

# NEH Application Cover Sheet

## Challenge Grants

### PROJECT DIRECTOR

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**Field of Expertise:** History - British

### INSTITUTION

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University of Kansas Center for Research, Inc.  
Lawrence, KS UNITED STATES

### APPLICATION INFORMATION

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**Title:** *Advancing Research Collaboration in the Humanities (ARCH)*

**Grant Period:** From 1/2012 to 12/2015

**Field of Project:** Humanities

**Description of Project:** The principal focus of this application is to develop capacity-building programs centered on fostering collaboration in humanities research. While collaboration has not traditionally been the mode of scholarly production in the humanities, faculty and students have become increasingly interested in pursuing collaborative projects. Humanities research produced through collaboration has the potential to answer broader, more complex questions in a more thoroughly interdisciplinary way. The proposed programs, Research Collaboratives and Scholars on Site, will provide institutional support for collaborative research among scholars and between scholars and community partners. Partnerships with community organizations will demonstrate how the humanities inform issues and challenges of wider public concern. The programs will serve as models for how scholars conduct collaborative humanities research and how institutions can support collaborative and public projects.

### BUDGET

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<b>Outright Request</b>	\$0.00	<b>Cost Sharing</b>	\$0.00
<b>Matching Request</b>	\$0.00	<b>Total Budget</b>	
<b>Total NEH</b>			

### GRANT ADMINISTRATOR

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## **2. Abstract: Advancing Research Collaboration in the Humanities (ARCH)**

### **a) Significance to the humanities**

The aim of this Challenge Grant application is to develop programs that facilitate and support collaborative, interdisciplinary research in the humanities. This proposal is built on the premise that collaboration among humanities scholars holds the potential for transforming the outcomes of humanities research at the University of Kansas and beyond to create long-term benefits both on and off campus. The proposed programs will advance interdisciplinarity by creating partnerships among scholars with distinct yet complementary disciplinary specializations, and between humanities scholars and community organizations. This increased cross-pollination will allow scholars to confront questions that are more complex and ambitious, and to provide more complete answers, than could one scholar alone. Engagement with broader questions will help demonstrate the impact of the humanities to wider audiences, including a range of scholars and students, as well as members of non-academic institutions, community organizations, and the public. Advancing collaborative programming will enhance the Hall Center's dual mission of fostering faculty and graduate student research and promoting public humanities. These programs have the potential to serve as models for how to undertake successful collaborative research projects in the humanities.

### **b) Activities to be supported**

The creation of an endowment for collaborative programs will support two initiatives:

- 1) The *Research Collaboratives* initiative will fund teams of scholars working on humanities-oriented research projects. Two levels of support will be offered: an initial early concept development phase and a more advanced pilot research project phase. This program will provide sustained year-long support for collaborative research and assist teams in laying the groundwork for successful external funding applications.
- 2) The *Scholars on Site* initiative will support collaborations between KU scholars and community organization partners. KU faculty members and graduate students will be able to work "on site" with community partners, creating a mutual exchange of expertise between scholars and community based partners.

These initiatives form part of the Hall Center's five-year strategic plan, align with the University's current institution-wide Strategic Planning for Excellence initiative, and connect directly with the incentives for research collaboration that are accepted components of the University's new comprehensive capital campaign.

### **c) Fundraising plans**

The Hall Center's director, associate director, and Advisory Board will work with the KU Endowment Association (KUEA) to identify leadership and major-gift donors. This is the most effective starting point; for the Center's 2000 Challenge Grant, two foundations and three individual donors contributed more than 90% of the match. KU Endowment will target those who have given to the humanities in the past, including the Hall Family Foundation, the William T. Kemper Foundation, the Lattner Family Foundation, the Sosland Foundation of Kansas City, and the Battey Foundation. The Center's Advisory Board is well versed in fundraising. It assisted in raising the 2000 Challenge Grant match, and has helped the Center to raise \$300,000 in expendable funds on three separate occasions between 2000 and 2010. The Friends of the Hall Center, an organization of 500 Center supporters, also will lend strong support to our fundraising goals. Members already contribute an average total of \$75,000 per annum in expendable funds. With the assistance of the Friends leadership, we will now tap this membership for gifts to the Hall Center's endowment, which will help meet the Challenge match. Finally, KUEA and the Center will use the incentive provided by the Challenge Grant, coupled with the University's new capital campaign to encourage new donors to give for the benefit of the humanities. KUEA will help produce a list of possible donors who have the interest and capacity to make major gifts and provide support for the Center as it approaches these prospects.

### 3. Challenge Grant Budget

#### HALL CENTER FOR THE HUMANITIES

January 1, 2012-Dec. 31, 2015

<b>Total NEH funds requested</b>				<b>\$650,000</b>
<b>Anticipated Match and Release Schedule</b>		<b>Request</b>	<b>Match</b>	<b>Total</b>
	Year 1:	\$58,500	\$175,500	\$234,000
	Year 2:	\$214,500	\$643,500	\$858,000
	Year 3:	\$214,500	\$643,500	\$858,000
	Year 4:	\$162,500	\$487,500	\$650,000
<b>Total nonfederal contributions</b>				<b>\$1,950,000</b>
<b>Total Grant Funds (NEH plus match)</b>				<b>\$2,600,000</b>

<b>PLANNED EXPENDITURES</b>				
<b>Endowed principal*</b>		<b>\$2,600,000</b>		
<b>Rate of return to be expended</b>		<b>4.6%</b>		
<b>Annual expendable income for project</b>		<b>\$119,600</b>		
<b>Uses of endowment income</b>				
<b>Collaborative Communities</b>			<b>\$80,000</b>	
<i>Research Collaboratives</i>		\$60,000		
<i>Scholars on Site</i>		\$20,000		
<b>Program Staff</b>			<b>\$39,600</b>	
<b>Total Expenditure of Annual Income</b>				<b>\$119,600</b>

<b>PROJECT TIMELINE</b>	<b>Available Funds**</b>
2012 - Grant awarded, intensive phase of fund-raising begins	--
2013 - Continue fundraising; begin planning for implementing new programs	\$10,764
2014 - Hire Program Administrator (Hall Center Staff)	\$50,232
2015 - Begin roll-out of Research Collaboratives Program	\$89,700
2016 - Begin roll-out Scholars on Site Program	\$119,600

\*KUEA places endowed funds in a long-term investment pool, which in FY 09 yielded a 25.7 percent return on investment. Expendable funds are invested in a more fluid cash management pool.

\*\*Years 1 and 2 will be devoted largely to fund-raising; expenditures anticipated to begin in Year 3, 2014.

## **6. Narrative: Advancing Research Collaboration in the Humanities (ARCH)**

### **1. The Purpose of the Grant**

The Hall Center for the Humanities at the University of Kansas seeks a \$650,000 Challenge Grant to develop programs that will advance collaborative, interdisciplinary research and model methods for collaboration among scholars in the humanities. With this infusion of funds, we will incorporate two new integrated initiatives into our core programming: *Research Collaboratives* and *Scholars on Site*. These initiatives form part of the Hall Center's five-year strategic plan (Appendix B, p. 70), align with the University's current institution-wide Strategic Planning for Excellence initiative, and connect directly with the incentives for research collaboration that are accepted components of the University's new comprehensive capital campaign.

Long a champion of interdisciplinarity, we have a strong record of using NEH Challenge Grant support to develop innovative programs that bring scholars together across disciplines to advance learning and understanding in the humanities. Indeed, programs similar to the interdisciplinary humanities seminars and colloquia we pioneered in the late 1970s (Appendix C, p. 73), and our high-profile public humanities lecture series, are now part of successful programming for humanities centers nationwide. Once again taking the lead in a new area of endeavor for humanists, we will leverage existing and new resources and programs to engage our constituent faculty and both current and new community partners in developing collaborative, interdisciplinary strategies aimed at further enriching the intellectual production of scholars and translating that scholarship into knowledge that can be widely shared beyond the academy.

### **2. Intellectual Rationale**

Humanities scholars have a tradition of collaboration that involves circulating drafts, presenting papers, and sharing citations. Yet the interdisciplinary model used in the humanities remains centered on individual scholars, who seek to expand their knowledge by participation in scholarly exchange, but then apply the lessons learned from those exchanges in the privacy of their own offices toward the production of a single-authored monograph or essay. Such "soft" collaboration accomplishes the goal of strengthening

individual projects. It does not, however, serve as a method for joint conceptualization and analysis of data and sources, nor does it embrace the challenging work of producing research that takes full advantage of multiple forms of expertise. Our aim is to promote and support sustained and rigorous forms of collaboration – wherein collaborative research and writing is an important methodological tool for shaping the outcomes of research and writing – that are currently rare in humanities disciplines. The goal of ARCH is to support KU humanities scholars as they take collaboration to the level of a crucial methodological tool, and in the process create models of advanced collaborative processes in the humanities, both for research and communication of new knowledge.

Research collaboration among humanities scholars holds the potential for transforming the outcomes of humanities research at KU and beyond to create long-term benefits both on and off campus. The proposed programs will advance interdisciplinarity by creating partnerships among scholars with distinct yet complementary disciplinary specializations. This increased cross-pollination will allow scholars to confront questions that are more ambitious and complex, and to provide more complete answers, than could one scholar alone, as illustrated by the projects of Peter Grund and Paul Sneed described below. Engagement with broader questions will help demonstrate the impact of the humanities to wider audiences, including a wide range of scholars and students, as well as members of non-academic institutions, community organizations, and the public. Advancing collaborative programming will enhance the Hall Center's dual mission of fostering faculty and graduate student research and promoting public humanities.

Humanities scholars at KU have recognized the added value that collaborative and community work has on the outcomes of their research. As a case in point, Center constituent, Peter Grund, Assistant Professor of English, began collaborating as a graduate student on an examination of legal documentation related to the Salem Witch Trials, and the resulting work produced a complex outcome with wide scholarly appeal. The print book, *Records of the Salem Witch-Hunt* (2009), and the annotated digital archive that resulted from the project could not have been produced by an individual scholar because the sheer amount of available documentation, the skills necessary to fully analyze the materials, and the creation of a digital resource for future scholarly use involved more time and expertise than one person could possess. A team

of historians, linguists, legal experts, literature scholars, and digital humanists produced the finished works, and those works have the potential to be of use to scholars across many disciplines because of the range of interpretations represented in the book and free access to the annotated digitized records. The team members who worked on this Salem project insist that the collaboration was critical to a comprehensive research result, which will have an enduring impact on scholarship.

Paul Sneed, Assistant Professor of Spanish and Portuguese, has combined his research interests in the popular culture and power dynamics of the Brazilian favela (slum) Rocinha with community organization to create outcomes that benefit both his scholarship and the community. In 1998, leveraging the contacts he made through his research on Rocinha, Sneed founded the Two Brothers Foundation, a non-profit organization that creates educational opportunities for inhabitants of Rocinha. In 2000, he helped establish a Brazilian corollary to the Two Brothers Foundation, the Instituto Dois Irmãos, which maintains a three-story community center in Rocinha that contains a library, computer labs, and classrooms. With his partners, Sneed has also produced a short documentary about life in a favela entitled *Rocinha: At Home on the Big Hill*. His current book project focuses on social spaces and social justice in Rocinha. Research subjects include churches, a martial arts academy, an Alcoholics Anonymous chapter in Rocinha, and community organizations such as the Two Brothers Foundation. The research outcomes will be of interest to both scholars and community organizations, and will demonstrate the positive outcomes of community engagement with humanities researchers through its academic study of these community organizations.

The impetus for the Hall Center's focus on collaboration has emerged from discussions with the Center's constituent faculty members, who have indicated that they are convinced of the benefits of collaborative research and are eager undertake it, given adequate institutional support. To the question in our recent survey of 600 humanities and humanistic social sciences faculty, "What should the Hall Center's next five-year plan have as its *principal* focus?" one-quarter of the respondents cited "collaborative and interdisciplinary research." This level of interest far exceeds the five percent of our faculty currently engaged in such efforts, thereby confirming not just interest but also the need for additional support.

In early 2011, the Hall Center convened four focus groups comprised of faculty members and

graduate students from across the humanities and related social sciences disciplines who had expressed interest in collaboration. Through the Humanities Grant Development Office (HGDO), we identified four broad research areas in which at least ten scholars are currently active and then carefully considered which of these faculty members have experience with or have expressed interest in collaboration and potentially would be among the first applicants to new collaborative research programs. The themes that emerged were: Peace, War, and Security; Women, Gender, and Sexuality; Nature and Culture; and Migration. These focus groups helped us gauge the level of continued faculty and graduate student interest in collaborative research and provided input from stakeholders on how we might structure the ARCH programs to best meet faculty and graduate student needs. Focus group members expressed great enthusiasm for the creation of programs to enhance collaboration and voiced their eagerness to pursue collaborative projects. They indicated that working collaboratively could strengthen their research and teaching, create stimulating interdisciplinary exchanges, and offer them increased opportunities to engage with public partners. Many offered specific ideas that we subsequently incorporated into the ARCH program design. The initiatives described here are a direct result of this faculty and graduate student feedback.

### **3. Proposed Challenge Grant Initiatives**

The \$119,600 of annual income produced by the new endowment will fund two initiatives: *Research Collaboratives* and *Scholars on Site*, and an addition to the Hall Center's program staff necessary to provide critical, professional support for these new initiatives.

*Research Collaboratives.* The Hall Center will use **\$60,000 per annum** of new endowment income to support collaborative projects among KU faculty members, graduate students, and outside research partners. The objective of the *Research Collaboratives* is to seed viable projects that will 1) produce tangible research results, such as preliminary data, conference or symposia proceedings, co-authored texts, or prototypes for digital projects, 2) generate models for best practices in collaborative humanities research, 3) provide mentoring in collaborative research methods, 4) validate alternative dissemination strategies, and 5) be sustainable over the project life cycle by virtue of their ability to attract external funding and/or long-term institutional support. *Collaboratives* will be open to scholars at any level. We

expect teams to be driven by a core of key members, most of whom will be associate or full professors, who will mentor the junior faculty and Graduate Research Assistants on the team, in addition to keeping the project on schedule to meet its established benchmarks. We will encourage leaders of the *Collaboratives* to provide opportunities within the project design for junior scholars and Graduate Research Assistants to take on roles that both engage them in collaborative endeavors and facilitate the single-author publications and dissertations critical to their early career advancement. The mentoring and training in collaborative research and writing strategies they will receive as part of such a team will help them begin to build a network of connections for future partnerships, and draw them into developing models for collaborative humanities research that will set the stage for more robust collaborations at a later career stage.

No consensus on best practices or proven models of support for collaborative humanities research currently exists. The ARCH initiatives are designed to promote the development of collaborative research models based on faculty feedback that strongly suggested the critical need for a program designed to sustain collaborative research from initial conceptualization stage to the discovery stage, during which teams test their approach and methods, on through to the identification of sources and preparation of applications for the expanded funding necessary to support large projects. The amount of time humanities researchers must devote to preliminary work, like brainstorming sessions and methodological exploration, as well as the lengthy researching and writing processes integral to humanities research, demands a model of collaboration that is specific to the needs of humanities scholars. Inherent in our proposed programs is support from the earliest conceptual/team organization stage through discovery research, to assistance in identifying and applying for external funding for extended collaborative efforts.

Teams that consist of any combination and number of KU faculty members, graduate students, and outside collaborators will be solicited to apply for one of two possible funding levels through the *Research Collaboratives* program. **Level I** funding supports the initial, early concept development of collaborative research projects centered on humanities topics and methods. The design is based on input from faculty members engaged in collaborative projects who stressed the importance of support at the earliest stage, when they are developing the conceptual framework and organizing partnerships, particu-

larly when a project engages multiple partners from different disciplinary backgrounds, and especially when the research partners have not collaborated in this way previously. According to our focus groups, the time it takes to identify partners, to develop a specific research question, and for team members to learn the basic language and literature of other disciplines can be significant. Members of each focus group cited lack of support for this earliest stage of work as among the greatest impediments to initial progress on collaborative projects. Mentoring Level I team members, especially those who have not previously participated in collaborative research, will be a critical component of this program. The Hall Center's Director and Associate Director will actively mentor team members, and the HGDO will use its contacts across the spectrum of humanities researchers to connect teams with appropriate mentors who can help them advance to Level II.

KU faculty members are currently collaborating on projects that would fit within Level I funding. For example, Jay Johnson, Assistant Professor of Geography, is working on a project with collaborators in Australia and New Zealand to define the parameters and research methodologies that comprise a new Geography sub-field of Indigenous Geographies. The long-term plans for this project include an international conference and a co-edited volume exploring and defining this topic. However, before the conference can be planned, the research team needs time to read secondary literature, discuss the concept of Indigenous Geographies with scholars and members of indigenous communities globally who will inform and define the sub-field, and then collaboratively write small works on the scope and methods of the sub-field. Essentially, the team requires travel funding for critical brainstorming time together to develop the framework that then will inform the research agendas of the scholars.

Level I funding will allow such nascent collaborations to establish the foundation for future success by offering time and space for key collaborators to refine and fully develop their topics and methods. According to our faculty members already working collaboratively, this can be accomplished in one of two ways: 1) provide course release time and funding for key KU collaborators to devote intensive time to conceptualization, partner recruitment, and organization process; travel to meet with any outside partners, including international collaborators (or bring them to KU); arrange small conferences with potential

contributors; and purchase necessary materials, such as software and books, or 2) provide support for partners to develop a team-taught course related to the research topic so they can “test the concept” and refine their key ideas and core questions prior to launching the research project.

Team teaching has been an avenue leading to collaborative research relationships for humanities faculty, including Byron Caminero-Santangelo, Associate Professor of English. He began team-teaching courses on climate change and literature with Garth Myers, Professor of Geography, which led to discussions of research partnerships with geographers and historians on campus who study climate change, human adaptations to it, and cultural responses to environmental change. He now directs our ongoing Nature and Culture Seminar. Dr. Caminero-Santangelo participated in our Nature and Culture Focus Group and indicated he expects to launch a collaborative research project with at least two partners within the next two years that will examine the relationship between climate change and shifting demographics in sub-Saharan Africa. As several focus group participants pointed out, since teaching and research are inextricably linked, collaborative course development can help elucidate interdisciplinary approaches to research topics. In all of the focus groups, participants said they have used team-teaching as an effective first approach to collaborative research. These scholars assured us that the work necessary to develop a team-taught graduate course, such as identifying appropriate reading materials from across various disciplines, mimics the process of initiating a collaborative project. In addition, these faculty members agreed that feedback from students can help scholars to define their research questions.

Among expected outcomes of the Level I funding year will be the clear articulation of a specific research question or topic, as well as analysis of secondary source literature and identification of methods to be used sufficient to warrant Level II or external funding. If the Level I start-up funding results in a fully-conceptualized collaborative research project with a committed team of two or more scholars, then the Center will encourage the team to apply for a subsequent Level II award.

**Level II** funding will support collaborative pilot projects that will generate preliminary research results. It will not be a requirement that Level II applications have been funded by a Level I award, nor will successful completion of Level I activities guarantee Level II funding. Applicants will be expected to

demonstrate that they already have a fully developed conceptual framework for the project and offer evidence that the activities they propose will produce tangible research results by the end of the Level II funding period. Results should serve to inform or resolve any alternative ideas or methods and help to determine the most appropriate approaches for the resulting expanded research project. The minimum expected outcome of the Level II funding year will be the completion of a pilot study. Other outcomes may include a joint-authored publication or national conference presentation on the preliminary results. For smaller-scale projects, the year of funding may allow collaborators to complete the project and publish the new information generated by their study. Level II teams pursuing larger multi-year research projects will be encouraged to work with the HGDO to identify sources and develop and submit external funding proposals based on their preliminary findings.

An example of the type of endeavor that would warrant Level II funding is a new project led by Peter Grund, Assistant Professor of English, which grew out of his original collaborative work on the Salem Witch trials. He is currently collaborating with a philologist in Finland and a digital database expert and public historian in the U.S., and he intends to include graduate students in history, historical linguistics, and digital humanities in the creation of an annotated, searchable database of legal documents written by the scribes who recorded the Salem Witch Trials in colonial New England. The team will use linguistic and handwriting analysis techniques to identify as many authors of legal documents as possible and conduct social historical research into these people's backgrounds both in England and in the colonies in order to answer questions about literacy and legal procedures during this time period. The database element will make the annotated archival documents available to a wider audience online. The sheer number of documents, the time it will take to scour archives to find non-Witch Trial documents written by the Witch Trial scribes, and the different methodologies necessary to fully interpret these documents makes collaboration vital to the success of the project.

Applications for *Research Collaboratives* Level I and Level II funding will consist of a detailed project description, a bibliography, a short curriculum vita for each team member, and a detailed budget and budget justification (Appendix D, p. 79). Applicants will be asked to identify the funding level, their

core idea, work plan and timeline, research methodologies, expected outcomes of the activities supported by the *Research Collaboratives* funding, and expected longer-term outcomes as these relate to the significance of the results to the humanities in general and to the collaborators' disciplines in particular. The departmental chairs of the lead faculty applicants will be asked to submit letters describing how the department considers collaborative and public scholarship in promotion and tenure (P&T) decisions. This is intended to make departments more aware of their faculty members' interest in collaborative research and prompt conversations at the departmental level about how to assess collaborative research projects and their products for P&T.

*Scholars on Site.* The Hall Center will use **\$20,000 per annum** of new endowment income to support research and program collaborations between KU faculty and community-based organizations. *Scholars on Site* will allow KU faculty members to work "on-site" with community partners. The objective is to create public scholarship that will 1) support community priorities and outcomes through the joint conceptualization and execution of humanities research projects; 2) demonstrate to community organizations and their constituents the relevance of the humanities to local communities and, by extension, to the public good; 3) encourage development of undergraduate and graduate curricula based on models of community-based research; and 4) generate and demonstrate best practices in the area of outcome-based humanities-community research collaborations.

KU humanities scholars are already engaging in such collaborations. A long-running example is the team of Don Stull, a KU anthropologist, and Michael Broadway, a geographer at Northern Michigan University and their close work with community and food industry leaders and immigrant organizations. Their community partnerships have directly influenced how several small Midwestern cities, including Garden City, KS, reacted to an influx of immigrants who were ethnically different from the people living in the host community. Their first book out of this early work, *Any Way You Cut It: Meat Processing and Small-Town America* (1995), inspired third-party publications aimed at helping communities develop positive strategies to embrace their new members, such as the *Handbook for Creating Sustainable Multiethnic Food-Producing Communities* (Iowa State University Extension, 1998), which relies heavily on their

work and has been widely distributed in Iowa and elsewhere. In the Garden City example, the two scholars explored with leaders strategies to mitigate suspicion among city residents and engage them in helping immigrants learn the ways of their adopted communities. As a result, Garden City is now a vibrant, thriving city of more than 29,000 people with a median age of 29.5 (51 percent are Hispanic or Asian) in a part of Kansas where the last three census counts have shown a shrinking and aging population. Their current work benefits from their long-term community relationships, which have paved the way for rare behind-the-scenes access to interview subjects at food production sites, as well as to willing subjects within the host communities. They are now exploring the impact of food products produced by immigrant labor on changing American attitudes towards food, especially meat.

Similarly, Marisol Cortez, ACLS/Mellon New Faculty Fellow in American Studies at KU for 2010-2012, has been working with the Southwest Workers' Union in San Antonio, Texas, on local energy policy and environmental justice issues, addressing specifically the impacts of the petroleum-based economy of San Antonio, and collaborating with the SWU to identify more sustainable, cleaner models of energy production. She continues to partner with the SWU on their efforts to enroll residents in the city's free low-income weatherization program. Her latest research project involves working with the Esperanza Peace and Justice Institute in San Antonio to collect oral histories from elder immigrants as a way of guiding community development. Both of these projects have in common her interest in studying how grassroots organizations attempt to represent subaltern interests against dominant city models that prioritize the interests of private development.

These examples illustrate the potential benefits to both communities and scholars of the types of collaborations that will be sustained by *Scholars on Site*. Funds will support faculty members who wish to establish new collaborations with community organizations or expand existing ones. These funds may cover a single course release and/or travel expenses to work with non-local organizations, and the appointment of Graduate Research Assistants interested in possible careers in the public humanities. Recipients may apply for supplemental summer funding to develop undergraduate or graduate curricula that integrate community-based research and public scholarship into existing or new courses. Depending on the

nature of the requests, funds will be sufficient to support up to three *Scholars on Site* per year. Applicants will be required to submit detailed project descriptions, curriculum vitae, three letters of recommendation, and letters of support from the community partner detailing the significance and expected outcomes of this collaboration for the organization. As with the *Research Collaboratives*, the faculty applicant's department chair will be asked to submit a letter explaining how the department evaluates collaborative, public scholarship for P&T (Appendix E, p. 86).

Hall Center support to *Research Collaboratives* and *Scholars on Site* awardees will include access to Hall Center facilities and co-sponsoring presentations of research results and other project-related events. In addition to their project work, awardees from both programs will participate in a Hall Center Seminar dedicated to collaborative research. This new Seminar will meet twice a semester at the Hall Center and provide an opportunity for all team members to present work-in-progress and discuss the new models of collaborative research they are developing.

Both *Research Collaboratives* and *Scholars on Site* will provide funds for Graduate Research Assistants. We expect GRAs to be productive members of collaborative teams, who will make significant contributions to the research and to joint publications and conference presentations, while also pursuing their own related lines of research for their individual dissertations. Including GRAs in the ARCH programs will train the next generation of scholars in collaborative research methods and accomplish important goals related to professionalization. Students will benefit by gaining access to necessary sources or data and by learning methodological tools that can be applied to their own work. The experience of participating on an interdisciplinary research team will help students put their dissertation work into a larger context by making it clearer to them how their work intersects with the research of others and by enabling them to explore the wider implications of their dissertation, which is, by nature, a narrow work of scholarship. The potential for co-authored presentations and articles will bolster graduate student CVs and give them experience with the world of academic publishing. As active members of research teams, students will meet scholars from across the university and from other institutions. Team support and accountability will provide students with an impetus for conference attendance and presentation, which is

another important means of networking. The contacts they make will provide them with potential references when they enter the job market or apply for external funding as postdocs. As these students participate in creating new models for collaborative research in the humanities and ultimately lead their own research teams as faculty members, they will help to change the culture of humanities research to one more open to joint research and publication.

**Program Staff (\$39,600)** - Additional staff is critical to the success of the initiatives described above. The Hall Center program staff is at capacity with four fulltime positions, in addition to the half-time Director. Of these, the Associate Director, a Program Administrator, and an Administrative Associate provide administration and support for all of the Center's public and faculty program activities initiated under the previous two Challenge Grants, neither of which provided new staff; the accountant has fiduciary responsibility. The requested **\$39,600 per annum** of new endowment income will cover the base salary of a fulltime Program Administrator dedicated specifically to the new ARCH programs. In combination with the new program funding, this position will give the Hall Center the capacity to dramatically enhance its impact in the humanities, both institutionally and in the wider community. The position will ensure effective implementation and monitoring of the new initiatives and help to connect these new programs with existing Hall Center and campus-wide initiatives. This Program Administrator will be the staff liaison to collaborative faculty awardees, provide logistical and administrative support, and handle communications with campus and public constituencies related to ARCH programs (Résumés, p. 39).

#### **4. Institutional Readiness**

The Hall Center is exceptionally well poised to undertake the development of models for collaborative research. A good measure of this readiness comes simply by virtue of our existence as a humanities research center. While academic departments remain largely organized by discipline, humanities centers have become the preferred site within the academy for instigating interdisciplinary research. More important still, with more than 35 years of programming experience, the Center has succeeded in building a wide community of affiliated scholars who embrace the values of collegiality, collaboration, and interdisciplinarity. We have helped to create permeability across disciplinary borders, a crucial pre-requisite to

robust collaborative endeavors. This proposal is predicated on our strong belief that the next step in cutting-edge programming is to foster collaborative research in the humanities. The Center has piloted support for collaborative research through our program of Collaborative Research Seed Grants to strengthen the foundation for the programs proposed here. Made possible by support from the KU Center for Research, this program offers up to \$15,000 to help cover project costs associated with a collaborative humanities project. The number of applications to the program and the types of projects proposed confirm that KU humanities faculty are actively engaging in collaborative work (Appendix F, p. 93). The Seed Grant program will be merged into the *Research Collaboratives*, making more resources available to support a larger number of research teams.

The Hall Center itself has long partnered in collaborative ventures. Our most recent effort is the creation of the Institute for Digital Research in the Humanities (IDRH). In collaboration with the College of Liberal Arts and Sciences and KU Libraries, the Hall Center provided start-up funds to launch IDRH in 2010. IDRH now offers humanities scholars individualized consultation on the creation and use of digital technologies on an as-needed basis, an annual intensive two-day Digital Jumpstart Workshop, and Digital Humanities Seed Grants (Appendix G, p. 97). The Hall Center's commitment to IDRH stems from the realization that digital technologies hold the potential to transform humanities scholarship, that collaboration is essential to successful digital humanities work because few humanities scholars have extensive computer programming skills, and that institutional funding for digital and collaborative work in the humanities remains minimal. The Center is committed to collaborating long-term with IDRH as it develops and promotes its programs.

The Commons provides another example of a successful collaborative venture. A partnership among The Hall Center, the Biodiversity Institute, and the Spencer Museum of Art, The Commons brings together KU faculty members and graduate students from the sciences, humanities, and arts to explore the relationships between natural and cultural systems. The Commons offers meeting space, interdisciplinary lectures and workshops, art exhibits, and the Interdisciplinary Research Initiative in Nature and Culture seed grant, which requires partners from the sciences, arts, and humanities and is intended to nurture and

develop interdisciplinary, collaborative research ideas and extramural grant proposals (Appendix H, p. 98).

Institutionally, this is a fortuitous time for the Center to advance its collaborative research initiatives. During the 2010-2011 academic year, the Office of the Provost at KU began a long-term, university-wide strategic planning initiative with the goal of “leading KU into the future.” One crucial element of this process was for KU faculty, staff, students, and external partners to identify strategic initiatives or themes that demonstrated the capacity of scholarship to address pressing issues. In Fall 2010, the Provost’s Office sent out a call for university stakeholders to propose large-scale, collaborative strategic initiatives, to be reviewed and nominated for institutional support by an executive committee and campus Deans. This resulted in 105 recommended initiatives from across the university, 23 of which are initiatives from faculty in the Hall Center’s constituency (Appendix I, p. 100). Faculty, staff, and students involved in these collaborative initiatives have pledged to work toward their long-term success by seeking internal and external sources of support, as well as working with outside institutional and individual partners and across disciplines within the University. Based on the number of responses to the Provost’s call for collaborative proposals, the responses to the IDRH and Commons seed grant programs, and the strong positive responses by the faculty and graduate participants in our own focus groups on the *Research Collaboratives* and *Scholars on Site* concepts, it is evident that our constituent faculty members will eagerly engage with the proposed ARCH programs.

## **5. Monitoring and Evaluation**

*Accountability to Constituencies.* The Hall Center is accountable to a range of constituencies, including KU humanities faculty and students, the broader KU community, and public constituencies. We are fortunate to have the strong and steady support of the Hall Family Foundation, other area foundations, and the Friends of the Hall Center organization, all of which require of us a careful accounting of resources and results. Our assessment strategies combine direct participation and observation, self-reporting from participants and recipients, and the tracking of key indicators, such as publications and conference presentations. These measures ensure that each of our programs is being implemented according to plan

and delivering the expected results, and will alert us to any need for mid-course corrections. These regular evaluative processes and our experience monitoring and reporting progress and outcomes resulting from previous Challenge Grants prepare us well for the careful monitoring and periodic evaluation that the NEH will require as we raise the matching funds and implement the ARCH programs.

*University of Kansas Center for Research (KUCR) Review Process.* As part of KUCR's standard oversight of Designated Research Centers, the Hall Center is subject to a comprehensive program and leadership review every five years. The Review entails an extensive self-report and intensive scrutiny by both internal and external review panels. It provides an excellent opportunity to solicit and reflect upon feedback from faculty, graduate students, and our public constituencies regarding past program performance and future directions. The next review will take place in Fall 2014, as we approach the final year of our Challenge Grant matching period.

*Program Specific Evaluation Measures.* The Center will monitor and evaluate new ARCH programs to track four important facets of the programs: the quality of research outcomes, benefits to community partners, the development and dissemination of best practices models for research, and changes in promotion and tenure (P&T) guidelines to place value on collaborative research. Key indicators of research success for both *Research Collaboratives* and *Scholars on Site* will be publications or other joint research products. Teams will be required to produce interim progress reports six months into the funding cycle to detail progress and identify any mid-course corrections that may be necessary, and final reports at the end of the funding period that include updated results and an outline of anticipated next steps. We require our Humanities Fellowship recipients to report in this way, which has proven a reliable means of assessing the degree to which fellows achieve the aims of their projects as stated in their application materials. The Center will ask *Research Collaboratives* and *Scholars on Site* participants to reflect on the lessons learned and the quality of the collaboration, and to explain any discrepancies between their stated objectives and what they achieved. We will monitor long-term outcomes by tracking external funding secured, publications and other research products, as well as career outcomes for graduate students. In addition to the report required of the KU project directors for *Scholars on Site*, the Hall Center will solicit

feedback from community partners about the quality of the collaboration, their perceptions of the benefits of the project to their organization, and their perspective on potential long-term outcomes.

*Development of Best Practices Models.* As the ARCH programs are implemented and feedback is gathered from participants, we will identify best practices models for how to support collaborative research in the humanities, as well as for how scholars can undertake collaborative projects. The collaborative Seminar will serve as a format for participants to reflect on their collaborative processes and share them with faculty members and graduate students. The Hall Center staff will work with participants to develop best practice guidelines for collaborative research projects and disseminate those guidelines outside of the KU community through the Center's website, annual meeting of the Consortium for Humanities Centers and Institutes (CHCI), and national and regional meetings of the Imagining America consortium (see p. 26). The Hall Center also will develop a position paper relating to *Scholars on Site* for Imagining America's Foreseeable Futures series.

In addition to best practices for undertaking collaborative research, the Hall Center will engage the KU scholarly community in a discussion of how best to evaluate collaborative research in the humanities for P&T considerations. The programs that comprise ARCH will create a space for a serious institutional-level discussion of collaborative research in the humanities at KU. The need for this engagement was voiced by participants in our focus groups, who identified a bias against joint-authored publications in considerations for P&T as a critical barrier to collaborative research. In order to achieve tenure, KU humanities and social sciences scholars are expected to produce a substantial monograph published by a major press or a sizeable body of peer reviewed articles in highly ranked journals. Advancement to full professor carries similar institutional expectations. Collaborative publications remain difficult for P&T committees to evaluate, which discourages junior scholars from engaging in collaborative research. While the university as a whole is moving toward embracing collaborative research, as exemplified by the Provost's Strategic Initiatives described above, institutional barriers persist. In order to frame discussions concerning collaborative work and P&T, the Hall Center will draw upon KU's membership in the Imagining America consortium, which, among other initiatives, has convened a task force to closely examine P&T

issues related to public collaborative scholarship.

The Hall Center is the ideal site for an extended dialogue surrounding collaborative research in the humanities. Over more than 35 years of programming, the Center has not shied away from the most difficult questions of the day. For example, in partnership with The Commons, the Hall Center hosts a Difficult Dialogues series that aims to engender informative and civil dialogue about difficult or volatile issues in American society. This series has taken on themes like “Knowledge: Faith and Reason,” which brought in speakers such as Richard Dawkins, Kenneth Miller, and Michael Behe for interactive discussions of evolution, creationism, and intelligent design. Faculty members, graduate students, and KU administrators have come to consider the Center a neutral space in which to pursue dialogue about critical issues. Scholars are used to interacting across disciplines here, and we already have regular meetings with departmental chairs where institutional barriers to collaboration and strategies for promoting collaboration in the humanities can be discussed.

The letters from department chairs required of ARCH program applicants will provide the Hall Center with valuable information about how departments are handling these questions. As the Hall Center begins implementation of the ARCH programs, the Grant Development Officer specializing in collaborative work will visit constituent department meetings to advertise the new programs and discuss with departments the required letter from the chair so that chairs will be able to give their input on the requirement and will be prepared for faculty applicants making the request. These chair letters are particularly important to the P&T discussion, as departmental level P&T evaluation criteria provide the basis on which P&T dossiers are evaluated at the College of Liberal Arts and Sciences and University Committee on Promotion and Tenure levels. Departments in the humanities have been slow to incorporate collaboration into the P&T process because it has never been the prevailing paradigm; thus, the criteria departments forward to the College and University levels provide little guidance on how collaborative research and publications should be valued. Initiating a discussion at the departmental level will be the first step in ensuring that collaboration is adequately valued in the P&T process for KU humanities faculty.

We will use the letters to inform subsequent discussions in the Hall Center’s quarterly meetings

with department chairs and three meetings per year with the Executive Committee, which is composed of constituent faculty and includes the Associate Vice Chancellor for Research and the Associate Dean for Humanities as *ex officio* members. Both sets of meetings offer established forums for discussion among faculty and administrators regarding collaborative research. We will address cultural barriers, including a lack of experience collaborating, difficulties in identifying potential collaborators, and the absence of models for how to go about collaboration, through sustained dialogue and repeating rounds of analysis and discussion that will be integral to the ARCH approach.

## **6. Program Strengths**

The Hall Center for the Humanities is extremely well positioned to take full advantage of this NEH Challenge Grant. Since the Center's founding in 1976, it has built a strong record of innovative programming, driven by our primary and collateral missions: to stimulate and support research in the humanities, arts, and social sciences, especially of an interdisciplinary kind; and to sponsor programs that engage the university and the wider community in dialogue on issues that bring the humanities to bear on the quality of life for all its citizens. Existing programs—most of which were made possible by the private matching monies required to earn two NEH Challenge Grants—provide a solid foundation on which we will build the proposed collaborative programs.

*Impact of Past Challenge Grant Funds* (Appendix C, p. 73). Faculty enhancement was the focus of the 1983 NEH Challenge Grant (\$1 million with a \$3 million match). With the new endowment, the Hall Center launched interdisciplinary programs that were faculty-focused, faculty-designed, and led by KU's best humanities faculty members, and endowed Humanities Chairs. We built capacity in interdisciplinary humanities research and teaching by creating a new set of original and enduring programs that encouraged interdisciplinary dialogue, teaching, and scholarship, and, for the first time, built a community of scholars committed to crossing disciplinary boundaries. We have continued to sustain most of these programs over the decades since, including humanities research fellowships, interdisciplinary seminars, the fall faculty colloquium, and financial support for research travel and book publication.

The guiding philosophy that animated the Hall Center's second NEH Challenge Grant in 2000

(\$500,000 with a \$2,000,000 match) was a commitment to revitalize the public humanities. With the resulting endowment, we added public engagement to the Center's faculty development programs, making it possible for faculty research to take on pressing questions of the day that are of general public importance and interest. These include our signature Humanities Lecture Series, Humanities Weekends in Kansas communities far removed from Lawrence, graduate internships in the public humanities, and resident fellowships for public humanities scholars. With the momentum generated by this second Challenge Grant, the Hall Center raised the \$6 million required for a new, purpose-built structure, where it has made its home since 2005.

These earlier Challenge Grants helped the Hall Center build the endowment and the facilities to sustain faculty development and public humanities programs over the long-term. The first Challenge Grant programs aimed at stimulating innovative, interdisciplinary research in the humanities; the second dramatically enhanced those programs by providing humanities scholars the opportunity to share the results of their research and engage in dialogue with a wider public. They made possible a set of core programs that we implement successfully each year, which have led to the active and extensive involvement of our constituent faculty and strengthened our connections with the community outside of the academy.

*Community of Scholars.* ARCH program participants will join an energetic community of scholars. The Hall Center currently hosts five humanities research fellows, the Simons Public Humanities fellow, the Sias graduate fellow, and the one resident Hall distinguished professor. The five humanities research fellows are appointed each year from the KU faculty via peer review. They are joined each year by the Simons Public Humanities Fellow, an accomplished professional from the arts, non-profit, journalism, or legal professions who wishes to reconnect to the humanities via a self-tailored project that links him or her to KU faculty with complementary research interests. In 2008, for example, journalist Ann Hagedorn took up residence at the Hall Center while working on her fifth book project, which details the recruitment of private military personnel/mercenary soldiers in Iraq and Afghanistan. She took advantage of the ability to collaborate not only with scholars at KU, but also those at the Command and General Staff College at Ft. Leavenworth. In addition, she led a narrative nonfiction-writing workshop during her residen-

cy. Sias Graduate Fellows, chosen through a peer review process from a pool of exemplary PhD candidates in the final stages of their dissertations, are an integral part of this community. Each fellow resides in the Center and contributes to the monthly Fellows Seminar, to which our entire constituent faculty is invited, and makes one public presentation of his or her work at an off-campus venue.

*Interdisciplinary Seminars.* The ARCH Seminar will be built upon the lessons learned over more than three decades of implementing interdisciplinary seminars. These seminars bring large numbers of faculty and graduate students to the Center for ongoing scholarly exchange on topics of interest to a range of scholars. For 2010-2011, six three-year seminars were selected through an external review process. Topics include Gender; Nature and Culture; Early Modern; Latin American; Modernities; and Peace, War, and Global Change. In 2011-2012, we will add a seventh seminar on the Digital Humanities.

The Hall Center is poised to employ its seminars as incubators for sustained collaboration. Our seminars already accomplish much of the foundational work underlying collaborative research possibilities, including bringing together faculty from different humanities disciplines, involving graduate students as presenters and participants, and providing regular and ongoing opportunities for researchers to discover questions in common. For example, in 2010-2011, the Latin American Seminar's theme is Indigenous Identity, a broad interdisciplinary theme around which a collaborative project could readily emerge. All seminars are faculty-led, interdisciplinary, and incorporate visiting speakers into their schedules. Graduate students attend and regularly present their research. Our Seminars do a superb job of stimulating faculty research and publication. Now we are encouraging the seminar directors to take the next step toward collaborative work. The seminar application process includes the requirement that they commit to at least one joint outcome for the three-year seminar. As a result, for example, the Nature and Culture Seminar is taking advantage of its scholarly exchange to build a team to work toward a 2012 NEH Summer Institute for College Teachers application on "Climate Change and the Global South." We expect that some of our first *Research Collaboratives* teams will emerge from among the ranks of current seminar participants.

*Public Humanities.* The *Scholars on Site* program will build on and extend the Hall Center's strengths in public humanities. In addition to our highly regarded public outreach lecture series and sym-

posia, we have established relationships with the Lawrence Arts Center, Kansas State Historical Society, Kansas Humanities Council, and Kansas City Public Library, all of which have greatly enhanced our ability to sustain a dialogue between the academic community and the public (See Appendix A, p. 61-63).

“Learning to Hear the Stories,” our annual Oral History Workshop, has been among our most successful public events. KU faculty, staff, and graduate students attend the workshop, as do teachers, museum curators, and oral history groups from around the region. It is evident from the feedback we collect that the workshop has played an important role in inspiring individuals and groups in the region to try their hand at oral history, the results of which are frequently shared at the workshop. In response to workshop survey results, we recently enhanced the workshop through a new partnership with the Kansas Humanities Council to provide an in-depth, weekend training experience in oral history methods and practice (See Appendix A, p. 62). We are now in the early planning stages of an oral history project with the Kansas City Public Library on “Race and Labor in Kansas City.”

Our public humanities programs have focused on creating opportunities for the public to engage with humanities scholarship and its methods. Now *Scholars on Site* will draw public partners directly into humanities research. Toward this end, Chancellor Bernadette Gray-Little endorsed our request to join the national Imagining America Consortium of colleges and universities focused on cultivating public scholarship in the humanities and arts. Our membership is based in the Office of the Provost, with the Dean of the School of Arts and the Associate Director of the Hall Center serving as the consortium representatives. The benefits of membership communities include institutional space for all of the public scholarship that already occurs across the campus, enhanced visibility of engaged scholarship in the humanities and arts, and increased support for university/community partnerships (See Appendix A, p. 59).

*Grant Development.* For collaborative research projects to achieve high impact results, they often require external funding. The Humanities Grant Development Office serves at least 100 faculty members each year. Since 1998, 28% of applications have been for major institutional grants and 72% have been for fellowships and smaller travel and publication grants. (See Appendix J, p. 107). We already employ the HGDO’s services to both recruit scholars to apply for collaborative, interdisciplinary research grants

and provide support at the application and post-award project management stages. To this end, and in support of the Hall Center's Challenge Grant application, the KU Center for Research provided support for a second grant development officer to help our faculty pursue the increasing number of grant opportunities available in collaborative research. This person joined the HGDO May 17, 2010.

## **7. Institutional Strengths**

The Hall Center's record of accountability, custom-built facilities and dedicated staff, sound financial footing, and strong communication ensures that we will successfully execute the proposed programs and disseminate their results.

*Accountability.* In Fall 2009, internal and external review committees (the latter composed of humanities center directors) evaluated the Center's existing programs as part of KUCR's five-year review of designated research centers. In preparation, the Hall Center developed a self-report, based in part on a survey sent to 600 constituent faculty members. We received 156 responses for a healthy 25% response rate. Survey results indicated strong support for the direction and effectiveness of Hall Center programs. Eighty percent of faculty respondents rated the Center as very effective on "creating a vibrant intellectual environment on campus." After conducting their own survey and following an extensive interview schedule, both review committees offered a uniformly positive assessment of the Center's record. They noted the wide range of faculty development, public outreach, and grant development activities that the Center has undertaken, and the high regard in which these programs are held by the campus community and the public at large. This strong review was in some measure due to an effective system of oversight. A 19-member Advisory Board of distinguished citizens from the region, and a 12-member Executive Committee of faculty from the humanities, arts, and social sciences (three-year rotations), guides the Center. Each of these groups meets with the Director and Associate Director on three occasions each year.

*Facilities and Staff.* Our accommodation is especially compelling. The Hall Center is housed in a two-story, purpose-built structure of 14,000 square feet, which includes a 100-seat conference hall, a seminar room, and offices for administrative staff and research fellows. The director, who has a .50 FTE appointment, is a tenured faculty member in a humanities discipline. Four full-time program staff members

are employed in the Center: an associate director, a program administrator, an accountant, and an administrative associate. One part-time Communications Coordinator and one part-time student intern assist full-time staff (Appendix K, p. 109). The current staffing is just sufficient for the programs the Center now orchestrates, which, excluding faculty seminars, totals more than 100 research-oriented and public events each year. The addition of a second full-time program administrator will make it possible to implement this next stage in our development as a humanities research center.

*Finances.* The Center has a firm financial basis as indicated in the Financial Summary. The Center's \$800,000 annual income is made up of 40% from University funds and 60% from endowment and expendable funds. University funds cover staffing and administrative costs, while endowment and expendable monies fund faculty and public programs. We have built our endowment over 25 years, largely via the private matching monies required to earn two NEH Challenge Grants. In this regard, the enduring support of the Hall Family Foundation has been critical to our financial strength. In addition, we have a Friends of the Hall Center group that makes significant private contributions to our programming (Appendix A, p. 53).

*Communications.* We have an array of effective strategies for communicating with our constituents. The Center publishes two issues of the *Communiqué* and an *Annual Report* each academic year (see [www.hallcenter.ku.edu/~hallcenter/publications/](http://www.hallcenter.ku.edu/~hallcenter/publications/)). Both go out to all KU faculty, staff, and graduate students, the Friends of the Hall Center, other Kansas colleges and universities, state officials, and members of the Consortium of Humanities Centers and Institutes. The Center publicizes its events and programs through the bi-annual *Communiqué*, its own website, a weekly e-bulletin to constituent faculty and graduate students, a monthly e-bulletin to Friends of the Hall Center, ads in local newspapers and online, spots on public radio, and community bulletin boards.

## **8. Long-Range Plans**

The University firmly endorsed our long-range plans following the Fall 2009 five-year review. The following initiatives are designed to expand and buttress the programs a new Challenge Grant will make possible. We will raise funds for these companion initiatives, as well as for the Challenge Grant match, in

tandem with the University's new comprehensive capital campaign. Like the Challenge Grant programs detailed above, these initiatives aim to develop collaborative and interdisciplinary scholarship; digital scholarship is an additional focus. First, we wish to enhance faculty excellence with three external post-doctoral fellows, who will be chosen based on their ability to contribute to interdisciplinary and collaborative research at KU. The positions will be appointed within the Hall Center with secondary appointments in relevant academic departments. Second, we will establish a series of short-term visiting fellowships (four week residencies for four visitors per year) for international scholars. Scholars will be brought in to contribute to the *Research Collaboratives*, as well as to other collaborative initiatives on campus. Third, we will ensure the long-term viability of our digital humanities initiatives through IDRH by endowing the seed grant program and adding additional semester-long fellowships.

#### **9. Fundraising Plan: Advantages of joining a Comprehensive Capital Campaign**

There is no better time for the Hall Center to raise the NEH Challenge Grant match. KU is in the “quiet phase” of a major fundraising campaign with \$200.4 million in outright funds and pledges already raised (2008-2009), and the campaign will go live later this spring. The University has a substantial fundraising track record: Campaign Kansas raised \$265.3 million (1988-1992); KU First, raised \$653 million (1998-2004). The Hall Center, in partnership with the KU Endowment Association (KUEA), coupled fundraising for its last Challenge match with the KU First campaign to great success, raising the full match, leveraging funding for its new facility, and launching its Friends group. As with KU First, one of the major objectives of the new campaign is increased support for the humanities. The Challenge Grant objectives will be featured in public announcements of the campaign across the state and nationally; and the vision, details, and benefits of the Challenge Grant programs will be incorporated into an external Case Statement for the campaign’s volunteers and prospects. KUEA will be the bookkeeping and certifying agency for funds contributed to match the current Challenge Grant and will invest gifts as they are received. A campaign committee drawn from our external Advisory Board and Friends Council has been established to provide volunteer leadership and major gift assistance.

A superior staff of experienced KUEA officers will aid the Hall Center in the major fundraising

efforts for both the Challenge Grant match and the long-term major initiatives. Jim Mechler, vice president for development, will coordinate the drive to meet the NEH Challenge. The Center's Advisory Board, which assisted in raising the 2000 Challenge match, in addition to \$300,000 in expendable funds on three separate occasions (2000-2010), is already fully engaged in this effort. An added advantage is the potential that lies within the Friends of the Hall Center. Despite an economic downturn, Friends have sustained their contributions to the Center, providing a reliable source of programmatic funding that we believe we can continue to grow over time. Moreover, KU Endowment is currently conducting research to identify major gift prospects among our Friends members. The first step in meeting the Challenge match will be for the Hall Center and its Advisory Board to help KUEA identify and target donors who have given for the humanities in the past, such as the Hall Family, William T. Kemper, Lattner, Sosland, and Battey Foundations. We also will use the incentive provided by the Challenge Grant coupled with the comprehensive campaign to identify and encourage new donors, including from among the membership of the Friends, to give for the benefit of the humanities.

The Hall Center has established a strong reputation in the past 35 years for its faculty development and public humanities programs. Two NEH Challenge Grants, the associated private matching funds, and sustained University support have together made this possible. We have a rock-solid foundation, therefore, on which to set the next level of programs to facilitate collaborative, interdisciplinary research in the humanities. We will use endowment funds from this new Challenge Grant to add to existing programs a complementary layer of programming focused on *collaborative* humanities research and public engagement. In doing so, the Center will take a leadership role in creating new models for collaboration that will inform the humanities well beyond KU. Advancing Research Collaboration in the Humanities draws upon our hard-won experiences and achievements in faculty development and public humanities to help KU faculty and graduate students confront the challenges of collaborating in the cause of a more effective and outward-looking interdisciplinary scholarship and forming effective partnerships with scholars in the wider world of the public humanities.