I may have been admitted to Michigan State University for the English PhD program, but a big factor in my decision to attend graduate school at MSU was to pursue the Digital Humanities Graduate Certificate. Prior to pursuing my PhD, I worked as a project manager and researcher for the IRIS Digital Humanities Center at Southern Illinois University Edwardsville. In fact, I was first introduced to the DH@MSU community by attending the Global Digital Humanities Symposium to showcase the work I was doing at SIUE. Despite my time in the Center, I never had the opportunity to explore my own digital humanities research interests or participate in coursework related to DH. Since I had previous experience working on projects and even teaching DH undergraduate students, when completing the certificate program I decided that I wanted to take the path that primarily involved primarily completing courses. Through this coursework, I did not only learn about the practicalities of working within the field of the digital humanities as a university employee. I also discovered how to engage with a community that is both socially responsible and deeply invested in imagining ethical approaches to research and teaching against the backdrop of an ever-evolving digital landscape.

The first requirement I fulfilled as part of the certificate was the research component. In the Fall 2020 semester, I designed and completed an independent study under the supervision of Dr. Kathleen Fitzpatrick. This independent study was foundational in how I connect my digital humanities research with my dissertation project. I developed a syllabus that explores the ways in which DH intersects with topics of cultural heritage, education, and affect. I met weekly with Dr. Fitzpatrick to discuss the reading, and throughout the semester I developed a final paper with the goal of presenting it at a conference the following term. While I anticipated writing more about the cultural heritage elements of the independent study as I was already imagining a research project centered around Stratford-upon-Avon, due to the changes in online learning

because of the COVID-19 pandemic, my focus shifted to investigating the ways instructors might impact the affective atmospheres in higher education's newly developed and wide-spread virtual classrooms. I ended up presenting the final paper, titled "Engaging Affectively Effectively in Spaces of Online Learning," at Rice University's Making Sense: A Humanities Symposium in Spring 2021. The reading I completed during this independent study not only shaped the trajectory of my path through the certificate, but it influenced my wider research agenda.

The Digital Humanities Methods Seminar was crucial in transforming my understanding of the field of DH from something I had previously only considered in terms of my job at SIUE. I enrolled in this course in Spring 2021, when it was taught by Drs. Fitzpatrick and Leon. This course focused on not just digital tools or building digital projects, but also on the ethical considerations of working in the digital humanities. Through coursework, I was able to develop my online presence by creating a blog where I posted weekly on whatever we were discussing in class. Meanwhile, I was continually honing my project development skills. For the final project, I had to write a grant proposal for a National Endowment for the Humanities Digital Humanities Advancement Grant and briefly present it to the rest of the class. Although I had written grants before as part of my job at the IRIS Center, this was the first time I had to conceptualize a digital project of my own. The process of developing both a sustainability and data management plan was particularly enlightening, as this was never something I had to come up with the content and methods of the project on my own. It was for this assignment that I first imagined the project "Bodies in Space: Mapping Embodiment and Affect through Stratford-upon-Avon's Sites of Early Modern Cultural Heritage," which has now gone through several iterations as a Cultural Heritage Informatics Fellowship project in both the 2021-2022 and 2022-2023 academic years. It has also become the foundation for the digital component of my dissertation, The Stratford

Heritage Guide. This seminar helped me develop the idea on which I built the rest of my DH research, but it also prepared me to reconsider approaches to using digital tools more broadly.

The following year, I fulfilled the pedagogy requirement for the certificate through DH861, taught by Kristen Mapes and Matt Handelmann, in Spring 2022. This course was one of the few opportunities I have had at MSU to formally develop my pedagogy, and it provided me with practical outputs that I could then take into my own classroom. The course started by asking us to consider our values as instructors and work through developing DH-oriented learning goals and outcomes. In addition to imagining how to incorporate DH tools into undergraduate curriculum, we discussed topics related to assessment, assignments, and projects. We also explored how DH pedagogy might take shape outside of the university, in places such as museums. For the final project, I redesigned my IAH 207 syllabus from a course that I had taught the previous summer: "Redefining Renaissance: from the early modern through the COVID-19 era." In the new iteration of this class, I asked students to create a podcast, multimedia poster, or website and write a reflection paper around the process. I mirrored the scaffolding for this project on what I had to complete for DH861, so students had to submit a proposal and draft prior to the final version. I also developed a series of weekly activities, ranging from analyzing existing digital projects to exploring Creative Commons licenses, to prepare them for the project. I was able to incorporate these changes to the syllabus when I taught the course again in summer 2022, and I presented on the process of revising the course at the Digital Humanities Summer Institute's aligned Open/Social/Digital Humanities Pedagogy, Training, and Mentorship Conference. I have since been invited to submit that paper to the *Interdisciplinary Digital Engagement in Arts & Humanities* (*IDEAH*), where it is currently under review. I revised the activities and final project I developed in DH 861 for a new IAH 206 class,

"Text & Tech: how literature shaped technology, and how technology changed the way we read," in summer 2023 under the continued mentorship of Kristen Mapes.

While working on the requirements for the Digital Humanities Graduate Certificate, I have of course learned about digital tools and methods, but perhaps what I have learned most is about the "why" of digital humanities. Whether through my research or my pedagogy, I am now more thoughtful about putting values first, and I consider goals and outcomes before forging ahead with a digital tool. As an unexpected side-effect of my enrollment in the certificate, I have been fortunate enough to become even more embedded in the DH@MSU community at large, which has provided me with more opportunities outside of coursework that have fostered my professionalization in DH. I have served on multiple planning committees for THATcamp, as well as on the planning committee for the Global Digital Humanities Symposium. I have also participated in both the Engagement and Outreach Committee and the Advisory Committee. I have also had the opportunity to meet other graduate students outside of my home department, and these friendships and collaborations have lasted for the four and a half years I have been at MSU. I have participated in the Text Analysis Learning group and attended many DH@MSU events, from Locus to the end of semester parties. I have had the opportunity to meet a variety of prominent DH scholars from across the country due to distinguished lecture series and subsequent opportunities for graduate students to meet the speaker. As I am currently on the job market, I have been reflecting quite a bit on my career as a graduate student while I work on cover letters, teaching philosophies, and research statements, and I can truly say that the DH Graduate Certificate has shaped not only who I am as a graduate student, but the whole trajectory of my scholarship and career.