina	Fall '18	We are still working out a final location, but we will be holding a reception on Thursday, September 20, and would like to invite you to attend and to make a presentation on your proposed use of the Digital Archive. Please let us know if this is possible.
102	**Marsha Rhee**	Teaching & Learning	Incoming freshmen classes – often unsure about purpose of college, but looking for ways to engage - Try to inform/engage students about usefulness of college education Course: "Speak My Language, Bro" o dissection of global conflict and power o Create service learning opportunities – final project is a rhetorical expo - Students are skeptical of truths in the academy and academic sources – THM bridges the gap		Are you teaching this course this semester? Would you be able to provide us with examples of your syllabi/assignments? Feedback from your students?
103	**Marsha Rhee**	DA Training Session	**MONDAY, APRIL 9, 2018**	N/A	• Will you be available to attend this training and information session and present on your use of the DA? • What is the best way to engage faculty to attend a session of this kind? Can you help us recruit attendees?
104	**Marsha Rhee**	Avg. Length of DA Use	12 MINUTES		
105	**Marsha Rhee**	# of DA Users	1 USER		
106	**Kazuyo Kubo**	THM Reception	NOT SCHEDULED		
107	**Kazuyo Kubo**	Teaching & Learning	Conceive of new uses like…Still thinking…but it would be great if undergrads could create a workshop using THM that is interdisciplinary to work with high school students		How would this be organized? Does Lesley have established programs in which undergrads hold workshops like these with high school students? What are the requirements and basic structure of a program like this?
108	**Kazuyo Kubo**	Teaching & Learning	Engage in brainstorming with…There needs to be a long term commitment (thematic) that is university-wide to let faculty, students, and staff to work together for a project		How would we go about convincing university administration to make a university-wide effort like this? Are there examples of this being done in other areas? With other resources? What thematic focus would you recommend?
109	**Kazuyo Kubo**	Teaching & Learning	"Contemporary Immigration: Migration, Incorporation and Family Lives" - Seminar style class, good use for THMDA - Enable students to ask more research driven questions: Who migrates and why? How do immigrants and their family experience discrimination? - Only one reading deals with black migration stories: "Becoming American, Becoming Minority, Getting Ahead" o Student frustration with little focus on black migrants - Major new section: Black Immigrants, Identities, and 21st century white supremacy o Findings: African Americans and black immigrants' migration and immigration narratives are underanalyzed. o Focus more on racial identities, and inter-minority tensions New assignment: critical analysis on racial identities of black Immigrants using oral history interviews		Are you teaching this course this semester? Would you be able to provide us with examples of your syllabi/assignments? Feedback from the students in your course? Which faculty at Lesley University would you recommend we target as DA users?
110	**Kazuyo Kubo**	Teaching & Learning	The disciplinary identity of THM needs to be addressed in its branding o How do we emphasize and make clear applications for THMDA in diverse disciplines (i.e. – psychology, theatre, linguistics, political science, etc.)		Do you know of any examples of other resources that have employed solutions to this problem? How would you suggest that we address it? Through subject-specific modules? Example assignments for non-traditional disciplines?
111	**Kazuyo Kubo**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
112	**Kazuyo Kubo**	Avg. Length of DA Use	50 MINUTES		
113	**Kazuyo Kubo**	# of DA Users	12 USERS		

114	**Brandon Locke**	THM Reception	Wednesday, May 23 - Detroit	Summer '18	If you are able to travel to Detroit, we will be holding a reception on Wednesday, May 23, and would like to invite you to attend and to make a presentation on your proposed use of the Digital Archive. Please let us know if this is possible.
115	**Brandon Locke**	Teaching & Learning	Incorporate THMDA into…our course on Urban Renewal in Lansing, other American History courses -- we work with several per semester		What other courses would you envision incorporating THMDA? How do you see the resource being used in these courses? What faculty teach these courses?
116	**Brandon Locke**	Phase II THMDA/Dig. Hum.	Michigan State Digital Research Lab - Gained use of THMDA January 2018; History and Anthropology faculty - Digital research methods o Fannie Lou Hamer papers - Looking at ways to map locations, inter-connectedness of words o Topic Explorer (topic modeling) o Map of Malcolm X in Lansing, Michigan o Class on urban renewal in Lansing – Cullen L. Dubose interview o Black inventors video game		Which faculty members would you target as DA users? Which faculty members work with the LEADR Lab most often in their courses? Does the LEADR lab facilitate student or faculty projects more often?
117	**Brandon Locke**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
118	**Brandon Locke**	Avg. Length of DA Use	10 MINUTES		
119	**Brandon Locke**	# of DA Users	8 USERS		
120	**Pamela Newkirk**	Teaching & Learning	Journalism and other courses: - Honors seminar: Mining The Archive o Using Archives: a Guide to Effective Research by Shapiro o Envisioning Emancipation o Columbia University Center for Oral History o What is an archive? Finding Ota Benga in the archive. o Unexamined Lives: Documenting Ordinary and Marginalized Subjects o Recollecting American History		Are you teaching this course this semester? Would you be able to provide us with examples of your syllabi/assignments? Feedback from the students in your course?
121	**Pamela Newkirk**	Marketing & Promotion	Host a Potential HM suggestion drive to get the community excited for the archive and engaged		How would this be structured? Does NYU have any community programs we could model a suggestion drive like this after?
122	**Pamela Newkirk**	Faculty & Student Outreach	Have THM come to NYU campus to do a demonstration, hosted by departments and faculty		When could we hold a session like this? How do we reach faculty and students, rather than just librarians?
123	**Pamela Newkirk**	Faculty & Student Outreach	THM staff should hold undergraduate teaching meetings to introduce STEM teachers to the archive		When could we hold a session like this? What offices/organizations on campus should we contact to organize?
124	**Pamela Newkirk**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled? I will forward this to Carol Mandel who heads NYU's library. Once scheduled I will make sure faculty at Africana and other relevant departments, including history, are made aware.
125	**Pamela Newkirk**	Avg. Length of DA Use	N/A		
126	**Pamela Newkirk**	# of DA Users	N/A		
127	**Charla B. Wilson**	THM Reception	Thursday, June 21 - Chicago	Summer '18	We will be holding a reception on Thursday, June 21, and would like to invite you to attend and to make a presentation on your proposed use of the Digital Archive. Please let us know if this is possible.

128	**Charla B. Wilson**	Teaching & Learning	"Archivist for the Black Experience" - Document and preserve history and presence of black students, faculty, alumni, and student groups - Using THMDA for exhibition o Anniversary of Bursar's office take over o Developing online and physical exhibit to demonstrate history o Opportunity to incorporate interviews, and place 120 student participants at forefront, i.e. HMs Wayne Watson, James Hill - Future projects o THMDA as an outreach tool, many students have never thought about the university archives o Connect library with students		We are excited to see how you are able to incorporate the Digital Archive into your exhibitions and online projects at Northwestern. We're also very interested in partnering on any programming you develop that could be contextualized by our content or our HistoryMakers.
129	**Charla B. Wilson**	DA Training Session	**THURSDAY, APRIL 5, 2018**	N/A	• Will you be available to attend this training and information session and present on your use of the DA? • What is the best way to engage faculty to attend a session of this kind? Can you help us recruit attendees?
130	Charla B. Wilson	Avg. Length of DA Use	30 MINUTES		
131	Charla B. Wilson	# of DA Users	10 USERS		
132	**Marcia Walker-McWilliams**	THM Reception	Thursday, June 7 - San Antonio	Summer '18	If you are able to travel to San Antonio, we will be holding a reception on Thursday, June 7, and would like to invite you to attend and to make a presentation on your proposed use of the Digital Archive. Please let us know if this is possible.
133	**Marcia Walker-McWilliams**	Teaching & Learning	Civic engagement and leadership lens with which she uses to teach her courses Previous work with THMDA: - First book on Addie Wyatt relied heavily on the THM interview (2002) - Creation of a VJ mixtape on Black women and intersectionality Prospective freshman writing seminar to incorporate THMDA, "Women in the Civil Rights Movement": Women's march hype; sexual assault movement – looking to understand the longer history - New written assignment: comparative oral history analysis, using DA to compare/contrast oral histories and experiences of at least two civil rights activists, taking into account differences in background, et cetera - Goal: exposure to a variety of activists o Gain greater and better understanding of oral history o Students created a youtube channel about their favorite songs relevant to the civil rights movment o Expose students to variety of activists, especially those relevant to local settings o Oral history – useful for women activists, who often don't have physical archives		Are you teaching this course this semester? Would you be able to provide us with examples of your syllabi/assignments? Feedback from the students in your course?
134	**Marcia Walker-McWilliams**	Marketing & Promotion	Develop a 3-4- month marketing campaign to allow access to a specific topic/s (e.g. women's history) o maintain restricted access, but allow for periods of "open access" based on these campaigns		How would we promote these offerings?
135	**Marcia Walker-McWilliams**	Faculty & Student Outreach	Engage in brainstorming with…Those on my campus who teach Af Am centered courses - how we can create institutional buy-in, and interdisciplinary projects. Local scholars at institutions like Prairie View A&M, University of Houston, University of Houston-Downtown, who might be interested in getting the Digital Archive at their university		How would this be organized? When could this brainstorming take place?
136	**Marcia Walker-McWilliams**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
137	**Marcia Walker-McWilliams**	Avg. Length of DA Use	N/A		
138	**Marcia Walker-McWilliams**	# of DA Users	N/A		
139	Krista White	THM Reception	NOT SCHEDULED		

140	**Krista White**	Phase II THMDA/Dig. Hum.	Digital Humanities looks different at Rutgers' 3 campuses (Newark, New Brunswick, Camden) Past projects: - Jazz Oral History Project - Kruger-Scott African American Oral History Collection Bringing THM into the curriculum - Digital storytelling as 21st century pedagogy - 3 course suite proposal o use a single oral history, and delve deeper and deeper into oral history o Students focus a semester project on their oral history - Biographical, digital comic - Write a research paper about the life/times of narrators		We are interested in incorporating other oral history collections in *The HistoryMakers* collection. You have been working to digitize the Jazz and Kruger-Scott Collections, but have they been fully transcribed? We would be interested in experimenting with how we could make this possible. What courses are you suggesting incorporating THMDA into? Are you teaching them this semester?
141	**Krista White**	Phase II THMDA/Dig. Hum.	Rutgers repository has a similar tool to VJ Mixtape. o Tool allows faculty to create video compilations for teaching purposes, and requires permission to be obtained in order to publish the reel publically		How does this tool work, and what repositories is it connected to? Does it draw only from Rutgers-owned materials or more broadly from the internet?
142	**Krista White**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
143	**Krista White**	Contests	Have students make thematic VJ mixtapes for every month (womens hist, dom violence awareness, etc.). o Can be a campus or multi university competition		How would we promote this across campuses to increase engagement? Who would act as judges? What should the criteria be?
144	**Krista White**	Avg. Length of DA Use	5 MINUTES		
145	**Krista White**	# of DA Users	4 USERS		
146	**Kisha Cunningham**	THM Reception	Thursday, July 26 - Charleston	Summer '18	If you are able to travel to Charleston, South Carolina, we will be holding a reception on Thursday, July 26, and would like to invite you to attend and to make a presentation on your proposed use of the Digital Archive. Please let us know if this is possible.
147	**Kisha Cunningham**	Teaching & Learning	Incorporating oral history into P-12 education - Uses technology in teaching and writing, Freshman experience courses - Teaching strategies for STEM instructors, to provide a toolbox - Reflect on experiences of EducationMakers and ScienceMakers - Teacher prep can be enriched by oral sources - Increase intergenerational appreciation		You can go to our website to access the ScienceMakers toolkits and curriculum we developed through an NSF grant - http://www.thehistorymakers.org/sciencemakers (You just need to sign up on our website as a BasicMaker). These materials could be helpful in framing your teaching strategies for educators. As you develop your lesson plans/curricula, can you share them with us? If your students will be formulating their own assignments, could we see those as well?
148	**Kisha Cunningham**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
149	**Kisha Cunningham**	Avg. Length of DA Use	20 MINUTES		
150	**Kisha Cunningham**	# of DA Users	8 USERS		
151	**Janie Ward**	THM Reception	NOT SCHEDULED		
152	**Janie Ward**	Teaching & Learning	"Soul Funk and Civil Rights – 1960 to 1980" - Intersection of AA history political movements racial consciousness and cultural creativity - How did the black freedom movements transform black America and US politics and white America - Evolution of gender roles – black artists influence on artistic production - Enduring legacy of pivotal events in black history, racial consciousness develop - Musical traditions o Spiritual and protest movements o Soul and R&B o Disco Making of Motown - Soul music's role in the simultaneous quest for African American equality in the 60s - Role of gender, presentation and respect in the shadow of Motown o E.g. Maxine Powell, Rosaline Ashford Holmes, Martha Reeves, Valerie Ashford, Berry Gordy		Are you teaching this course this semester? Would you be able to provide us with examples of your syllabi/assignments? Feedback from the students in your course?

153	**Janie Ward**	Teaching & Learning	Students like the do-it-yourself kind of approach o have students put together exhibits or presentations on HMs with their clips, photos, works, etc. for rotating library screens		Is this something the Simmons College library has done in the past? Would this be part of a class assignment, or should we work through the library to organize?
154	**Janie Ward**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
155	**Janie Ward**	Avg. Length of DA Use	20 MINUTES		
156	**Janie Ward**	# of DA Users	4 USERS		
157	**Jessica Parr**	THM Reception	NOT SCHEDULED		
158	**Jessica Parr**	Teaching & Learning	"HistoryMakers as Leaders" - first year leadership course - Part of core curriculum that combines course work with speaker series - Use interdisciplinary teaching/research to help students think about their roles as future leaders - Build on research, writing and oral communication skills - Learn to make ethical decisions, speak up when confronted by injustice Black Women Activists course - Help students understand contributions of black women leaders - Highlight black women's voices via use of THMDA - Black women and education reform o Goals – help students at a majority institution focus on black women's contributions o Assessments – private journal assignments via Moodle. Getting young white people to think and actively engage with racial issues		Are you teaching this course this semester? Would you be able to provide us with examples of your syllabi/assignments? Feedback from the students in your course?
159	**Jessica Parr**	Fellowships & Institutes	Host undergraduate research forums/ Annual research colloquium o Encourage small learning communities, team taught student led courses. o Highlight undergraduate work		How are these colloquia usually structured? How are they funded? What offices/organizations on Simmons' campus should we work with to plan a forum of this type and publicize it?
160	**Jessica Parr**	Faculty & Student Outreach	Smith uses tweets to disseminate curriculum modules automatically		Who facilitates this process? Do faculty tweet on their own, or is there a central place that they submit modules to?
161	**Jessica Parr**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
162	**Jessica Parr**	Avg. Length of DA Use	20 MINUTES		
163	**Jessica Parr**	# of DA Users	4 USERS		
164	**Paula Giddings**	THM Reception	NOT SCHEDULED		
165	**Paula Giddings**	Teaching & Learning	Bring the scholarly journal into the undergrad classroom through THM - THMDA is intrinsic to gender studies, sociology o Cutting edge material (Meridians – feminism, race, transnationalism) o Wants to bring the mixtape and journal articles together in the undergrad classroom		Are you still connected with the editorial staff of *Meridians*? Does the journal publish reviews of resources or submitted feature articles? Would the editorial staff be interested in publishing scholarship out of the Digital Archive? Do you know of any faculty on Smith's campus that we should target for use of the Digital Archive?
166	**Paula Giddings**	DA Training Session	TUESDAY, MARCH 27, 2018	Spring '18	• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
167	**Paula Giddings**	Avg. Length of DA Use	2 MINUTES		
168	**Paula Giddings**	# of DA Users	2 USERS		

#	Name	Topic	Notes	Term	Comments
169	**Glen Worthey**	THM Reception	Wednesday, April 11 - Sacramento	Spring '18	If you are able to travel to Sacramento, we will be holding a reception on Wednesday, April 11, and would like to invite you to attend and to make a presentation on your proposed use of the Digital Archive. Please let us know if this is possible. - Regarding a presentation at your reception in Sacramento on April 11: I would be honored, but do have a few misgivings: any presentation would still be largely theoretical at that point, and definitely somewhat "secondary," since I'm only supporting someone else's research, not doing my own. (I'm not even the primary support person, but only her supervisor!) Let's talk more about this; it may be that someone else would be better poised to help out: either Professor Freedman (if she's available), or the Stanford Oral History person who is working with her, or my staff member, a digital humanities specialist. Should we perhaps talk about this by phone before deciding?
170	**Glen Worthey**	Phase II THMDA/Dig. Hum.	Works out of the library, supporting Stanford professors with their research, like Estelle Freedman - Digital Humanities can be useful for research of taboo topics like sexual assault, where coded language is often used - Article: Why are the digital humanities so white? Dealing with diversity issues in the field - Digital black studies finally included as a topic at DH2018 conference		When is the DH2018 Conference? Is it a conference you would recommend THM present/exhibit at? What is the usual attendance rate? What professors, besides Professor Freedman, do you know of that are using the Digital Archive at Stanford? Which should we target? - Regarding the DH2018 conference: it's June 26-29, in Mexico City. We're expecting about 700 attendees. It's already too late to propose presentations, panels, or workshops — but if you were interested in appearing as a sponsor, I could put you in touch with the local organizers. We generally don't have substantial vendor exhibits, and I'm not sure what the sponsorship levels are (or what your advertising budget is), but I do think it's a very receptive audience for a particular kind of resource. On the other hand, your target audience for new subscriptions is likely to be more concentrated at library-specific conferences.
171	**Glen Worthey**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled? Let's tentatively plan on then; your choice whether before the Sacramento meeting (9-10-11 April) or after (16-17-18 April). I'll start paving the way for a demonstration or two: probably one with faculty, and another with librarians. There's one other possibility: I've just learned of an "African American Digital Scholarship" event to take place at Stanford on April 28; I'll find out more about that event this Thursday afternoon (and will certainly make sure the organizer knows about HistoryMakers). I imagine that's probably too long after your Sacramento trip to keep you in California, but it is something to think about.
172	**Glen Worthey**	Avg. Length of DA Use	40 MINUTES		
173	**Glen Worthey**	# of DA Users	4 USERS		
174	**Brittany Slatton**	THM Reception	Thursday, June 7 - San Antonio	Summer '18	If you are able to travel to San Antonio, we will be holding a reception on Thursday, June 7, and would like to invite you to attend and to make a presentation on your proposed use of the Digital Archive. Please let us know if this is possible.
175	**Brittany Slatton**	Teaching & Learning	Introduce THMDA into 3 sociology courses in fall of 2018: Black Perspectives in Sociology, Women in Society, Sociology of Education Goals - Students create research paper for each course; select relevant topic; make sense of topics and curriculum - Develop 1-2- minute mixtape, bring in examples from archive as supplement to paper/project - Students will gain understanding of archive's use; provide reflections on its success Use TSU HistoryMakers - e.g. HM James Douglas – to introduce THMDA to students	Fall '18	Would you be able to provide us with examples of your syllabi/assignments? Feedback from the students in your course?

176	**Brittany Slatton**	Teaching & Learning	Regular made curriculum page with assignments, readings and relevant materials to help faculty teach their course		What would be important to you to see in a curriculum repository/resource page?
177	**Brittany Slatton**	Research & Publishing	Connecting relevant journal articles, other documents to THMDA via links		How would you suggest that we go about this? What sources would you recommend we link to? How would this be actualized online?
178	**Brittany Slatton**	Research & Publishing	The HistoryMakers SEED grant o End product (e.g. book, journal article) can at least quote published THM material through fair use for scholars		How are SEED grants structured? Would this be managed through THM, or do scholars apply on their own? What is the most common deliverable of a grant of this type?
179	**Brittany Slatton**	DA Training Session	**THURSDAY, FEBRUARY 22, 2018**	N/A	• Will you be available to attend this training and information session and present on your use of the DA? • What is the best way to engage faculty to attend a session of this kind? Can you help us recruit attendees?
180	**Brittany Slatton**	Avg. Length of DA Use	20 MINUTES		
181	**Brittany Slatton**	# of DA Users	5 USERS		
182	**Kevin Butler**	THM Reception	Wednesday, March 21 - Little Rock	Spring '18	If you are able to travel to Little Rock, we will be holding a reception on Wednesday, March 21, and would like to invite you to attend and to make a presentation on your proposed use of the Digital Archive. Please let us know if this is possible.
183	**Kevin Butler**	Teaching & Learning	Teaches freshman US history, contemporary US history courses - Can emphasize importance of ordinary life to historical narratives - Great migration - transform it from something in lecture to something very personal o Finding out that historians like David Levering Lewis and James Cohn came from Arkansas was personally inspirational and does the same for his students		Are you teaching this course this semester? Would you be able to provide us with examples of your syllabi/assignments? Feedback from the students in your course?
184	**Kevin Butler**	Faculty & Student Outreach	Promote sharing and collaboration between/among faculty		How do you plan on doing so?
185	**Kevin Butler**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
186	**Kevin Butler**	Avg. Length of DA Use	0 MINUTES		
187	**Kevin Butler**	# of DA Users	1 USER		
188	Brenda Johnson	THM Reception	Thursday, June 21 - Chicago	Summer '18	We will be holding a reception on Thursday, June 21, and would like to invite you to attend and to make a presentation on your proposed use of the Digital Archive. Please let us know if this is possible.
189	Brenda Johnson	Teaching & Learning	Perspective of librarian; using information literacy as the lens Dr. Adam Green used THM for class: "Complete Lives: Elderly Memory and Black Well-Being in Chicago"		Is Professor Green teaching this course this semester? Would he be able to provide us with examples of his syllabi/assignments? Feedback from the students in his course? Do you know of other faculty who are
190	Brenda Johnson	Marketing & Promotion	University of Chicago library recently subscribed to a set of specialized Nature journals, considered essential by faculty, because faculty saw tweets about articles by eminent scholars who are published in the journals. o Can we publish more tweets about THMDA?		Were the scholars who were tweeting Uchicago faculty as well? Would these tweets come from THM or from the scholarly community? How can we foster this kind of engagement through our social media channels?
191	Brenda Johnson	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
192	Brenda Johnson	Avg. Length of DA Use	50 MINUTES		
193	Brenda Johnson	# of DA Users	5 USERS		
194	**Jane Rhodes**	THM Reception	Thursday, June 21 - Chicago	Summer '18	We will be holding a reception on Thursday, June 21, and would like to invite you to attend and to make a presentation on your proposed use of the Digital Archive. Please let us know if this is possible.

195	**Jane Rhodes**	Teaching & Learning	Oral History, Black Subjects, and the HistoryMakers - Interdisciplinary Research Methods in African American Studies o Interdisciplinarity o Critiques of research assumptions and claims (critique of historical methods, anthropological methods, etc) o Centering black subjects - Oral history as method; What is oral history and why is it important for AA studies? Critique of past projects, possibilities for present and future - Using oral history to build a narrative - HM weekly newsletter as an example- take topic, search archive, find interviews, provide raw material for discussion o Shows students how to navigate archive to select stories for incorporation - Brought students to THM office		Are you teaching this course this semester? Would you be able to provide us with examples of your syllabi/assignments? Feedback from the students in your course?
196	**Jane Rhodes**	Faculty & Student Outreach	Capture undergrad and graduate students' imagination o Cultivate through Interest in social movements and activism; o Classroom products, institutional products, co-curricular spaces		What are some examples of products and co-curricular spaces that function this way?
197	**Jane Rhodes**	Faculty & Student Outreach	Target student organizations who may be interested in the collection		What student organizations at UIC would you recommend reaching out to? How active are student organizations on campus, and in programming?
198	**Jane Rhodes**	DA Training Session	**MONDAY, FEBRUARY 26, 2018**	N/A	• Will you be available to attend this training and information session and present on your use of the DA? • What is the best way to engage faculty to attend a session of this kind? Can you help us recruit attendees?
199	**Jane Rhodes**	Avg. Length of DA Use	12 MINUTES		
200	**Jane Rhodes**	# of DA Users	15 USERS		
201	**Sarah E. Bond**	THM Reception	NOT SCHEDULED		
202	**Sarah E. Bond**	Teaching & Learning	Undergrad course on marginalized peoples - Diversity in relationship to the ancient world - Prisons, prostitution, slavery in ancient world - First person narratives – create empathy for marginal people in ancient world via contemporary stories, help contextualize experiences of marginalization - Use THMDA to draw comparisons between ancient and contemporary issues of marginalization		Are you teaching this course this semester? Would you be able to provide us with examples of your syllabi/assignments? Feedback from the students in your course?
203	**Sarah E. Bond**	Research & Publishing	Create more Wikipedia pages for HMs and then drive traffic back to THMDA through the citation. o Anchor the archive in widely accessed bibliographies, like Wikipedia citations. - (Ran a similar drive to support a 'women of ancient history' archive. Created Wikipedia pages for these women. Wikipedia provides a stable URL. Linked open data drives traffic)		How did you organize this? Was the project across institutions or contained within the University of Iowa? How did you control for quality and content?
204	**Sarah E. Bond**	Phase II THMDA/Dig. Hum.	Encourage students to contribute their own oral history content. o 'Amateur' section on THM website. o Students love the Story Corps app (can record your own oral histories; practice oral histories with each other as an assignment.)		How would you envision this being possible? Does StoryCorps compile and curate these stories or do they live locally with whoever created them? How do we control for quality and content?
205	**Sarah E. Bond**	Phase II THMDA/Dig. Hum.	NEH has information transparency rules. THMDA needs a creative commons license, or I can't write popular journalistic articles about THM.		How would this license apply to *The HistoryMakers Digital Archive*? What types of use would a Creative Commons license allow for?
206	**Sarah E. Bond**	Phase II THMDA/Dig. Hum.	Offer the archive as a practice 'controlled data set' for Digital Humanities courses (informatics, GIS, etc.)		Would the ScienceMakers Digital Archive (211 full-length interviews of African American scientists) be a large enough dataset?
207	**Sarah E. Bond**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
208	**Sarah E. Bond**	Avg. Length of DA Use	50 MINUTES		
209	**Sarah E. Bond**	# of DA Users	20 USERS		
210	**Tom Keegan**	THM Reception	NOT SCHEDULED		
211	**Tom Keegan**	Teaching & Learning	THM should make available on the website whatever is curated with faculty		THM would do this.
212	**Tom Keegan**	Phase II THMDA/Dig. Hum.	Conceive of new uses like…quantitative data sharing		What kind of quantitative data would be useful for sharing? What kinds of projects could be conceived with this data?

213	**Tom Keegan**	Phase II THMDA/Dig. Hum.	Talking to faculty via library about their Digital scholarship research projects, and supporting them - Michael Hill – Undergrad course on Toni Morrison: Storytelling and Characters o Students use THMDA to explore people's engagement with Morrison's work		When is Professor Hill teaching this course? Would he be able to share any assignments/lesson plans with us? Are there other professors at the U of Iowa that you know of that have been using the Digital Archive?
214	**Tom Keegan**	Marketing & Promotion	Introduce THMDA to admission's offices so that they can highlight the stories of the faculty and alumni in the digital archive		
215	**Tom Keegan**	Faculty & Student Outreach	Should engage with graduate programs where they are building curricula and modules like those we'd like to develop		What graduate programs should we target?
216	**Tom Keegan**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
217	**Tom Keegan**	Avg. Length of DA Use	50 MINUTES		
218	**Tom Keegan**	# of DA Users	20 USERS		
219	**Tom Keegan**	THM Reception	NOT SCHEDULED		
220	**Lauren Tilton**	Phase II THMDA/Dig. Hum.	Computational text analysis – - Topic modeling - word through occurrences; co-occurrences i.e. "These words occur more frequently together" - How to take Yale's idea and use at other universities (University of Richmond); how to build equivalent - Where can a system be housed? who will build/maintain? What funding is available?		Did you or OAH write the grant to fund the work you did with their annual meeting scheduling/etc.? They wrote funding for the project into a grant as well as funded my attendance at OAH 2018. Would you be willing to help apply for funding for Digital Humanities projects? I'm happy to help with a grant initiative.
221	**Lauren Tilton**	Phase II THMDA/Dig. Hum.	Ethical problem: students need to "buy back" what they've created? - THM as privatized enterprise - Constricting opportunities for creativity		THM is more than willing to share and publicize any student creations, and would not need to 'buy them back.' The same goes for any DH projects using the content from the DA, as long as the full content of the archive is not exposed. This is great to hear! However, the current Terms and Conditions make it illegal for me or my students to make any THM content public. For comparison, these terms are significantly more restrictive than those of companies like Proquest. Therefore, I do not plan to assign THM as a part of a public DH project assignment until those terms are changed. If THM is willing to change them, I'd love to assign the archive to my students for their DH projects this semester (and in the future).
222	**Lauren Tilton**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled? I'd wait till September or October. The spring is already packed. One way to engage faculty is to work with area librarians who can invite specific depts to a session. Lynda Kachurek on the Advisory Board would be best to schedule a session at UR.
223	**Lauren Tilton**	Avg. Length of DA Use	10 MINUTES		
224	**Lauren Tilton**	# of DA Users	5 USERS		
225	**Patrice Rankine**	THM Reception	NOT SCHEDULED		

	Name	Topic	Notes		Questions
226	**Patrice Rankine**	Teaching & Learning	U of Richmond projects - - Mapping history of redlining Learn/understand how mapping informs city construction and navigation - First year seminar- Classical Theater in the Modern City o Performance theory, performativity, performance as a discipline o Oral history interviews of actors like Billie Allen, director Kenny Leon, Douglas Turner Ward o Read text and attend performances o Build syllabus around city based performance e.g., A Raisin in the Sun - Kenny Leon: "Remembers his directorial vision for 'A Raisin in the Sun'"		Are you teaching this course this semester? Would you be able to provide us with examples of your syllabi/assignments? Feedback from the students in your course?
227	**Patrice Rankine**	Teaching & Learning	Identify a point person at THM, and at each institution to liaise o THM point person is expert on content, integration, and pedagogy o Institution point person (subject librarian) is expert on faculty/student orgs that would be interested		How do these liaison relationships usually work with faculty/staff turnover? In our experience, subject librarians can suggest faculty, but have no ability to truly influence the resources they use beyond simply making faculty aware. Is the subject librarian the right level to liaise with? Would undergraduate studies directors or department heads be a better point of contact?
228	**Patrice Rankine**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
229	**Patrice Rankine**	Avg. Length of DA Use	10 MINUTES		
230	**Patrice Rankine**	# of DA Users	5 USERS		
231	**John Unsworth**	THM Reception	NOT SCHEDULED		
232	**John Unsworth**	Phase II THMDA/Dig. Hum.	2018 upcoming dates for Mellon Phase II Proposal - March 1= Phase I Final Report Due - April 1= Phase II Prospectus Due - May 1= Phase II Proposal Due - October 1= Phase II Funds Disbursed and Project Begins Phase II Possibilities: - ADA compliance - Integration of archive and website, other web presences - More visualization capabilities – topic modelling is a good, scalable entry point - Need more funding for hosting (cloud is tied to usage) - API (application program interface) – pull subsets of the material into other applications - ScienceMakers collection – should be publically visible and available in a separate archive - Workflow/Processing streamlining?		
233	**John Unsworth**	Phase II THMDA/Dig. Hum.	Data visualization like topic mapping and timelines are appealing as entryways for people who do not have access to the archive		
234	**John Unsworth**	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
235	**John Unsworth**	Avg. Length of DA Use	40 MINUTES		
236	**John Unsworth**	# of DA Users	8 USERS		
237	**Nicole M. Turner**	THM Reception	NOT SCHEDULED		

238	Nicole M. Turner	Teaching & Learning	20th century AA history – 1865 to the present - Emphasize use of primary source material for both 19th and 20th centuries, i.e. - Rhonda Williams, Ella Baker biography by Ransby - Students to construct their own understanding of African American history o Project management approach o Oral history; teach skills and understand context -> inform paper o Develop research questions, annotate an oral history interview, write a traditional historical paper o With THM, students can use more than one interview to inform their analysis and form an ability to speak to themes - E.g. what was black community life like at the beginning of the 20th c? - Hopes- more technologically engaged assignments, like a podcast ☺		Will you be teaching this course this semester? Will you provide us with examples of your assignments and syllabi?
239	Nicole M. Turner	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
240	Nicole M. Turner	Avg. Length of DA Use	20 MINUTES		
241	Nicole M. Turner	# of DA Users	4 USERS		
242	Catherine DeRose	THM Reception	NOT SCHEDULED		
243	Catherine DeRose	Phase II THMDA/Dig. Hum.	Computational text analysis – - Topic modeling - word through occurrences; co-occurrences i.e. "These words occur more frequently together" - How to take Yale's idea and use at other universities (University of Richmond); how to build equivalent - Where can a system be housed? who will build/maintain? What funding is available?		Will Yale take the lead in helping to apply for funding for next steps in the Digital Humanities? Would the dataset of the ScienceMakers Digital Archive (211 interviews) be large enough for the larger Digital Humanities group to work with?
244	Catherine DeRose	Phase II THMDA/Dig. Hum.	Add storymaps – nightlab's version also includes functionality to display timelines		How would this be actualized on the THM website, or within the DA?
245	Catherine DeRose	Phase II THMDA/Dig. Hum.	THMDA and any DH projects should use as much open software as possible o Removes reliance on renewing or keeping updates licenses from software companies o Encourages more use, which increases the likelihood of development support		How do open source communities usually maintain support for software? Is there always a designated coder behind the scenes to maintain things?
246	Catherine DeRose	Phase II THMDA/Dig. Hum.	While the full transcripts are behind the paywall, the broader metadata associated with each interview could be shared amongst DH subscribers and used in various projects		What metadata would be most desirable for DH projects? How would we share with subscribing institutions?
247	Catherine DeRose	DA Training Session	NOT SCHEDULED		• What dates are best for scheduling training and information sessions? • What is the best way to engage faculty to attend a session of this kind? • How can you help us get a session scheduled?
248	Catherine DeRose	Avg. Length of DA Use	80 MINUTES		
249	Catherine DeRose	# of DA Users	5 USERS		