



NATIONAL ENDOWMENT FOR THE

**Humanities**

**Appropriations Request  
For Fiscal Year 2014**

**Submitted to Congress  
April 2013**



# NATIONAL ENDOWMENT FOR THE HUMANITIES

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# NATIONAL ENDOWMENT FOR THE HUMANITIES

## Fiscal Year 2014 Appropriation Request

### SUMMARY AND HIGHLIGHTS

The Administration and the National Endowment for the Humanities (NEH) request an appropriation totaling \$154,465,000 for the agency for fiscal year 2014:

- \$106,817,000 for the Endowment's grant programs in support of excellent projects in the humanities, including \$43,432,000 for the operations, projects, and programs of the 56 state and territorial humanities councils;
- \$9,000,000 to support NEH's special initiative—*Bridging Cultures*—that will enhance Americans' understanding of the nation's rich cultural heritage, as well as the cultural complexity of the world in which we live;
- \$11,250,000 in federal matching funds, including funds for the NEH Challenge Grants program to help stimulate and match private donations in support of humanities institutions and organizations; and
- \$27,398,000 for salaries and expenses needed to operate the agency.

With this funding, we believe that NEH can make a credible investment in a range of humanities activities that will yield both immediate and long-term returns to the nation. The request will strengthen the Endowment's capacity to meet critical statutory obligations and underscore a number of broad objectives, including:

- Fostering advanced research, scholarship, and innovation that contribute to the nation's intellectual vitality and provide perspective on the challenges of our times;
- Advancing critical thinking, writing, and communications skills essential in an era of global economic competition;
- Strengthening humanities education in schools and institutions of higher learning, with a special emphasis on the nation's community colleges;
- Bringing quality humanities programming to citizens in every state of the nation through film documentaries, museum exhibitions, and the programs of the state humanities councils; and
- Helping Americans better understand their rich and diverse history and culture, as well as the histories and cultures of other nations.

## **The NEH Mission**

The National Endowment for the Humanities was founded nearly five decades ago in the belief that cultivating the highest quality scholarship, education, and public programming in the humanities has real, tangible benefits for all Americans. NEH's support for the study and understanding of human history and culture enriches the lives of our nation's citizens, better equips them to participate fully in our democracy, and enhances their capacity to compete in a global economy.

The Endowment is dedicated to advancing knowledge and understanding in the humanities—history, philosophy, literature and languages, ethics, jurisprudence, comparative religion, and other humanities subject areas—and bringing this knowledge and learning to every corner of the nation. In pursuit of this mission, NEH has supported scholarly research that has resulted in the publication of thousands of books, many of which have won prestigious awards for excellence, including 18 Pulitzer and 20 Bancroft prizes. Each year, NEH-supported humanities projects digitize hundreds of thousands of pages of historic U.S. newspapers; provide subject matter training for thousands of school, college, and university teachers; and reach millions of Americans with high quality educational documentaries for television and radio, exhibitions, reading and discussion programs in museums and libraries across the nation. Through the state humanities councils—the Endowment's affiliates in the fifty states and six U.S. jurisdictions and territories—NEH funding annually supports tens of thousands of reading and discussion programs, literacy programs, speakers bureau presentations, conferences, Chautauqua events, media programs, and a variety of technology, preservation, and state and regional history projects.

The universe of individuals and institutions engaged in humanities endeavors throughout the country, which NEH helps to support through its grant making, is significant. The nation's 4,500 institutions of higher learning employ approximately 125,000 humanities faculty who teach millions of students. And more than 3 million teachers dedicate their lives to teaching humanities subjects to tens of millions of school children who attend the more than 128,000 K-12 schools across the country. In addition, the nation's 17,500 museums and historical societies, which each year greet 2.4 million visitors per day, and the state humanities councils, which annually reach millions of citizens of all ages, help form the cultural backbone of cities and towns across the country. Collectively, these institutions, and the people they employ, buttress our democracy, strengthen communities, and represent a significant part of the American economy. The critical role of the NEH in these endeavors is to broaden access and bolster the quality of humanities education throughout the country.

A complicating trauma in the humanities today, however, is that state support of higher education and cultural programs has declined in recent years. At the institutional level, there has been a general erosion of dollars away from areas of inquiry such as history, literature, languages, and philosophy that provide context and perspective to

issues that confront the nation and individual citizens. Hence, the role of NEH in supporting humanities research and humanities disciplines is more critical than ever.

Humanities subjects hold an increasingly critical place in the nation's educational system. While the STEM disciplines—science, technology, engineering, and mathematics—have over the last century allowed us to understand the smallest particles of matter, the beginnings of the universe, and provided extraordinary capacities to heal the sick, STEM and the humanities are complementary rather than competitive disciplines. Calculus and physics cannot be separated from history and ethics. As the preamble to the Endowment's 1965 enabling legislation reminds us: "An advanced civilization must not limit its efforts to science and technology alone but must give full value and support to the other great branches of scholarly and cultural activity in order to achieve a better understanding of the past, a better analysis of the present, and a better view of the future."

One of the myths of our times is that the humanities are good for the soul but irrelevant to the pocketbook. Actually, they are central to the creation of jobs and long-term American competitiveness. To compete in a global economy, it is essential that Americans understand their own as well as foreign cultures. The basics—reading, writing, and arithmetic—are critical but so are the disciplines that provide perspective and nourish innovative thinking. Humanities studies stretch the imagination and boost capacities to analyze, write, and express ideas. Indeed, NEH Chairman Jim Leach asserts that they constitute a necessary fourth "R," which he has dubbed "reality." The more globalized and change-oriented the times, the more important the fourth "R" discipline is.

To meet these challenges and opportunities, in the pages that follow in this budget submission, the Endowment provides detailed justifications for its programmatic activities and initiatives at the FY 2014 request level. Highlighted below are some of the salient features of these programs.

### ***Bridging Cultures***

The importance of bridging cultures, both within America and across borders, has never been greater than it is today. During a time of rapid global change, the vitality of our twenty-first century democracy depends on a commitment to understanding the historical and cultural forces that have shaped and continue to shape our world. To that end, three years ago NEH developed a special initiative, *Bridging Cultures*, which draws upon the power of the humanities to promote civic understanding and mutual respect for people with diverse histories, cultures, and perspectives within the United States and abroad. These bridges of mutual respect have deep roots in the American tradition of civility, dating back to the Founders' concerns about the destructive powers of "factions" in our democracy and revolutionary commitment to a decent respect for the opinions of mankind.

The goals of *Bridging Cultures* relate directly to the mission articulated in NEH's enabling legislation, which mandates that the agency encourage "understanding of the nation's rich cultural heritage," foster "a mutual respect for the diverse beliefs and values

of all persons and groups,” and “relate the humanities to the current conditions of national life.” The legislation also charges NEH to provide national leadership in the humanities in the United States. Indeed, we think it is incumbent upon a national institution like NEH to use its stature to highlight important issues in the humanities. By making connections across space and time, *Bridging Cultures* is helping Americans gain a deeper understanding of their own varied heritage, as well as the histories and cultures of other nations.

The *Bridging Cultures* initiative aims to enhance Americans’ understanding of the contemporary global context for economic, political, and cultural interactions among people. Shared human experiences of history, culture, and creativity form lasting bridges between people and societies, and the humanities play a unique role in enhancing understanding and respect for diverse cultures and subcultures within America’s borders and around the globe.

The initiative makes use of the agency’s extensive experience in working with cultural organizations, institutions of higher education, and the state humanities councils to reach diverse segments of the public in every state and U.S. territory. For example, we initially awarded eight pilot grants for projects at cultural and educational institutions around the country that brought together scholars, state humanities councils, and members of the public in discussions of two pressing national concerns—the role of civility in democracy and the need for a deeper understanding of the Muslim world. In the spring of 2011, these grantees hosted regional forums that were designed to share with members of the public the best of recent research on these topics. In the next stage of these projects, which NEH supported in 2012, participants began collaborating with educators and members of state humanities councils to produce materials such as books, videos, exhibitions, and other public programming and to disseminate this content to local, regional, and national audiences. With the funding requested for FY 2014, the Endowment will invite proposals for workshops focused on analogous *Bridging Cultures* themes, such as “The Humanities across the Americas,” which would focus on Latin America, and “The Meaning of Equality in Democracy.”

Other important elements of the initiative we have put in place include:

- The Endowment established a new grant category—*Bridging Cultures* through Film: International Topics—to encourage and support documentary films that examine critical issues in ethics, religion, or politics through an international lens. Thus far, we have awarded 15 grants through this new program. The first *Bridging Cultures* through Film project to be broadcast, *Women, War, and Peace: I Came to Testify*, examined the impact on women of ethnic violence in the Balkans, documenting the first international tribunal to define sexual violence as a war crime. The initial broadcast reached 3.6 million viewers, and the website and social media campaigns continue to engage audiences across the nation.
- NEH entered into an innovative partnership with the Carnegie Corporation of New York, which contributed \$1.2 million to develop a project to provide a collection of books on Muslim history and culture to the nation’s libraries.

Developed by the Endowment in association with the American Library Association and based on the advice of scholars, librarians, and other public programming experts, the resulting project, *Muslim Journey's Bookshelf*, addresses both the need and desire of the American public for trustworthy and accessible books and other resources about Muslim beliefs and practices and the cultural heritage associated with Islamic civilizations. In January 2013, NEH announced that 843 libraries across the nation will be receiving the bookshelf. The Endowment is also making the collection available to state humanities councils in 50 states, the District of Columbia, and the U.S. Virgin Islands. Each participating library and state humanities council will receive 25 books, three films, and access for one year to *Oxford Islamic Studies Online*. The Endowment's FY 2014 budget request for *Bridging Cultures* will enable the agency to develop the next bookshelf in this planned series, with a focus on the public understanding of the histories and cultures of Latin America.

- Another special grant opportunity is aimed at strengthening cross-cultural understanding through the humanities at America's two-year colleges. In response to a special "request for proposals" in 2012, the Endowment made five awards that will enhance the role of the humanities at community colleges through curriculum and faculty development. These projects are focused on diverse cultures and historical perspectives and will encourage students to develop a deeper understanding of America's role in the world and how they fit in the global economy. With funds requested for FY 2014, NEH would expand this effort and thus reach many more teachers and students at these institutions. We also plan to add new *Bridging Cultures*-themed lesson plans and special "apps" for smartphones and tablet computers to the agency's unique online project EDSITEment, a popular website for teachers who seek rich humanities resources and lesson plans on the Internet.

The Endowment's FY 2014 funding request for *Bridging Cultures* would also support advanced research in the humanities, path-breaking preservation and access projects, and cutting-edge digital humanities projects that relate to the initiative's themes. Funding also would enable NEH to enhance its partnership with the state humanities councils to ensure that the initiative reaches every corner of our nation.

Included in a separate section of this budget request (see page 15) is a more comprehensive discussion of *Bridging Cultures* and the Endowment's plans for the initiative in FY 2014.

### **Other FY 2014 Program Highlights**

A brief overview of the Endowment's many other programmatic plans and objectives for FY 2014 follows. These plans are discussed in detail in the individual division, office, and program sections of this budget submission.

- Support for the programs and activities of the state humanities councils. NEH's work in FY 2014 will be complemented and extended by the programs and

projects of the NEH-affiliated humanities councils in the states and U.S. territories. With their strong networks of cultural and educational institutions within their states, the councils are able to reach citizens in diverse and remote settings that NEH's national programs may not be able to reach. Every council has a unique programmatic mix that is tailored to the needs and interests of the citizens of their state. Collectively, the state councils each year support many thousands of reading and discussion programs; state and local book festivals; educational institutes for elementary and secondary school teachers; research on state and local history; Chautauqua-style historical performances; radio and film projects on humanities themes; and programs in places as diverse as veterans hospitals, museums, libraries, and even in state prisons.

- Preserve and increase access to cultural and intellectual resources. In FY 2014, the agency's preservation and access grant programs will continue to focus on projects that preserve and reformat the intellectual content of historically significant books and periodicals; preserve and provide access to important archival materials and library special collections; and create humanities research tools and reference works such as dictionaries, bibliographies, and encyclopedias. The Endowment is a major force behind the production of authoritative reference materials for scholars, educators, students, and the general public, such as the *Dictionary of American Regional English* and the *Historical Atlas of Political Parties in the United States Congress, 1789-1989*. Among our most recent grants is an award to the Perkins School for the Blind in Watertown, Massachusetts, which is processing archival materials related to the institution's history from the 1830s to 1906. Noted figures whose correspondence with the school is contained in this collection include Ralph Waldo Emerson, Henry David Thoreau, Charles Dickens, Horace Mann, Thomas Gallaudet, and Helen Keller. After the collection is made accessible through an online finding aid, it should prove to be an important research resource for the growing field of disability studies.

In FY 2014, the Endowment will continue to invest in the National Digital Newspaper Program, a long-term partnership with the Library of Congress that is converting millions of pages of historically significant U.S. newspapers into digital files and making them available free of charge on a national, web-accessible database. Over the life of this creative partnership, NEH will provide grants to various institutions or organizations, one in each state of the nation to digitize newspaper titles published between 1836 and 1922. Thus far, projects have begun in 32 states and more than 5 million pages have been processed and posted on the Library's *Chronicling America* website. This long-term partnership will ultimately make tens of millions newspaper pages—the “first rough draft” of history—widely accessible to the public. In addition to newspapers published in English, this project has begun digitizing historic U.S. newspapers printed in French, German, Italian, and Spanish, thus providing access to the nation's vibrant ethnic and immigrant press. With funds requested for the *Bridging Cultures* initiative in FY 2014, this effort would be expanded and hundreds of thousands of pages of non-English newspapers would be digitized in a timely fashion.

- Research and scholarship that expand our knowledge and understanding in the humanities. The Endowment's FY 2014 budget request will provide key support for advanced research and scholarship in the humanities in the United States. Funding will allow NEH to make hundreds of awards to individual scholars, as well as grants to institutions and teams of scholars engaged in collaborative projects, to explore subjects that enrich our knowledge of the people, ideas, and events that make up the record of civilization. By supporting humanities research and scholarship, the Endowment also contributes to faculty enrichment, improved teaching, and quality public programming. The results of humanities research are typically communicated through books and articles, and each year NEH-supported scholars produce hundreds of such publications. Many of these have won prestigious academic, scholarly, and literary prizes for intellectual distinction, such as Pulitzer Prizes for history and biography, National Book Awards, and the Bancroft Prize (generally recognized as the most prestigious award in the field of American history). Recently, for example, NEH grantee Anne Applebaum was named a finalist for the National Book Award for her widely reviewed and critically acclaimed book, *Iron Curtain: The Crushing of Eastern Europe, 1945-1956*.

Agency-wide, approximately half of NEH's competitively awarded grant funds each year support advanced scholarship and other research and development projects on the nation's college and university campuses and in research libraries, archives, and other institutions. In addition to helping maintain faculty positions and the humanities infrastructure on campuses, these investments lead to the discovery of new ideas and new ways of understanding the past, thinking about the present, and imagining the future.

- Provide opportunities for teachers to improve their instruction of the humanities in the nation's schools and colleges. In FY 2014, NEH will continue to sponsor summer institutes, seminars, and workshops that provide teachers with opportunities to refresh and deepen their knowledge of the humanities through intensive study of books and other materials. The Endowment supports teacher and faculty development projects that are based on rigorous humanities scholarship and directed by distinguished scholars and master teachers. The ultimate beneficiaries of these programs are the hundreds of thousands of American students who annually are taught by teachers who have refreshed their knowledge of the subjects they teach. In the summer of 2012, for example, teachers from across the nation attended programs on such topics as the American abolitionist movement, Chaucer's *Canterbury Tales*, the industrial revolution in Britain, archaeology in the Upper Mississippi Valley, and Abraham Lincoln and the forging of modern America.
- Provide opportunities for Americans to engage in lifelong learning in the humanities. In FY 2014, the Endowment will provide support for public humanities projects that will enable millions of Americans to explore significant works, ideas, and events in the humanities. The Endowment supports a wide

range of public humanities programs that reach large and diverse audiences. These programs make use of a variety of formats including television and radio documentaries, museum exhibitions, interpretation at historic sites, websites, and other digital media.

Millions of Americans annually watch NEH-supported documentary films on television or listen to radio programs that make the humanities accessible and exciting. Some of these productions win the nation's most prestigious awards for content and artistic quality, and many become invaluable historical and cultural resources for use in classrooms. For example, *Prohibition*, a three-part documentary by filmmakers Ken Burns and Lynn Novick on the story of the rise, rule, and fall of the Eighteenth Amendment to the U.S. Constitution and the era it encompassed, received critical acclaim and was viewed by millions when it aired in December 2011. The film received three nominations for 2012 Emmy awards. Other recent notable programs broadcast on PBS have included several films that portray the changing meanings of freedom and equality in the nation's history: *The Abolitionists*, on the ante-bellum reformers who argued for the immediate emancipation of the millions of African Americans held in bondage; *Slavery by Another Name*, a documentary on the rise of forced labor of African-American men in the South following the Civil War; *The Loving Story*, which recently won a coveted George Foster Peabody award, on the path-breaking Supreme Court case involving an interracial couple in Virginia in the 1950s/1960s; and *Freedom Riders*, the story of the hundreds of civil rights activists who challenged segregation in interstate transportation in the American South during the spring and summer of 1961. *Freedom Riders* won three Emmy Awards and other prizes for excellence. Since its initial broadcast in the spring of 2011, the film and its complementary programming at museums, libraries, and historic sites have received an enthusiastic response across the nation. In 2013, NEH will package these four films, accompanied by programming resources to guide public conversations about the changing meanings of freedom and equality in U.S. history, as part of a new special initiative, *Created Equal: America's Civil Rights Struggle*, which will reach 500 communities across the nation over the next three years.

NEH also will continue to support the planning, creation, and display of interpretive exhibitions about important subjects in our nation's history and culture, as well as the history and cultures of other nations. Many of these exhibitions travel to multiple cities and towns, bringing millions of Americans the kind of rich historical, cultural, and artistic experiences that would not otherwise be available locally. In 2012, for example, 39 traveling exhibitions and 132 long-term exhibitions funded with NEH support appeared in 45 states, the District of Columbia, and Mexico. A national traveling exhibition and anthology, *Civil War 150: Exploring the War and Its Meaning through the Words of Those Who Lived It*, brings to life diverse viewpoints on the war through letters, diaries, and other first-person accounts and will tour to 40 communities in 2013 and 2014.

- Innovative use of digital information technology. In the humanities, as in the sciences, digital technology has changed the way scholars perform their work. Through its Office of Digital Humanities, NEH fosters the development of a wide variety of innovative digital humanities projects. The Digging into Data program, for example, brings together nine other funders from the U.S. and abroad to support international projects that use advanced computing tools to query large digital datasets of humanities materials. On a smaller scale, for the last several years the Endowment has provided small seed grants to scholars to develop plans, prototypes, or demonstration models for cutting-edge digital humanities projects. In FY 2014, we will build on and extend the successes of this effort by supporting a second round of awards in a new grant category that provides implementation support for the most promising experimental projects.

Consistent with the goal of opening up knowledge through digital technology, NEH has worked in cooperation with the Library of Congress, the National Archives, the Smithsonian, and the Institute of Museum and Library Services to plan for the creation of a national digital library. Such a library would be a repository of centuries of written and cultural materials and would encompass museum as well as library contributions from every state, while linking with similar efforts underway in Europe. In 2012, NEH made an award to the Digital Public Library of America to lay the groundwork for such a library.

- Other partnership initiatives. NEH also provides national leadership through creative partnerships with other nonfederal and federal institutions in support of mutual interests in the humanities. These partnership initiatives will be continued and strengthened in FY 2014. The Endowment has partnered with the Verizon Foundation, for example, to create a nationally recognized website for teachers seeking rich humanities resources on the Internet. The website, EDSITEment, now contains over 500 scholar- and teacher-developed lesson plans for the K-12 classroom and links to more than 400 peer-reviewed sites selected for their high quality humanities content and interactive design. More than 2,700,000 visitors—teachers, students, and parents—avail themselves of EDSITEment’s rich resources each year. During the next year, in conjunction with the Endowment’s *Bridging Cultures* initiative, EDSITEment will develop interactive materials for students on civic education and enhance its collection of Spanish language and culture lessons—to be available via computers, tablets, and smartphones. EDSITEment is also poised to prepare teachers for the multi-state standards initiative, as well as aid STEM teachers by developing lessons, student interactive materials, and professional development content for literature and non-fiction. In addition, more educational materials drawn directly from projects supported by the NEH, such as the growing body of digital state and territorial encyclopedias, will be incorporated into EDSITEment, thus reinforcing its trademark tag, “the best of the humanities on the Web.”

An NEH collaboration with the National Science Foundation (NSF) is providing support for projects to document, record, and archive information related to endangered languages worldwide that are on the verge of extinction, including

hundreds of American Indian languages. It is estimated that half of the world's 6,000-7,000 current spoken languages are on the verge of extinction. Since FY 2005, NEH has supported more than 90 projects, including many projects on endangered American Indian languages, and awarded nearly \$8.5 million, as part of this widely acclaimed initiative.

As part of our efforts to support humanities research, NEH is also encouraging collaboration across disciplines in the sciences and social sciences and to explore joint funding opportunities with the NSF, the National Institutes of Health (NIH), and other research-supporting agencies. We are currently in discussions with NIH, for example, regarding possible support for research that includes humanities scholars in investigation of the relationship between health and culture. NEH is also part of a task force on "The Arts and Human Development," comprised of federal agencies (including NIH, NSF, the National Endowment for the Arts, the Department of Education, and others) that are committed to research that links creativity, health, and other aspects of human well-being.

- Strengthen the institutional base of the humanities. The NEH Challenge Grants program in FY 2014 will continue to assist educational and cultural institutions in developing new sources of long-term support for their humanities programs. Challenge grants are recognized for their success in encouraging private giving to the humanities. FY 2014 also will mark the fourth year of NEH's special initiative to encourage two-year colleges to strengthen their humanities activities, programs, and resources. Encouragement for these institutions—many of which have been reluctant to apply for challenge grants due to difficulties raising the necessary match—will include a lower matching ratio of 2-to-1 (instead of the standard 3-to-1) and an extended grant period to allow increased time to meet the NEH fundraising challenge.
- Leverage third-party contributions to humanities projects. Encouraging private-sector support for cultural activities is an important goal of the agency. For FY 2014, NEH requests funding for its Treasury funds account, which will be used to match nonfederal contributions to individual projects in the humanities. NEH Treasury matching grants, which match nonfederal donations on a one-to-one basis, have proven to be an effective mechanism for leveraging the contributions of businesses, foundations, and individuals on behalf of the humanities.
- Collect, analyze, and disseminate statistical information about the condition of the humanities. In FY 2011, the Endowment entered into a multi-year partnership with the American Academy of Arts and Sciences (AAAS)—an honorary society that recognizes achievement in the natural sciences, social sciences, humanities, and the arts—to sustain and extend AAAS's developmental work on the *Humanities Indicators* project. This project, which is responsive to NEH's legislative mandate to develop a "system of national information and data collection . . . on the humanities," is making a wide range of humanities data available to researchers, educators, and the general public. These data will equip policymakers and institutional administrators with statistical tools to help inform

decision-making about primary and secondary education, higher education, the humanities workforce, levels and sources of humanities funding, public understanding of the humanities, and other areas of concern to the humanities community. This partnership will be continued in FY 2014.



NATIONAL ENDOWMENT FOR THE HUMANITIES

FY 2014 Appropriation Request  
(\$ in thousands)

	<u>FY 2012 Approp.</u>	<u>FY 2013 Estimate</u>	<u>FY 2014 Request</u>
<i>Bridging Cultures</i>	\$3,494	\$3,515	\$9,000
Education Programs	13,179	13,260	13,250
Federal/State Partnership	40,435	40,683	43,432
Preservation and Access	15,176	15,269	15,750
Public Programs	13,404	13,486	14,000
Research Programs	14,502	14,591	15,435
Digital Humanities	4,143	4,168	4,450
We the People	2,995	3,013	--
<u>Program Development</u>	<u>499</u>	<u>502</u>	<u>500</u>
Subtotal	107,827	108,487	115,817
Challenge Grants	8,357	8,408	8,850
<u>Treasury Funds</u>	<u>2,381</u>	<u>2,396</u>	<u>2,400</u>
Subtotal	10,738	10,804	11,250
<u>Administration</u>	<u>27,456</u>	<u>27,624</u>	<u>27,398</u>
Total	\$146,021	\$146,915 *	\$154,465

\*This column reflects FY 2013 annualized funding, including a 0.612% increase as provided by the FY 2013 Continuing Appropriations Resolution, P.L. 112-175.



**BRIDGING CULTURES**  
**Special Initiative**

**FY 2014 Request: \$9,000,000**

“All of us share this world for but a brief moment in time. The question is whether we spend that time focused on what pushes us apart, or whether we commit ourselves to an effort—a sustained effort—to find common ground, to focus on the future we seek for our children, and to respect the dignity of all human beings.” President Barack Obama, Cairo University, June 4, 2009

The importance of bridging cultures, both within America and across borders, has never been greater than it is today. As a consequence of globalism and the revolution in information technology, the world’s peoples are in more direct contact than ever before. However, mere proximity—actual or virtual—does not guarantee mutual understanding. Concerns about the consequences of cultural divides are pervasive. For Americans, inadequate cultural understanding has serious and ultimately dangerous ramifications: incivility and disharmony at home, misunderstandings detrimental to our national security abroad, a reduced ability to compete effectively in the global economy, and an uninformed and limited view of the world in which we live.

The National Endowment for the Humanities, in response to these pressing concerns, has developed a special initiative called *Bridging Cultures* intended to shine a light on the cultural diversity that is at the heart of America’s strength and potential. To compete in a global economy, it is essential that Americans understand our own history and values, as well as those of foreign cultures. The initiative seeks to tell the stories of the myriad cultures among us—from which we draw the strength and ingenuity that are the fabric of this nation and its history. The initiative also seeks to deepen our knowledge of cultures and people around the world, and to do so in support of critical national priorities in education, innovation and research.

For the past three years, we have showcased the *Bridging Cultures* theme in the work of the Endowment and in talks NEH Chairman Jim Leach has given across the country, including his 50-state “Civility Tour.” The *Bridging Cultures* initiative began in 2010 with an exploration of the role of civility in bridging differences and sustaining democracy in America. Along with an expanded conversation about civility, the initiative has encouraged the study of diverse histories and cultures that contribute to American life and heritage, as well as a renewed focus on understanding the perspectives and experiences that have shaped other parts of the world. Through signature public events such as the Jefferson Lecture in the Humanities, NEH’s annual honor for intellectual distinction in the humanities, NEH has showcased “bridging cultures” themes ranging from global to local—from world-renowned China scholar Jonathan Spence’s careful study of early East-West relations to Harvard University president Drew Faust’s analysis of the many legacies of the Civil War to Kentucky poet Wendell Berry’s deep appreciation for human connections nurtured by the experiences of rural life in America.

The state humanities councils have enthusiastically embraced the goals of *Bridging Cultures*. Indeed, with their strong networks of cultural and educational

institutions, the councils are especially well positioned to ensure that the initiative has a broad reach. The councils, which advance the finest humanities outreach education in the world today, are particularly adept at bringing together citizens to discuss complex civic issues and fostering dialogue among diverse audiences. State and local projects and programs can also enhance mutual understanding and respect by comparing and contrasting diverse traditions within communities and regions. Such in-depth explorations of vital civic issues serve purposes beyond creating more thoughtful and better-informed citizens. These activities also increase citizen engagement in public life and encourage citizens to work toward common goals in shaping the future of their community and nation.

The Endowment's \$9 million request for FY 2014 would support a significant expansion of the initiative to address high priorities across the agency and to emphasize the development of projects in education, research, preservation, and public humanities, including:

- Community college programs designed to expand opportunities for students to study diverse cultures and histories—subjects that will prepare them to compete in a global economy and provide perspective on our times;
- Development of teacher support and online curriculum for the teaching of world history, cultures, and languages in schools and community colleges;
- National dissemination of model *Bridging Cultures* programs for the public, including community presentations of a *Bridging Cultures* film series and development of a “bookshelf” program for libraries, to engage both live and online audiences in consideration of the themes of the initiative;
- Strengthened support for humanities research on *Bridging Cultures* themes, including interdisciplinary research opportunities engaging scholars in collaborations supported by other grant-making agencies, such as the National Institutes of Health and the National Science Foundation;
- Endowment-wide emphasis on development of new digital technologies (such as “apps” for smartphones and tablet computers) to engage students, teachers and life-long learners in opportunities to learn about connections between cultures;
- Expansion of the Endowment's National Digital Newspaper Program to include as a new priority the digitization of historic American newspapers from immigrant communities with newspapers printed in languages other than English, such as Spanish, Italian, German, and French;
- Documentary films that explore other countries and cultures;

- Scholarly forums open to the public that synthesize cutting-edge humanities scholarship on new *Bridging Cultures* themes and lay the groundwork for ongoing public programs;
- Collaboration with state humanities councils in extending the reach of national *Bridging Cultures* programs and identifying the best new ideas for the work of the initiative in American communities; and
- International collaborations that facilitate research and scholarly exchange among U.S. scholars and their counterparts elsewhere in the world.

As we have undertaken new projects as part of this initiative, we have been particularly conscious of the need to be careful stewards of public funds. Several key efforts involve public-private partnerships with foundations. As often occurs with Endowment funding, NEH's lead has been followed by others who help broaden the impact of the grants we make.

#### Bridging Cultures through Outreach to Community Colleges

As a part of the Administration's focus on unlocking the potential of community colleges to train workers and create jobs, NEH stepped forward last year with a new program called *Bridging Cultures at Community Colleges*. This new grant category is designed to support the work of the nation's approximately 1,700 community colleges. Programs funded in the first round have engaged leading humanities organizations and local community college faculty in creating new and improved humanities courses that emphasize diverse cultures and historical perspectives. These enhanced courses in the humanities will offer students a deeper understanding of America's role in the world, build a foundation for students to position themselves in a global economy, and enable students to see themselves as valued contributors to the mosaic of American cultures.

Eight leading organizations have received grants for three-year programs that have already generated enthusiasm in the field. As these projects develop, both NEH staff and the grantee organizations will be systematically evaluating the impact of the grants. Anecdotal information from initial assessments suggests that because community college faculty often carry very large teaching loads, NEH-funded efforts to enhance the teaching of these faculty members are likely to impact several thousand students at a time, including students who are studying online. Early indications of sizable potential impact led NEH to proceed with another round of applications that will encourage community colleges themselves to apply for grants to help support specific efforts to integrate the humanities with students' various educational goals. With an additional investment of federal funds, as NEH has proposed for FY 2014, this *Bridging Cultures at Community Colleges* program would affect thousands more students and become more visible, inspiring other funders and educators to follow suit.

NEH's Office of Challenge Grants has also established a special program for community colleges, in which applicants can seek long-term funding to strengthen their

humanities teaching. In conjunction with the *Bridging Cultures* initiative, special encouragement is offered for projects developing model programs that bridge cultures by teaching, for example, world history or about local cultures that contribute to a campus community. Several recent awards are helping to create new humanities centers at two-year colleges where students can discover how their experiences and training are linked to broader global issues. Another noteworthy recent grant will build bridges between the humanities and health care by supporting a humanities center in a community college that trains medical technicians as part of a rural health innovation collaborative; the resulting program will educate students and faculty in medical ethics and history of medicine. We expect that this special outreach to community colleges will continue to grow and through the challenge grant mechanism, to help raise local dollars to match federal investments in this important sector.

### Bridging Cultures and Extending Learning through Technology

The Endowment's FY 2014 request for *Bridging Cultures* includes support for a wide range of projects that expand teachers' and students' knowledge and understanding of diverse traditions and perspectives that are fundamental to an educated citizenry and necessary in today's economy. Recent national survey data suggests that employers place significant value on education that includes an understanding of cultural and ethnic diversity in the United States, as well as greater appreciation of viewpoints in other societies around the globe. (Association of American Colleges and Universities survey, January 2010.) Military researchers likewise have concluded that "future military activities—whether for peacekeeping or war fighting—will require our Soldiers to be able to form relationships, build trust, communicate, and collaborate with people of greatly different backgrounds." (U.S. Army Research Institute for the Behavioral and Social Sciences, April 2011). NEH summer seminars and institutes for school and college teachers address these needs with diverse, high quality offerings on topics such as American religious diversity, the history of World War I in the Middle East, the history and culture of South Africa, and the milestones of American civil rights.

In FY 2014, NEH plans to expand the availability of its teacher education programs by exploring ways in which Internet technology can be used to offer educational experiences that extend to teachers whose only opportunity to participate is online. As various models for online professional development emerge, NEH is working to identify cost-effective approaches that will further learning in the humanities by capturing on video and in other formats the best of the lectures, lesson plans and other products of the grants we make. Moreover, NEH's highly successful website for teachers, EDSITEment, is in an ideal position to disseminate these distance learning materials via its extensive network of K-12 teachers. The Endowment is also exploring opportunities to support innovative digital projects that reflect bridging cultures themes—for example, using "apps" for smartphones to provide virtual fieldtrips to historic landmarks or developing digital games to engage students in interactive learning on EDSITEment.

Through EDSITEment and other educational outreach, the *Bridging Cultures* initiative will continue to support a diverse set of humanities resources to help meet the needs of K-12 teachers who are asked to teach about cultures and geographies that may not have been covered in depth in their own educational preparation. In addition to its popular award-winning lesson plans in American history, EDSITEment has developed widely used resources to support teachers in marking Congressionally mandated months, such as Black History Month, that highlight the many contributions of diverse ethnic groups to this country. EDSITEment has also developed classroom resources to aid in teaching Spanish, as well as a special portal providing easy access to Spanish language materials for the study of the U.S. Constitution. Given the ongoing importance of foreign language proficiency in a global economy, we will continue to emphasize opportunities to include exposure to foreign languages through EDSITEment and other programs.

### Bridging Cultures through Public Programs: Films, Books and Community Discussions

A principal goal of the *Bridging Cultures* initiative is to open up new opportunities for all Americans—in and out of school—to explore their own history and cultural heritage and to learn about the experiences of other cultures in the U.S. and around the globe. Using a combination of well-established approaches like book discussions and film screenings, along with enhanced websites and funding support for new documentaries on international topics, NEH is developing a range of new public programs to highlight *Bridging Cultures* themes.

NEH has a long history of funding compelling documentary films that draw viewers into extended examinations of a wide range of topics in the humanities. The Endowment's recently established grant category, *Bridging Cultures* through Film: International Topics, supports documentary films that explore cultures outside of the United States. Our goal is to stimulate the development of the kinds of excellent documentaries that NEH is known for—innovative nonfiction storytelling deeply grounded in humanities scholarship that presents multiple points of view. The products of these grants include not only the films themselves but also a variety of educational materials, including web-based resources, which broaden the impact of these documentaries online and in classrooms. Recent awards under this new grant category are supporting projects that will introduce Americans to other cultures and that investigate a wide range of topics, from endangered languages worldwide to the role of American popular music in the collapse of the Iron Curtain.

In addition to support for the creation of new films, NEH will launch a national film screening project in which a selection of existing NEH-funded films, which previously aired on television, will be packaged together for broad distribution to libraries and communities across the United States. This *Bridging Cultures* film series will extend the educational impact of significant films by offering screening and discussion events for public audiences, providing educational materials to schools, and making excerpts from the films and ancillary materials available online. Themes for these film packages will be selected using the subjects of previously funded films that can be combined to present stories across time and geography that highlight cross-cultural

connections and reveal our shared humanity. NEH launched this film series in 2013 with “Created Equal,” a set of four films that present new historical perspectives on the evolution of American ideas of equality and constitutional law, as the abolition of slavery gave way to the civil rights movement, shaping a new understanding of the rights of all Americans. Subsequent series will also highlight NEH-funded films on international topics and on the connections between the United States and other countries. Educators in particular have indicated the need for more resources that cover world history; NEH-funded films such as “When Worlds Collide,” which vividly presents the first one hundred years of contact between Spain and Latin America, are already in demand through links offered by EDSITEment, NEH’s website for teachers who are seeking rich humanities resources on the Internet. A key goal of this new program will be to increase the impact of films previously supported by NEH and to develop new audiences for humanities programming through opportunities to learn about diverse cultures at home and abroad.

NEH also continues to regard book discussion programs as an important opportunity for lifelong learning in communities across the country. As a part of *Bridging Cultures*, NEH forged a partnership with the Carnegie Corporation of New York, a major private foundation, which has contributed \$1.2 million to support a multi-year *Bridging Cultures* Bookshelf project. Modeled on previous successful NEH bookshelf projects, the program uses Carnegie’s funds to provide a set of books on a *Bridging Cultures* theme to more than 840 libraries nationwide. The books, which were carefully vetted by experts, have been chosen to give Americans new opportunities to read about and discuss less familiar cultures, beginning with the diverse histories and cultures associated with Muslim populations in the United States and around the world. A companion website will offer further opportunities for readers to gain deeper understanding of the books and the cultural context. With additional private funding from the Doris Duke Foundation for Islamic Art, libraries will also receive three documentary films that can be used in community screenings. These educational resources will be delivered to the libraries in 2013. To enhance the value of the books distributed with Carnegie’s private support, NEH also plans to provide small grants to libraries for the creation of reading and discussion programs in communities that receive the bookshelf. We will be conducting a formal evaluation of this *Bridging Cultures* effort and its impact, and we will use the evaluation to help us develop future programs, which are likely to offer books on other regions and cultures, such as Latin America, that may be unfamiliar to many Americans.

### Bridging Cultures in Humanities Research

NEH funding for humanities research is vital to sustain America’s infrastructure of ideas and deepen our understanding of the historical and cultural forces that shape events around the globe. Through the *Bridging Cultures* initiative, NEH will offer additional support for research that expands knowledge of other cultures and analyzes the social and historical consequences of cultural differences as well as cultural connections. America’s security and competitiveness ultimately depend on a continued commitment to

careful study that prepares us for unforeseen shifts in world events and maintains strong university programs to educate the leaders and thinkers of the future.

The capacity of humanities disciplines, from economic history to political science to cultural studies, to examine and analyze key factors in human relations is becoming more widely recognized. The National Institutes of Health (NIH), for example, has recently announced new funding available for basic research on “the relationships among cultural practices/beliefs, health, and wellbeing.” The Department of Defense, through its Minerva program, has allocated funds for social science research that includes studies of topics such as “belief formation and influence” and “group identities and cultural norms.” NEH is also part of a task force on “The Arts and Human Development”—which includes other federal agencies such as NIH, NSF, the National Endowment for the Arts, and the Department of Education—that is committed to research that links creativity, health, and other aspects of human well-being.

These recent developments reflect the need for innovative research that incorporates perspectives rooted in deep understanding of history and culture. We envision that exploration of new research questions about “bridging cultures”—the challenges and opportunities associated with the diversity of peoples, languages, religions, in the United States and overseas—will draw upon the strengths of the humanities as well as disciplines as diverse as neuroscience, economics, and psychology. As a result, NEH will encourage collaboration across disciplines in science and the social sciences and continue to explore joint funding opportunities with other agencies.

In addition, NEH support for the digital humanities exemplifies the ways that new methods for studying cultures can emerge through the bridging of academic disciplines. Through the Endowment’s Digging into Data partnership with NSF, the Institute of Museum and Library Services (IMLS), and seven international funders, we are supporting cutting-edge digital projects that draw upon multiple disciplines to explore, for example, how patterns of communication in newspapers during the 1918 influenza pandemic affected the spread of disease. We have recently committed modest resources to support interdisciplinary workshops that link the digital humanities with computer scientists: One workshop, for example, which is co-sponsored by NSF and NEA, will explore the links between the humanities, computation, and the creation of new media; another workshop, co-sponsored by NIH, will compare the methods of digital humanists and medical researchers who work with large data sets like the human genome. These innovative interdisciplinary collaborations offer new avenues for joint funding of cutting-edge research and help scholars imagine advances in technology that supports basic research with the potential to solve human problems and create commercial applications.

### Bridging Cultures through Access to Digital Resources

NEH has a long history of pioneering work in the use of digital technology to preserve cultural heritage and make historical materials—from documents to recorded sound and moving images—widely available to all through the Internet. Under the *Bridging Cultures* initiative, we are continuing these efforts. One key digital resource

that NEH has supported, in partnership with the Library of Congress, is the National Digital Newspaper Program, which is preserving what some have called “the first draft of history” by digitizing the rich resources of historic American newspapers from communities in all fifty states. Within the collections to be digitized are examples of newspapers in Spanish, French, Italian, and German, which document the heritage of these new immigrant communities and offer a window on the varied experiences of new arrivals to this country. Funds requested for *Bridging Cultures* for FY 2014 would provide the extra resources needed to ensure that these ethnic newspapers can be digitized and included in the larger project in a timely fashion. We have also begun to explore the educational possibilities associated with using historic newspapers in classrooms, including the potential to support foreign language learning by developing supporting materials for use of these newspapers through EDSITEment.

In 2012, NEH also made a significant grant to support the incorporation and launch of the Digital Public Library of America, a groundbreaking project that seeks to digitize and bring together the contents of our nation’s libraries and archives and make them freely available to all online. NEH’s strategic investment in planning and pilot project activities in FY 2014 will enable this ambitious undertaking to take its first steps forward, with vast implications for bridging cultures as the resources of centuries of cultural heritage are opened to anyone with access to a computer. To be created through a coalition of libraries, archives, museums, and other nonprofit and academic entities in coordination with the Open Knowledge Commons, the Digital Public Library of America will ultimately serve as a single portal for diverse, interdisciplinary digital archives from a range of institutions.

The resulting platform is expected to incorporate the efforts of the Library of Congress, the National Archives, the Smithsonian Institution, and the Institute of Museum and Library Services, as well as private universities and foundations and the European Union, which has underway a comparable digital library effort known as Europeana. The NEH funding will be used to demonstrate how local and national collections can be linked to one sky-way with global access ramps so that scholars, students, and lifelong learners can reach across multiple collections into distant places and times. For example, a student or scholar researching the roles African Americans played during the Civil War would be able to search a wide range of sources, potentially ranging from military records and photographs to local newspapers and early 20<sup>th</sup> century oral histories. A citizen tracing family heritage would be able to satisfy his or her curiosity through searches of not only local archives but also potentially linked collections of records from an ancestral home in Europe. Ultimately, a digital portal of the kind envisioned by the Digital Library could make a wide range of digitization projects funded by the NEH over the past decade more accessible to the public in new ways, enhancing the value of NEH’s many investments in preserving significant cultural heritage collections.

## Bridging Cultures Forums and Workshops

In the spring of 2011, NEH supported a series of eight *Bridging Cultures* forum and workshop programs designed to bring some of the best of recent humanities research and scholarship to the general public. These regional public forums were held at venues across the country, with each forum also being broadcast to the wider public by means of radio, television, or the Internet. Selected through an extremely competitive grant process, these programs brought together prominent scholars and public intellectuals in forums where they shared their latest scholarship. Half of these forums were focused on the role of civility in our democracy, and half were focused on the history and culture of Muslim societies. Topics covered ranged from “cyber civility” to Islamic intellectual history to the cultural legacy of Timbuktu in the United States.

Because an important goal of the forums is to translate significant scholarly research into accessible public programs that reach beyond the immediate conference audiences, two projects were selected in a follow-up grant competition to expand regional and national opportunities for humanities-based discussions of the two initial themes. The American Bar Association will create a national series of online and community dialogues on civility and free expression, and a collaboration of two public programming organizations, City Lore and Poet’s House, will bring a travelling exhibition and speaker series to libraries where audiences will learn about the role of poetry in the Muslim world.

In the coming year, we will develop a new theme or themes with broad national interest such as “The Humanities across the Americas,” with a focus on Latin America. We will invite proposals for scholar-driven forums that will inform and engage public audiences using creative approaches based in the humanities. As we move forward, we expect to incorporate the results of evaluations collected from the initial pilot projects and to adjust grant guidelines accordingly. The intense interest generated in the field by this program so far suggests that many humanities scholars and institutions are seeking this kind of opportunity to reach the public with new knowledge, including knowledge about parts of the world that are less familiar but have become subjects of keen interest to many Americans.

## International Collaborations

The FY 2014 budget for *Bridging Cultures* would also enable NEH to maintain a portfolio of international collaborations that facilitate humanities research and beneficial exchange of ideas with scholars around the world. For example, we are supporting a series of academic conferences, co-sponsored by the People’s Republic of China, that bring together Chinese and American scholars to discuss common interests in the humanities. We also have an ongoing bilateral agreement with the Italian National Research Council, the largest public research institution in the Republic of Italy. During 2012, the Endowment held a grant competition to support a collaborative project that would draw upon humanities expertise from Mexico’s largest university, Universidad Nacional Autonoma de Mexico (UNAM), in cooperation with U.S. scholars with shared

research interests. The resulting grant is supporting archaeological research at the ancient city of La Venta in Mexico, an important site for studying the social, economic, and ritual practices of the Olmec civilization (800-400 BCE). This grant reciprocates a previous conference sponsored by UNAM and furthers academic exchange with our neighbor to the south.

As the Endowment cultivates relationships in these international contexts, a primary goal is the creation of new joint funding programs that build bridges between humanities communities in the United States and those abroad, while expanding the resources available to U.S. scholars involved in mutually beneficial collaborations with their counterparts in other countries. We recently co-sponsored a workshop with NEH's British counterpart, the Arts and Humanities Research Council (AHRC), in which scholars discussed the place of communities in pluralistic societies—an exchange that highlighted commonalities between *Bridging Cultures* and a British initiative on “Connected Communities.” Based on the results of this workshop and other discussions, NEH and AHRC are exploring opportunities for joint support of collaborative projects. Similar joint funding efforts involving the United Kingdom and Germany have been developed through the leadership of the NEH Office of Digital Humanities. In the digital humanities arena, we are also exploring the possibility expanding the Endowment's successful Digging into Data program, through which the U.S., Canada, the Netherlands, and the United Kingdom have invested in collaborative digital humanities research, to include funders from the Asia Pacific region. In addition, NEH is in discussions with a trans-Atlantic consortium of humanities and social science funders from the European Union, as well as Brazil and Canada, to create new mechanisms for shared funding of research.

## EDUCATION PROGRAMS

**FY 2014 Request: \$13,250,000**

### **Programs/Grant Categories:**

- Summer Seminars and Institutes for School Teachers
- Summer Seminars and Institutes for College and University Teachers
- Landmarks of American History and Culture Workshops
- *Bridging Cultures* at Community Colleges
- Humanities Initiatives for Faculty at Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities
- Enduring Questions Course Grants

Through its Division of Education Programs, NEH supports teacher and faculty professional development, model humanities courses, and classroom resources that are based on rigorous humanities scholarship. These programs address one of the Endowment's strategic objectives: to strengthen teaching of the humanities at all grade levels, from elementary through graduate training, in the nation's schools, two- and four-year colleges, and universities. Endowment-funded projects help educators advance their knowledge in their subject areas and therefore become more effective teachers, mainly through projects involving collaboration with well-established scholars. The ultimate beneficiaries of such projects are the hundreds of thousands of American students—in rural, suburban, and inner-city classrooms, as well as in colleges and universities—who annually are taught by reinvigorated and intellectually engaged instructors in humanities fields.

While the federal government provides support to education in many forms, NEH's programs uniquely address the need for humanities faculty to be deeply versed in the subjects they teach. Over the years, the Endowment has helped foster far-reaching improvements in American education, such as the creation of web-based humanities teaching and learning tools, the teaching of the nation's founding, and the revival of interest in core curricula and foreign languages. NEH supports content-based improvements in the teaching of history, literature, languages, philosophy, government, religion, and other humanities subjects. NEH projects ultimately help students engage deeply with the core disciplines and knowledge that are crucial for an educated citizenry as envisioned by the nation's Founders and no less essential in the twenty-first century.

In FY 2012, the Endowment's Education Programs received 552 applications and made 105 grants, including 5 grants in a new grant category, *Bridging Cultures* at Community Colleges. In FY 2013, approximately 560 applications and 100 awards are anticipated, including a second round of applications for the *Bridging Cultures* at Community Colleges competition. At the Endowment's FY 2014 request level, approximately 570 applications and 100 awards are anticipated.

*NEH Summer Seminars and Institutes*

NEH Summer Seminars and Institutes have for more than four decades been one of the nation's premier forms of professional development in the humanities for college and university teachers and elementary and secondary school teachers. NEH offers these teachers opportunities to pursue serious, substantive intellectual inquiry in fields such as history, foreign languages, literature, religion, philosophy, and government and civics. Working with distinguished scholars, participants deepen their knowledge of the subjects they teach and develop effective ways of bringing this understanding to their students. Increasingly, both seminars and institutes have been relying on digitized materials in addition to traditional printed books and articles. For the next Summer Seminars and Institutes grant competition, NEH guidelines provide special encouragement for proposals in several areas: *Bridging Cultures*, advanced foreign language education, community college faculty development, and projects that will produce materials for inclusion on EDSITEment, the Endowment's nationally recognized website for K-12 teachers seeking rich humanities resources on the Internet.

NEH Summer Seminars enable sixteen participants to study for two to five weeks under the guidance of a senior scholar. The principal goal is to engage teachers in scholarly research and discussion, equip them with deep understanding of their subject areas, and improve their teaching. In NEH Summer Institutes, participants undertake an intensive program of study with teams of humanities scholars who present a range of perspectives on a given topic. Well-suited to larger groups (as many as thirty in school-teacher projects or twenty-five in college-teacher projects), institutes also last from two to five weeks and are a particularly effective forum for foreign language immersion, which the Endowment specifically encourages, or for breaking new ground in an emerging field, or for redirecting the teaching of various subjects in the undergraduate classroom. In past years, these programs could last for up to six weeks. The reduction in duration by one week—a cost saving measure introduced in summer 2012—should also make attendance possible for teachers who cannot attend longer-term summer programs.

In 2010, NEH revised the eligibility criteria for the Summer Seminars and Institutes program to include humanities graduate students. In higher education programs, two spaces in Summer Seminars and three spaces in Summer Institutes are now reserved for graduate students. In school teacher programs, the same numbers are made available for graduate students who intend to pursue K-12 teaching careers. This policy change, a response to suggestions from the humanities community, has been well received by project directors, participating teachers, and graduate students and will be continued in FY 2014.

NEH annually supports Summer Seminars and Institutes on a wide range of topics in the humanities. During the summer of 2012, for example, the following projects were offered: The University of South Carolina conducted a two-week institute for thirty school teachers on the history, literature, music, and art of the Great Migration of nearly two million African Americans from the South to Chicago, Detroit, New York, Philadelphia, and other northern cities from the 1890s through the 1930s. The Folger Shakespeare Library hosted a four-week institute for twenty-five secondary teachers to

study the texts, contexts, and performance histories of four plays by William Shakespeare: *The Comedy of Errors*, *The Merchant of Venice*, *Othello*, and *Pericles*. And, the University of Missouri hosted a five-week seminar for sixteen college teacher-participants to study the works of Jane Austen alongside neglected writers of her own time.

In the summer of 2013, pre-collegiate literature teachers may apply to attend NEH-supported seminars or institutes on topics such as the following: Richard Wright's *Native Son* and Toni Morrison's *The Bluest Eye*, among other works of African-American literature, within their historical context; John Steinbeck as a novelist, social critic, and ecologist; Jesse Stuart's "Split Cherry Tree" and Lee Smith's novel *Oral History*, among other works, as examples of Appalachia's literary and cultural heritage; and on Dante's *Divine Comedy*. High school history teachers will be able to choose from such topics as the origins and history of the Pueblo Indian peoples of the American Southwest; the history of the Underground Railroad and abolitionism; the development of modern economic systems in the Dutch Republic and Great Britain in the seventeenth and eighteenth centuries; Eastern Europe, the Velvet Revolution, and the collapse of Communism; and cultural and historical developments in China and India. College-level faculty will be able to study, among other topics, metaphysics and the philosophy of mind; the history of economic thought from Adam Smith to John Maynard Keynes and Friedrich von Hayek; Transcendentalism and social reform; African-American poetry; changing definitions and characterizations of British romanticism; Brazilian literature; the intersections of the history of music and the history of travel; and Buddhism through the context of the translation and transmission of its classical texts.

Each summer, participants in the Seminars and Institutes programs are asked to evaluate the project they attend. The collective evaluations for each project then become part of the assessment materials panelists consider when they review proposals by directors to conduct a subsequent seminar or institute. In 2013, the Endowment is planning to conduct a systematic evaluation of the measurable outcomes for the Seminars and Institutes for College and University Teachers program. Data gathered from the survey, as well as the ongoing evaluation of individual seminars and institutes by participants, will help the Endowment make future adjustments in the program.

In recent years, several program improvements have been implemented based on the analysis and evaluation of data from completed projects. The introduction of two- and three-week-long projects among the division's summer offerings, for example, and the elimination of six-week-long programs were driven in part by feedback from past participants and reflect, as well, changing conditions in the teaching profession. A study resulting from a concern for equity and budget consciousness led the Endowment to a change in its formula for compensating project directors. In the past, based on the duration of their project, directors received a percentage of their home-institution salaries; this method created significant variance in remuneration. The new method establishes a uniform flat-fee. The resulting equity in compensation among directors has also brought an added benefit—a lower average cost per project—which means that the Endowment may be able to support an additional seminar or institute or two.

In 2010, the Endowment inaugurated a special competition for supplemental support of up to \$10,000 for seminar and institute project directors to extend the reach, duration, and impact of their summer programs through digital means. To date, thirty-three projects have received support to develop and maintain their websites for at least five years. One award, for example, to Professor Richard Newman for his summer seminar, “The Abolitionist Movement: Fighting Slavery from the American Revolution to the Civil War,” will develop an “Abolitionism App,” a free digital application for computers, phones, and mobile devices. The first edition of the “Abolitionism App” will be based on seminar content and will feature high-quality digital scans of primary source material, including hard-to-find abolitionist texts and images; primary and secondary bibliographies; sample lesson plans and teaching aids; podcasts of talks by visiting seminar lecturers; and an interactive map of important sites in the history of abolitionism. In FY 2013, the Endowment will be conducting an evaluation of the digital supplements category, focusing on the first and second years of the supplements, to determine if the intended extension of the impact of the seminar and institute has been achieved.

#### *Landmarks of American History and Culture Workshops*

The Landmarks of American History and Culture program supports summer workshops to educate K-12 teachers in the use of historical and cultural sites in teaching central themes and topics in American history. The program also encourages staff at the sites to improve their professional development programs. Landmarks workshops are held at or near presidential residences and libraries, colonial-era settlements and missions, forts and battlefields, industrial centers, and sites associated with notable writers, architects, and artists. They are academically rigorous, involve leading scholars, and help participants develop new teaching resources. Projects accommodate forty teachers at one-week sessions, which are offered twice during the summer.

In the summer of 2013, school teachers will be able to choose from such workshops as “The American Skyscraper: Transforming Chicago and the Nation”; “Inventing America: Lowell and the Industrial Revolution”; “The Hudson River in the 19<sup>th</sup> Century and the Modernization of America”; “The Richest Hills: Mining in the Far West, 1862-1920”; “Jump at the Sun: Zora Neale Hurston & Her Eatonville Roots”; “The Transcontinental Railroad: Transforming California and the Nation”; “War of 1812 Workshop;” and “The Fourteenth Colony: Native Californians, Missions, Presidios, and Colonists on the Spanish Frontier, 1769-1848.”

#### *Bridging Cultures at Community Colleges Program*

NEH’s new *Bridging Cultures at Community Colleges* program encourages and supports large scale, multi-year projects to strengthen the quality of teaching and learning in the humanities at community colleges. Two-year institutions currently claim over half the students enrolled in post-secondary education and for many of these students the only exposure to serious humanities study takes place in survey, introductory, or general education courses. In FY 2011, NEH announced a special competition for pilot projects

for this new grant opportunity. The five successful applicants represented a range of institutions and national organizations committed to addressing professional development needs of community college teachers. The funded projects encompass a variety of disciplines and provide faculty with opportunities to work closely over an extended period of time with top humanities scholars to conduct individual scholarly research, which will be presented in the classroom as well as for publication, and to work with community college colleagues at their home institutions or from other campuses on curricular issues of common concern.

One grantee, for example, the American Historical Association (AHA), is using its award to address the need to expand the scope of the ubiquitous United States history survey course. The project will bring together pairs of faculty from twelve community colleges to explore American political, economic, and cultural developments in the Atlantic World from 1450 to 1850 and in the Pacific Rim from 1600 to 1850. The AHA convened week-long programs at the Huntington Library in California and the Library of Congress in Washington that gave participating faculty opportunities to collaborate with humanities scholars and delve into the collections on their own. The AHA will create a special section on its website to house sample syllabi, as well as podcasts of presentations and discussions of scholarship on the Pacific and Atlantic basins that can be integrated into community college classrooms.

In another project, the Community College Humanities Association is working with eighteen competitively selected community college teams to improve introductory courses in a range of core disciplines. In preparation for the project's first national conference, participants explored concepts of "building community" and "cultural understanding" by reading core texts by philosopher Charles Taylor (*Modern Social Imaginaries*), writer Azar Nafisi (*Reading Lolita in Tehran*), and American historian Thomas Bender (*A Nation Among Nations: America's Place in World History*). Five experienced community college teachers are serving as mentors to the various teams during the two years of this project and working with them to translate the results of their collaborative study with humanities scholars into workable courses for their students.

In FY 2013 and FY 2014, we anticipate that up to three additional projects will be supported each year under this initiative.

The Endowment plans to conduct an in-depth evaluation of the *Bridging Cultures* at Community Colleges program, which will include projects receiving support from both the inaugural and the subsequent grant competitions. The overall purpose of the evaluation will be two-fold: to assess how well the program is working—that is, the extent to which grant outcomes, measured both qualitatively and quantitatively, reflect program objectives—and to identify any changes that may be needed in the program to improve results. Data drawn from the applicant pool and participants selected by project directors; a multi-stage survey designed by NEH staff; site visits by NEH staff and ongoing monitoring activities; formative, ongoing, and summative assessments by grantees; interim and final reports; and staff review of websites, online resources, and other grant-generated materials will contribute to the overall assessment of the program.

*Humanities Initiatives at Historically Black, Hispanic-Serving Institutions, and Tribal Colleges and Universities*

In 2003, in response to special Presidential Executive Orders to all federal agencies, NEH established a program, Humanities Initiatives, to extend the reach of its grant opportunities to three types of institutions: Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities. Humanities Initiatives awards may be used to enhance the humanities content of existing programs; to develop new humanities programs, such as foreign language programs, new humanities minors, first-year seminars, or summer bridge programs for high school students; to build ties among faculty at several institutions; and to take advantage of underused humanities resources, particularly as they pertain to the professions, such as medicine, law, business or economics. Each project is organized around a core topic or set of themes. Awards have been made on a range of topics, including, for example:

- With “Integrating Teaching and Learning about India in the Curriculum through the Humanities and Liberal Arts,” Winston-Salem State University will conduct a three-year series of faculty study workshops, guest lectures, and follow-up seminars providing an overview of India from historical and contemporary perspectives. Faculty members will focus on classical and modern Indian literature, the country’s diverse religious traditions, mainstream and alternative perspectives on Indian history, Indian art and musical traditions, languages in India, and women in India.
- With “El Puente a UPR-RP y Hacia el Mundo (The Bridge to UPR-RP and the World),” the University of Puerto Rico, Rio Piedras, will conduct a project that offers a yearly summer “bridge” program that engages at-risk high school students. The objective of the project is to broaden the worldview and deepen the humanities knowledge of students from neighboring secondary schools where thousands of at-risk public high school students believe their chances of attending UPR-RP, or any university, are as remote as their chances of visiting Antarctica. A ten-day interdisciplinary humanities workshop will take place each of three summers, reaching eighty students.
- The Institute of American Indian Arts (IAIA), a degree-granting institution in Santa Fe, New Mexico, received an award to create digital resources using the Institute of American Indian Arts’ Collection of Contemporary Native American art, to develop two new interdisciplinary digital humanities courses, and to enable faculty members to use digital humanities resources to enhance their teaching. Under the guidance of expert faculty, a team of “Student Technology Scholars” will create high-definition 3-D scans of pottery, sculpture, and other material culture objects from the IAIA Collection (one of the largest collections of contemporary Native American art in the country) and create educational material contextualizing each scanned object. This will yield an interactive online archive where scholars can view, manipulate, and learn about these Native American

cultural objects. Two cross-disciplinary digital humanities courses—Software Applications for the Digital Humanities and Cultural Representation in the Digital Humanities—will also be developed.

### *Enduring Questions Course Grants*

The Endowment established the Enduring Questions Course Grants program in FY 2009 to provide opportunities for faculty at higher education institutions to design a new course for undergraduate teaching and learning that promotes engagement with fundamental issues in the humanities. The program encourages faculty and students at the undergraduate level to join together in deep, sustained programs of study and to encounter influential thinkers over the centuries and into the present day.

Enduring Questions are questions that have more than one plausible answer. They have long held interest for young people, and they allow for a special, intense dialogue across generations. Some of these questions are: What is the good life? What is justice? What is freedom? What is happiness? What is friendship? What is dignity? Is there a human nature, and, if so, what is it? Is there such a thing as a just war? What is good government?

Two examples of recent grants demonstrate the promise of the program for generating creative and rigorous responses to the Enduring Questions challenge. At John Jay College in New York City, Jonathan Jacobs, a professor of philosophy and director of the Institute for Criminal Justice and Ethics, is developing an undergraduate course on the relationship between virtue and happiness. Sub-themes under the general question—Is virtue its own reward?—include what makes an excellent life, whether morality is “desirable and enjoyable for its own sake,” and “whether vice and moral corruption undermine happiness and damage prospects for it.” The course will utilize sources from Jewish, Islamic, Christian, and non-religious philosophical traditions, as well as works of fiction.

Marcella Paul and Joel Mann, teachers of literature and philosophy, respectively, at St. Norbert College in De Pere, Wisconsin, are exploring a question that has long engaged human curiosity: What is time? Their course will investigate how multiple notions of the structure, measurement, and perception of time vary across cultures and historical periods. Readings in history and philosophy will be complimented by the study of literature, art, and film. Designed for an interdisciplinary honors program, the course will support the College’s newly defined goal of increasing the number of humanities majors.

The Enduring Questions program has greatly extended the reach of the NEH to smaller, teaching-focused, and regional institutions, many of which are first time grantees.



## **FEDERAL/STATE PARTNERSHIP**

**FY 2014 Request: \$43,432,000**

The NEH Federal/State Partnership is a collaborative office that links a national federal agency with fifty-six state and jurisdictional humanities councils to promote the study and enjoyment of the humanities. The councils were established to fulfill the requirement in NEH's enabling legislation—the National Foundation on the Arts and the Humanities Act of 1965, as amended—that it support humanities programs “in each of the several states.”

Federal/State Partnership helps the National Endowment for the Humanities realize its two primary strategic goals: (1) to advance knowledge and understanding of the humanities, and (2) to increase public awareness of, access to, and support for the humanities in the United States. Federal/State Partnership makes humanities education and lifelong learning readily available at the local level, tailored to local interests and needs and drawing upon local resources, traditions, and heritage. The best way to know America is to know the work of the state and jurisdictional humanities councils.

State humanities councils are nonprofit 501(c)(3) organizations governed by volunteer boards of directors. They operate in each of the fifty states as well as in the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam, the Commonwealth of the Northern Mariana Islands, and American Samoa. The fifty-six councils employ more than 500 staff members and engage 1,200 volunteer board members. Each council receives funds annually from NEH in agreement with a statutory formula. In accordance with the federal mandate, every NEH dollar a council receives is matched by local contributions of cash, goods, or services. In fact, councils leverage \$5.00 for every federal dollar awarded in grants to them. They work with 9,800 partner organizations and conduct programs in 5,700 communities nationwide. The Endowment protects the federal investment by ensuring that state councils are strong organizations capable of delivering high quality humanities programming. It does so by collaborating with them on a regularly updated, self-assessment and evaluation process and by maintaining a high level of accountability.

State humanities councils have two major ways to support the humanities in their jurisdictions: They develop and carry out humanities programs, and they grant a portion of their funds on a competitive basis to locally initiated programs. In their program-generating role, they are nonprofit service providers drawing on their own resources and looking for external support of the benefits they offer; in their grant-making role, they act as foundations from which eligible organizations and individuals seek funding. Schools, libraries, historical societies, museums, literacy programs, filmmakers, teachers, researchers, writers, and storytellers are among the many kinds of cultural organizations and people with which the state humanities councils work. Councils also successfully collaborate with other partners to bring the humanities to bear on a wide range of community activities, especially in the areas of public policy, literacy, and social service. In all of their activities, state councils strengthen the bonds of community by bringing

people together in neutral surroundings to discuss issues of importance, using the resources and techniques of the humanities.

The state humanities councils support thousands of humanities projects and programs every year that reach millions of Americans in rural areas, urban neighborhoods, and suburban communities. With funds provided through the NEH Federal/State Partnership, the councils provide support for reading and discussion programs for children, families, and the newly literate that take place in libraries and other community places; for state and local book festivals, as well as the participation of a number of councils in the annual National Book Festival sponsored by the Library of Congress's Center for the Book; for professional development in the humanities for elementary and secondary schoolteachers; for scholarship and stories about state and local history and culture, such as magazines and comprehensive online state encyclopedias; for exhibitions at museums, libraries, and historical sites; and for radio, television, and film projects on humanities themes. Many councils have developed fruitful working relationships with schools, community colleges, and institutions of higher learning. They carry out an ever increasing amount of programming and communications electronically using social networking, podcasting, and RSS feeds in addition to websites and electronic newsletters. A number of councils post videos about their activities on the YouTube website. Council activities are featured prominently on the NEH website, with new postings appearing on an almost daily basis.

With their strong networks of cultural and educational institutions, state humanities councils are especially well-positioned to ensure that NEH's *Bridging Cultures* initiative has a broad reach. The latest initiative, *Muslim Journeys*, a reading and discussion program being carried out by NEH in collaboration with the American Library Association, will be supported by 36 state humanities councils. For many councils, bridging cultures is a daily activity because they address the diverse cultures in their states through programming directed to such groups as native peoples and immigrant populations, both historic and contemporary. The Minnesota Humanities Center, in partnership with the Minnesota Indian Affairs Council and the National Museum of the American Indian, created a community-based exhibition "Why Treaties Matter" that gives an unfiltered, authentic Dakota and Ojibwe voice, telling their own stories of sovereignty and adaptability. This program won the 2012 Schwartz Prize from the Federation of State Humanities Councils for "Most Powerful Telling of Untold Stories."

State humanities councils have a long history of aiding cultural organizations damaged by natural disasters. Over the years they have responded to floods, tornadoes, and hurricanes. For example, with an NEH Chairman's Emergency Grant of \$30,000, the New York Council for the Humanities quickly dispersed \$1,000 each to 30 cultural organizations that had been severely damaged by Hurricane Sandy in late October 2012. The Mellon Foundation provided an additional \$500 to supplement each of these grants. Similarly, the New Jersey Council for the Humanities received an NEH Chairman's Grant to provide \$1,000 each to cultural organizations in the Garden State. Similarly, the Council also made grants of \$1,500 available to organizations to clean up and stabilize

historic cemeteries. The New Jersey Council for the Humanities also received an anonymous corporate gift to supplement the funds it received from NEH.

State humanities councils also serve veterans. The Missouri Humanities Council, for example, partners with the Missouri Warrior Writers Project/Warriors Arts Alliance to carry out writing workshops that help veterans of America's wars tell the stories of their experiences. In the words of one volunteer in the program, "They seek hope, acceptance and understanding. Some write to save their lives." On November 1, 2012, the Missouri Humanities Council released *Proud to Be: Writing by American Warriors*, a collection of fiction, creative nonfiction, and poetry, produced in partnership with Southeast Missouri State University Press and the Warriors Arts Alliance. *Proud to Be* contains essays, stories, poems, and photographs from 61 active duty military personnel, veterans, and families of veterans from across the nation. Oregon Humanities funded a discussion series by the Sanctuary for Veterans and Families, "Homefront 911: Military Family Monologues." The program begins with a presentation by families of Iraq and Afghanistan war veterans and is followed by a scholar-facilitated community discussion exploring the experience of military families and their communities. The North Carolina Humanities Council supported "Fayette Now," a scholar-led oral history project cultivating dialogue between the Fayetteville-Fort Bragg area's Vietnam veterans, Vietnamese emigrants, Vietnamese Americans, and members of the larger community.

State humanities councils across the country make it possible for citizens to come together to address such issues as the economy, health care, demographics, energy, and education through discussions informed by history and literature. Such in-depth explorations of critical and potentially divisive issues serve purposes beyond creating more thoughtful and better-informed citizens. They also increase citizen engagement in public life and bring citizens together to work toward common goals in shaping the future of their community and nation. The Illinois Humanities Council, with funding from the John D. and Catherine T. MacArthur Foundation, has launched "The Looking@Democracy" challenge, offering a total of \$100,000 in prize money for short, provocative media submissions designed to spark a national conversation about how American democracy can be strengthened. The New Hampshire Humanities Council began a year-long initiative "Constitutionally Speaking." The first speaker was David Souter, former Associate Justice of the Supreme Court. This initiative is a collaboration of the Council with the New Hampshire Supreme Court Society, the University of New Hampshire School of Law, and the newly established New Hampshire Institute for Civic Education. Justice Souter has been instrumental in the creation of the Institute which will provide professional development opportunities to New Hampshire teachers so that all K-12 public school students are grounded in civics education.

Community issues on Maryland's Eastern Shore are the focus of the Maryland Humanities Council's "Practicing Democracy" community conversations. The Council serves as a neutral convener of individuals and organizations who disagree over land use and water quality issues that have arisen during the process of developing county Watershed Implementation Plans (WIPs). "Project Civil Discourse" is a partnership of the Arizona Humanities Council and civic and community organizations around the state

to provide opportunities for the public to participate in training, forums, and special events that share, model, and provide insight on collaborative problem-solving skills. In April 2012, Humanities Montana organized a two-day conference of moderated conversations to celebrate the 40th anniversary of Montana's constitution. These conversations were wide-ranging, thoughtful, and engaging, dealing with issues central to the civic lives of Montanans. The topics provide the basis for on-going conversations around the state.

Because the written word is the currency of ideas, most state humanities councils promote reading and literacy. Thirty-seven councils currently support literacy programming and all sponsor discussion programs, most of which are based on the reading of common texts. Many councils support such family literacy programs as "Motherread," a nationally acclaimed non-profit organization that combines the teaching of literacy skills with child development and family empowerment. The Hawai'i Paroling Authority designated the Hawai'i Council for the Humanities "Motherread" program as its sole family education program. "Prime Time Family Reading Time," developed by the Louisiana Endowment for the Humanities, provides reading, discussion, and storytelling programs for young children and their parents and is used by state humanities councils and other organizations around the country. Prime Time programs have the capacity to function in several languages and have been demonstrated to increase young peoples' performance in school significantly. The New York Council for the Humanities supports "Together—Book Talk for Kids and Parents" and a companion Spanish-language program, "Unidos," in libraries. Both of these programs provide a forum for parents and their children, ages 9-11, to talk about books and ideas with the young people frequently initiating the discussions. The Wyoming Humanities Council has designed a program that deals with words and ideas in a unique Wyoming way. "Giving Voice: Towns Under 1,000" recently brought poet and educator Naomi Shihab Nye to five small Wyoming towns to hold poetry readings and writing workshops that place emphasis on the importance of the written word as means to express individual and community voices. Palestinian-American poet Naomi Shihab Nye was a featured artist in the North Dakota Humanities Council two-day symposium honoring Native American writer Louise Erdrich. Other participants were writer Luis Alberto Urrea, and former U.S. Poet Laureate Robert Pinsky. The event included poetry and fiction writing workshops for young people and adults.

Councils support programs designed specifically to target audiences of older Americans. A North Carolina Humanities Council "Let's Talk About It" series focuses on "Affirming Aging" through reading and discussion of *The Memory of Old Jack*, by Wendell Berry; *Having Our Say: The Delany Sisters' First 100 Years*, by Sarah Delaney, A. Elizabeth Delaney, and Amy Hill Hearsh; *Water For Elephants*, by Susan Gruen; *The Stone Angel*, by Margaret Laurence; and *Crossing to Safety* by Wallace Stegner. The Illinois Humanities Council awarded a grant to the Korean Cultural Center of Chicago to produce a series of classes for both immigrant and non-immigrant seniors that present various humanities topics in American history and culture. With support from the Maryland Humanities Council, the Center for Art, Design & Visual Culture at the University of Maryland, Baltimore County, organized *For All the World to Hear*, a

dynamic humanities project in which a dozen senior citizens from the Baltimore area tell, write, perform, and digitally publish personal stories of their involvement in the struggle for civil rights.

Councils take an active role in providing K-12 teachers with professional development opportunities and humanities curriculum support. K-12 teacher development is a key element in the mission of the Florida Humanities Council, which hosts summer and full-day workshops, available to all school districts in the state. Its website hosts a teacher resource center. The Kentucky Humanities Council's "Chautauqua in the Schools" program helps teachers meet the state program review standards by sending skilled and engaging historical re-enactors into classrooms to introduce young people to figures who shaped Kentucky history and culture. K-12 teacher seminars and institutes held by state humanities councils during the summer of 2012 covered such topics as "Teaching Democracy" (California), "The Civil War in American History and Culture" (New Jersey), "Laying Down Tracks—A Study of Railroads as Myth, Reality and Symbol" (North Carolina), "The Making of Modern America, 1877-present" (Texas), and "Homer's Worlds: Myth, Imagination, and Life" (Wyoming). Many of these teacher development programs have events that are open to the public and many include an online component available to everyone.

For years the Nebraska Humanities Council has maintained a collaboration with seven colleges and universities, including community colleges, across the state to simulcast the lectures of the E. N. Thompson Forum on World Issues. The lecture series, which is held at the Lied Center for Performing Arts in Lincoln, brings a diversity of viewpoints on international and public policy issues to the people of Nebraska. The lectures are simulcast and followed by community conversations at locations including Central Community College, McCook Community College, North Platte Community College, and Western Nebraska Community College.



## PRESERVATION AND ACCESS

**FY 2014 Request: \$15,750,000**

### **Programs/Grant Categories:**

- Humanities Collections and Reference Resources
- Documenting Endangered Languages
- National Digital Newspaper Program
- Preservation and Access Education and Training
- Preservation Assistance Grants for Smaller Institutions
- Sustaining Cultural Heritage Collections
- Preservation and Access Research and Development

Through its Division of Preservation and Access, NEH provides leadership and support in the national effort to preserve and create access to cultural heritage resources that constitute the foundation for research, education, and public programming in the humanities. A substantial portion of the nation's cultural heritage and intellectual legacy is held in libraries, archives, and museums. These repositories, large and small, are responsible for preserving and making available collections of books, serials, manuscripts, sound recordings, still and moving images, material culture, works of art, and rapidly expanding digital collections. The challenge is great: to preserve diverse formats of materials that are threatened by factors inherent to their physical structures or by the environments in which they are housed; to train library and museum professionals in the latest, best practices; and to deliver these collections, and the cultural resources created from them, to the widest possible audience for scholarship and intellectual enjoyment.

Good stewardship of cultural resources requires equal attention to preservation and access. All of the division's programs focus on ensuring the long-term and wide availability of primary resources in the humanities. In this sense, research, education, and appreciation of the humanities depend on the foundational work of preserving cultural heritage materials and making them available to scholars, teachers, students, and the general public.

The Endowment's Preservation and Access division received 679 applications and made 142 grants in FY 2012. In FY 2013, an estimated 785 applications and 145 grants are anticipated. At the FY 2014 request level, we anticipate receiving 790 applications and making 143 awards.

## Evaluating the Impact of Preservation and Access Grants

In 2011, the Endowment undertook an assessment of grant outcomes and impact in its largest Preservation and Access grant program, Humanities Collections and Reference Resources (HCRR), in order to gauge the level of success in carrying out HCRR projects and long-term impact of the grants on research, education, and public audiences. A quantitative and qualitative survey of project directors of the last ten years of awards in the program and an in-depth analysis of representative projects by external specialists lead to the following conclusions:

- The HCRR program plays a critical role in advancing humanities scholarship at all levels, with one-third of projects surveyed leading to book-length publications, one-quarter to online publications and exhibitions, and 40 percent to published articles.
- Scholars are the major beneficiaries of the results of these grants, with 96 percent of survey respondents stating that scholars used their products and 72 percent identifying scholars as “heavy” users.
- However, other groups benefit from these resources as well. Use by educators was documented by 85 percent of the survey respondents, with 28 percent showing “heavy use.” Student use was noted by 93 percent of the respondents, with 47 percent reporting “heavy use.” Public use of grant products was confirmed by 81 percent of survey respondents, an unexpectedly high rate by the general public, and 23 percent affirmed “heavy” use.
- The prominent role digital technology plays in the HCRR program is also apparent: Many directors marked the following as products or outcomes of their projects: online access to digital collection (49 percent), database (44 percent), or digital archive (40 percent).
- HCRR awards have a capacity-building effect on the grantee institution. Nine out of ten project directors reported that their grants had given staff the skills and necessary experience to conduct other challenging preservation and access projects. And two-thirds of those surveyed stated that the grants had led their own institutions either to dedicate more internal resources to preservation and access activities or to leverage external funding for this purpose.
- Job creation also was a notable, lasting impact of these awards: 38 percent of directors reported that their projects led their institutions to hire or retain staff on a permanent basis.

The Endowment has made evaluation an ongoing process in its work. The evaluation of the Humanities Collections and Reference Resources program revealed the need to follow the outcomes of a funded project long after its award and reporting requirements have terminated, in order to capture the full range of project outcomes,

audiences reached, and benefits to humanities research, education, and public programming. The evaluation showed that HCRR projects, which are typically of two to three years in duration, often proceed from gaining attention in their field to attracting collaborators and making possible larger-scale regional or national projects. This is an example of a type of project that we plan to develop ways to follow. For example, NEH has recently put in place a “Products and Prizes” module in its Grants Management System that allows grantees to contribute information on project outcomes, dissemination activities, and awards received during or after the grant period. This will be one of the tools—when, combined with quantitative and qualitative studies—that will help us to evaluate the long-term impact of NEH awards.

### Programs/Grant Categories

#### *Humanities Collections and Reference Resources*

The Endowment provides grants to projects that preserve and create intellectual access to collections that, because of their intellectual content or value as cultural artifacts, are considered highly important to the humanities. Grants support the digitization of collections to enhance their accessibility, as well as the creation of significant reference works. Humanities Collections and Reference Resources awards also support preservation reformatting and de-acidification of humanities collections; arranging and describing archival and manuscript collections; and cataloging collections of printed works, photographs, recorded sound, moving images, and other materials important for humanities research and education.

This year the program has introduced a new grant subcategory: Humanities Collections and Reference Resources Foundations grants. These Foundations grants support the formative stages of planning, assessment, and pilot activities for initiatives to preserve and create access to humanities collections or to produce reference resources. Drawing upon the cooperation of humanities scholars and technical specialists, such projects might encompass efforts to prepare for establishing intellectual control of collections, to develop plans and priorities for digitizing collections, to solidify collaborative frameworks and strategic plans for complex digital reference resources, or to produce preliminary versions of online collections or resources. The Endowment created this new grant subcategory in response to grant evaluators’ comments on projects of great potential that failed to receive support. Our analysis of the data indicated that many such proposed projects were found to need more planning, collaboration with peers, or testing of procedures before being persuasive to evaluators. As the peer review process in the first cycle of Foundations projects proceeds, staff will be analyzing the response of the evaluators to this new grant opportunity. We plan also to track and evaluate the outcome of any Foundations projects that later receive a Humanities Collections and Reference Resources grant for full implementation.

Among our most recent grants through Humanities Collections and Reference Resources, an award to the Perkins School for the Blind in Watertown, Massachusetts, is supporting the processing of archival materials related to its history, from the 1830s to

1906. Noted figures whose correspondence with the school is contained in this collection include Ralph Waldo Emerson, Henry David Thoreau, Charles Dickens, Horace Mann, Thomas Gallaudet, and Helen Keller. After the collection is accessible through an online finding aid, it will be highly significant for the burgeoning field of disability studies.

Supporting collaboration can be essential in bringing a critical mass of cultural heritage to scholars, K-12 educators, and the general public. In planning for the celebration in 2013 of the 500<sup>th</sup> anniversary of the European discovery of Florida and the celebration in 2015 of the 450<sup>th</sup> anniversary of the founding of St. Augustine, 17 cultural organizations will partner with the University of Florida, Gainesville, in its project to create an interactive online collection of 11,000 primary sources—including maps, drawings, photographs, documents, and digitized objects—related to colonial St. Augustine, Florida.

The Endowment has long supported the creation of reference works, recognizing that historical dictionaries and encyclopedias make research and teaching in specialized subjects possible. An award to the University of Alabama, Tuscaloosa, will create an online encyclopedia, a manuscript catalog, and other scholarly tools for Syriac studies. Syriac is a Middle Eastern language that for much of the first millennium C.E. served as a common language, bridging the cultures of the Mediterranean and the Near East and serving as the cultural meeting point between Christianity and Islam. The grantee will create an online portal to the reference works it will create. The portal will be essential for scholars in this field and will also illuminate public understanding of the cultural and religious diversity of the region.

A recent grant to the University of Michigan, Ann Arbor, will result in a digital encyclopedia on the great influenza epidemic of 1918 in the United States, focusing on the 50 most populous cities at that time. Although the influenza pandemic was the modern era's most devastating outbreak of disease, the diverse ways in which it was experienced in different locations remains unknown. The creation of a digital collection of 50,000 primary sources, with contextual essays, will provide an understanding of the American experience of this worldwide epidemic.

### *Documenting Endangered Languages*

The Endowment supports the creation of tools—such as bilingual dictionaries, grammars, and text collections—that document languages threatened with extinction. Of the 6,000 to 7,000 currently spoken languages, at least 3,000 are endangered, including hundreds of American Indian languages, which are our highest priority. These lesser known languages constitute an irreplaceable treasure for scholars who need to consider evidence from past and presently spoken languages in order to understand the nature of language or to capture unique local knowledge of the cultures and natural systems of the region in which it is spoken. As an effort to address this issue, in 2005 NEH and the National Science Foundation established a joint special initiative, “Documenting Endangered Languages.” Grants support fieldwork and other activities relevant to

recording, documenting, and archiving endangered languages, including the preparation of lexicons, grammars, text samples, and databases.

In each documentation project, academic linguists work closely with native speakers in the language community, and all products of these awards are made available to that community to increase their knowledge of their own heritage and to help them with any efforts they might undertake to pass on information about their language to younger generations. For example, at Miami University in Ohio, linguists and members of the Miami Tribe of Oklahoma are working together in a model program to revitalize the Miami-Illinois language, once spoken in the tribe's homeland of present-day Illinois, Indiana, and western Ohio but with no first-language speakers remaining. Supported by NEH's Documenting Endangered Languages program, the Miami-Illinois Dictionary Project will produce a searchable, digitized version of an early 18<sup>th</sup>-century bilingual (French and Miami-Illinois) dictionary that was compiled by Jesuit missionaries. The project has wide appeal as it will contribute documentation essential to the tribe's language revitalization efforts and also will be of great value for scholars and the public.

### *National Digital Newspaper Program*

Newspapers chronicle the daily life of our citizens in towns and cities, and it is the stories of those towns and cities that together make up the history of our nation. They also document the civic, legal, historical, and cultural events in every region during the past 300 years. For over thirty years, the Endowment has committed to preserving the content of historically important American newspapers—first through microfilm and now through digitization and online access. Beginning in 1980, NEH support enabled organizations and institutions in 50 states, the Virgin Islands, and Puerto Rico to locate, catalog, and microfilm their historic newspaper holdings and to create a centralized bibliographic record of all newspaper titles published in America since 1690.

With digital technology, there is now a means of providing full text searching of newspaper content. In pursuit of this objective, NEH and the Library of Congress signed a memorandum of understanding in 2004, renewed in 2009, establishing a partnership to create the National Digital Newspaper Program (NDNP). Under the terms of this partnership, over a period of approximately twenty years the Endowment will provide grants to an institution or organization in each state and territory to digitize titles published between 1836 and 1922 and to prepare fully searchable files that the Library of Congress will maintain permanently online.

The National Digital Newspaper Program is a complex undertaking that will be implemented in successive phases. To date, the NEH has provided support under this grant category for thirty-two state projects, each of which is contributing approximately 300,000 pages of digitized newspapers published between 1836 and 1922. State awardees have reported to us that these newspaper projects have helped them develop the technical workflow and skills necessary for other challenging, large-scale digitization work. In Vermont, the newspaper project represents the largest digitization effort ever conducted in the state. The University of North Texas Libraries have used the knowledge

and experience they gained through participation in this program to work with libraries and museums across Texas to digitize their community newspapers. The University of North Texas has put over 500,000 pages of Texas newspapers online in their Portal to Texas History and has raised \$400,000 from Texas foundations and community groups for the digitization of Texas newspapers.

Thus far, more than five million pages of historic American newspapers have been digitized through NDNF, with many millions more to follow. The selected pages, along with title essays and a directory of all newspapers published in the United States from 1690 to the present, are publicly accessible online through *Chronicling America* (<http://chroniclingamerica.loc.gov/>), recognized by *Family Tree Magazine* as one of the “Best U.S. Government Sites.” Materials related to the American Civil War are now available on *Chronicling America*, in time for the sesquicentennial of the war. The awardees are now also digitizing U.S. newspapers published in French, German, Italian, and Spanish, thus providing access to the nation’s vibrant ethnic and immigrant press. More languages will be added in future years.

#### *Preservation and Access Education and Training*

Complementing the Endowment's support for preserving and establishing access to a variety of cultural resources are its grants for projects to increase the ability of the nation's libraries, archival repositories, and museums to care for their collections. NEH has always considered support for education and training to be an important component of its national preservation effort. It is necessary that stewards of humanities collections familiarize themselves with new developments in the dynamic fields of digital technology and conservation science. For example, a recent award to New York University’s Moving Image Archiving and Preservation Program supports internships for students to help them gain hands-on experience with the preservation of film and moving image media. Audiovisual collections document much of the history of the 20<sup>th</sup> century, and their preservation represents a pressing concern for cultural organizations.

Grants are also made for regional preservation field services to help ensure that smaller cultural institutions across the country receive the kind of advice and knowledge they need to preserve their collections. For example, LYRASIS—a non-profit membership organization headquartered in Atlanta, Georgia—is the nation’s largest regional preservation field service organization for libraries and information professionals. It provides workshops, webinars, and other preservation training opportunities and has developed new courses on digital preservation. The organization offers services for the staffs of libraries, archives, and historical organizations in the Southeast, Mid-Atlantic, and Rocky Mountain and Plains regions, as well as U.S. jurisdictions in the Caribbean.

NEH also supports academic programs that train the next generation of conservators responsible for the protection of the nation’s humanities collections in museums, libraries, and archives across the country. A recent award to the University of Delaware supports graduate education in the conservation of humanities collections.

Stipends to students enable them to work with faculty of the university and specialists at the Winterthur Museum in order to learn the comprehensive preservation needs of works of art on paper; paintings; textiles; ethnographic, archaeological, and decorative objects; furniture; photographs; library and archival records; and outdoor sculpture.

For more than two decades, the NEH has helped museums, libraries, archives, and historical organizations improve their ability to plan and respond to disasters. Inadequate planning for emergencies remains a serious problem for the nation's cultural institutions. At present, four out of five cultural repositories in the United States lack disaster or emergency plans and the trained staff to carry them out. The Endowment helps to integrate emergency management into all aspects of a collecting institution's operations by supporting preservation education programs and the work of the regional preservation field services that provide the training needed to plan effectively for disaster preparedness and response.

Recent awards to Heritage Preservation, in Washington, DC, have supported the Alliance for Response, a national program to foster collaboration between stewards of humanities collections and state and local emergency management agencies. Forums were held in Houston, Salt Lake City, and Portland (OR), and others are being planned for Chicago, Miami, and Minneapolis-St. Paul to bring together first responders—firefighters, law enforcement officials, and local emergency managers—with representatives of cultural heritage institutions to improve coordination in the event of disasters. Leadership institutes designed to develop strategic partnerships with emergency managers and sustain local disaster response networks were held in Philadelphia and Denver. The Endowment also provided much-needed emergency grants directly to educational and cultural institutions that were affected by Hurricanes Katrina and Rita in 2005, by historic floods in the Midwest in 2008, by Hurricane Irene in 2011, and by Hurricane Sandy in 2012.

#### *Preservation Assistance Grants for Smaller Institutions*

Smaller cultural repositories constitute the large majority of collecting institutions in the United States. These organizations often lack the resources to address the preservation needs of their collections. The Endowment's Preservation Assistance Grants provide small and mid-sized libraries, archives, museums, and historical organizations with awards of up to \$6,000. Funds support on-site consultation by a preservation professional, enable staff to attend preservation training workshops, and help purchase preservation supplies and equipment. In the thirteen years since the program began, 1,655 grants have been made to institutions in all 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. More than 40 percent of these Preservation Assistance Grants represent a first award from the Endowment, good evidence that this grant program effectively reaches institutions not previously served by NEH.

Recent awards include a grant to Valdosta State University in Valdosta, Georgia, to support a preservation assessment of the university's digital collections and the

development of a digital preservation policy, establishing procedures for the care of over 500 gigabytes of data. Available in digital form are some of their most popular collections, including the South Georgia Folklife Collection, East African Art and Artifact Collection, and an index to newspapers. The importance of a digital preservation policy was brought home to Valdosta State recently when it lost a significant amount of data from its computers and external hard drives.

The Hebrew Immigrant Aid Society, founded in 1881 and located in New York, serves as the international migration agency of the American Jewish community. With NEH support it is rehousing 29,000 historic photographs documenting the society's work in the rescue, resettlement, and reunification of refugees and immigrants. The collection includes images from the Holocaust; the transport of Soviet Jewry; the liberation of Jewish populations from Cuba, Egypt, and Romania; and the rescue of non-Jewish refugees from Vietnam and Afghanistan.

### *Sustaining Cultural Heritage Collections*

Libraries, archives, museums, and historical organizations across the country hold collections of books and manuscripts, photographs, sound recordings and moving images, archaeological and ethnographic artifacts, historical objects, and art that facilitate research, strengthen teaching, and provide opportunities for lifelong learning in the humanities. The challenge of preserving such large and diverse holdings for current and future generations is enormous.

Ongoing conservation research in the United States and abroad demonstrates the value of preventive conservation measures, which typically include managing relative humidity and temperature levels in collection spaces, anticipating changes in conditions that may result from natural disasters, providing protective storage enclosures and systems for collections, and safeguarding collections from theft and fire. NEH support for preventive conservation helps ensure the long-term preservation of significant collections.

Cultural repositories are increasingly interested in being "green" and preserving both their humanities collections and the environment. The Sustaining Cultural Heritage Collections program promotes preservation projects that are environmentally sensitive. To encourage such projects, NEH offers planning grants to develop sustainable preservation strategies, which are based on an understanding of the materials in the collections, the performance of the building systems, the nature of the climate, the economic costs, and the impact on the environment.

Planning grants of up to \$40,000 allow institutions to gather interdisciplinary teams of professionals to explore new, cost-effective strategies for the protection of their humanities collections. Beginning in FY 2012, applicants have been able to request an additional \$10,000 to carry out one or more recommendations made by the interdisciplinary planning team during the course of the project itself. One such planning team, consisting of an archivist, architect, engineer, and specialist in preservation

environments, will develop sustainable approaches to preserving collections in the W. Frank Steely Library, Eva G. Farris Special Collections, and Schlachter University Archives at Northern Kentucky University, in Highland Heights, Kentucky. The library's collections include materials on the Colonial and Revolutionary War periods, Civil War diaries and correspondence, family documents and corpora of Appalachian authors, and the papers of Kentucky state legislators and federal political leaders. With a planning grant, the Albuquerque Museum of Art and History in Albuquerque, New Mexico, will also bring together a team of conservators, engineers, and museum staff to create a plan for improved environmental and storage conditions for its collections of Native American, Spanish Colonial, and Anglo-American objects and documents relating to the history and art of the Rio Grande Valley.

Sustaining Cultural Heritage Collections also offers larger awards to implement preventive conservation measures, including the improvement of environmental conditions and storage of collections, and the installation of security and fire protection systems. The National Czech and Slovak Museum and Library in Cedar Rapids, Iowa, will purchase storage furniture to preserve library and artifact collections on the history and culture of Czech and Slovak immigrants and their descendants in the United States. Following a disastrous flood in 2008, portions of the institution's collections that could be salvaged had been stored in temporary quarters, awaiting the rehabilitation, relocation to higher ground, and expansion of its building. The NEH grant will enable the museum to rehouse its collections in an improved storage space within the newly renovated museum building. Another implementation grant will help the Folger Shakespeare Library in Washington, D.C., improve environmental conditions to preserve 256,000 books; 75,000 rare manuscripts; 250,000 playbills; 50,000 prints, photographs and drawings; and audiovisual materials, all of which pertain to the literature, history, and art of Shakespeare and the Elizabethan period.

### *Preservation and Access Research and Development*

Research and Development awards address major challenges in preserving or providing access to humanities collections and resources. Projects formulate new ways to preserve materials of critical importance to the nation's cultural heritage—from fragile artifacts and manuscripts to analog recordings and digital assets subject to technological obsolescence—as well as to develop advanced modes of discovering and using such materials. Research and Development grants may help, for example, to devise innovative ways to protect and slow the deterioration of humanities collections through the use of sustainable preservation strategies; develop technical standards, best practices, and tools for preserving humanities materials that are "born digital"; and ensure that collections of recorded sound and moving images that represent a major part of the record of the twentieth century will remain accessible to future generations.

A recent award to the University of Virginia, for example, has led to the development of an automated tool allowing researchers to uncover archival information attached to specific personal and corporate names appearing in bibliographic records. This effort has resulted thus far in a demonstration site showing the ways that

biographical information contained in finding aids for archival collections can be linked across multiple repositories and with other online sources, ultimately improving the discovery and use of original humanities resources. The project has already contributed to a major initiative to establish a National Archival Authorities Cooperative, a professional standards organization for archival description, which was the focus of a meeting of leaders in the archives and library communities at the National Archives in Washington in May 2012.

With NEH support, the Lawrence Berkeley National Laboratory began to develop and test a machine called IRENE (Image, Reconstruct, Erase Noise, Etc.), a non-contact method to recover sound from old recording media in which high-resolution “maps” of grooved records were optically scanned and played on a computer using a digital stylus. The IRENE technology is currently in use at the Library of Congress and has also been installed at the Raja Muthiah Research Library in Chennai, India. The software and playback equipment has been used in the systematic scanning and digitization of key historic sound recordings and in pilot studies of important collections. This basic research initially funded by NEH has now led to the development of a three-dimensional scanner for cylinders and other discs, funded by other sources, and spurred new studies on extracting sound from damaged, broken, unplayable, and rare formats. Among the early recordings “rescued” are the first known sound recordings, created by Édouard-Léon Scott de Martinville in 1860, the Alexander Graham Bell-Volta Laboratory collection at the Smithsonian Institution 1881-1886, Thomas Edison's experimental “talking doll” recordings from 1887, and a portion of the Phoebe Hearst Museum collection of California Native American field recordings from 1900-1914.

## PUBLIC PROGRAMS

**FY 2014 Request: \$14,000,000**

### **Programs/Grant Categories:**

- America's Historical and Cultural Organizations
- America's Media Makers
- *Bridging Cultures* through Film: International Topics
- Digital Humanities Projects for the Public (new grant category)
- Small Grants to Libraries
- NEH on the Road

NEH's Division of Public Programs supports activities that engage millions of Americans in the study and interpretation of significant humanities works, ideas, and events. While all NEH projects are built on strong scholarship, the Public Programs division has a unique mission within the Endowment—to convey humanities scholarship to the general public. The projects supported take the best scholarship produced in colleges and universities and translate these ideas into formats that are accessible to very broad and diverse audiences. By providing opportunities for people to engage in lifelong learning in history, literature, comparative religion, philosophy, and other fields of the humanities, these programs address the Endowment's two strategic goals: to advance knowledge and understanding of the humanities in the United States and to broaden public awareness of, access to, and support for the humanities.

At the center of every NEH-funded public program is a core set of humanities ideas developed by scholars, matched to imaginative formats that will bring the humanities ideas alive for people of all ages and all walks of life. Public humanities activities funded by the Endowment encourage dialogue, discussion, and civic engagement in communities across the nation. NEH supports a wide variety of interpretive formats, including museum and library exhibitions, reading and discussion series, television and radio documentaries, the interpretation of historic sites, and history and literature programs at hundreds of local libraries and cultural organizations.

One of the primary aims of the NEH's humanities programs for the public is to help Americans to reflect on the lessons of the past and to offer a starting point for thoughtful consideration of contemporary issues, informed and guided by the humanities. As the nation commemorates the Civil War Sesquicentennial from 2011 to 2015, for example, the Endowment will continue to support many substantive and engaging projects probing the war's legacy. A national traveling exhibition and anthology, *Civil War 150: Exploring the War and Its Meaning Through the Words of Those Who Lived It*, brings to life diverse viewpoints on the war through letters, diaries, and other first-person accounts and will tour to 40 communities in 2013 and 2014. *Maine in the Civil War: Making Connections through the Humanities and Digital History* is a community-based project that explores the war's impact and legacy on the local level. Through statewide public conferences, lectures, reading and discussion programs, and online exhibits, this multifaceted project promises to reach audiences across Maine and to serve as a national model of collaboration and community outreach.

A new Endowment initiative, “Created Equal: America’s Civil Rights Struggle,” will encourage public conversations about the changing meanings of freedom and equality in U.S. history. Launched in 2013 to coincide with the 150<sup>th</sup> anniversary of the Emancipation Proclamation, this special program is offering a packaged set of NEH-funded films on Civil Rights history to 500 communities across the nation over three years (from 2013 to 2015). Four powerful documentary films (*The Abolitionists*, *Slavery by Another Name*, *Freedom Riders*, and *The Loving Story*) will be accompanied by in-depth programming resources to help guide productive community discussions. The individual films have already powerfully affected millions of Americans, as these audience comments on the PBS website suggest: “Thank You PBS for telling the story of these brave people which rode those buses in 1961;” “I don't remember the last time I was so shocked, moved, inspired and truly awed by a single TV program. . . .” Deeply grounded in humanities scholarship, these four films tell a remarkable story—about grassroots activism, about the power of individuals to effect change, and about the changing contexts in which Americans have understood and struggled with concepts of freedom and equality. As part of the “Created Equal” project, selected venues across the nation will also receive a traveling exhibition about the Emancipation Proclamation, and small grants will be available to support public programming.

Projects funded through the Endowment’s Division of Public Programs convey the humanities to youth and family audiences through a variety of interpretive formats. Each year, one million visitors tour the Indianapolis Children’s Museum, where an NEH-funded permanent exhibition, *The Power of Children*, tells the stories of three children whose lives made a difference in twentieth-century history: Anne Frank, Ruby Bridges, and Ryan White. A national traveling exhibition developed by the Boston Children’s Museum, *Children of Hangzhou: Connecting with China*, introduced 1.5 million children and families to China’s diverse people, beliefs, and cultural traditions. *Mission US* (produced by Thirteen/WNET, New York) is a multi-media initiative for young people aged 9-13 examining, through immersive animated games, five crucial historical moments in the shaping of American ideals and institutions. In each “mission,” the player assumes the role of a young person of the time, navigates historical settings, investigates primary documents, and experiences multiple perspectives on events. The first program, “For Crown or Colony?” set in colonial Boston in the weeks leading up to the Boston Massacre, has reached nearly 9,700 teachers nationwide and has had an impressive impact on student learning. A study of 50 middle schools across 6 states demonstrated that students who learned about the American Revolution using *Mission US* performed better on a test of historical knowledge and gained significant critical thinking skills.

In FY 2012, 487 applications were received and 56 awards were made for major projects, including 16 radio and television documentaries, with an additional 5 in the *Bridging Cultures* through Film: International Topics grant category; and 30 exhibitions and reading, viewing, and discussion programs. In addition, 34 NEH on the Road grants were made to museums, as well as 50 Small Grants to Libraries awards.

In FY 2013, 500 applications and 55 major awards are anticipated, including 20 radio and television documentaries, with an additional 5 *Bridging Cultures* through Film: International Topics grants; 25 exhibitions and reading, viewing, and discussion programs; and 5 grants in the

new grant category of Digital Humanities Grants for the Public. In addition, 30 NEH on the Road grants to museums are anticipated, as well as approximately 50 Small Grants to Libraries.

In FY 2014, the Endowment expects to receive approximately 550 applications and to make 62 major awards, including 15 radio and television projects, with an additional 8 *Bridging Cultures* through Film: International Topics projects; 29 exhibitions or reading, viewing, and discussion programs; and up to 8 grants in the new Digital Humanities Projects program. In addition, 30 NEH on the Road grants would be made to museums, and approximately 50 Small Grants to Libraries would be awarded.

### *America's Historical and Cultural Organizations*

The Endowment is a major source of support for substantive humanities programs in the nation's historical and cultural institutions, such as museums, libraries and archives, historic sites, and community centers. These projects include exhibitions of artistic, cultural, and historical artifacts; the interpretation of American historic sites, from Monticello to the Grand Canyon; reading and film discussion series in the nation's libraries; lecture series; and other lifelong learning activities. Also supported are programs that encourage creative public dialogue as well as engagement of underserved communities.

Hundreds of NEH-sponsored exhibitions are on view each year at large and small museums and historical sites throughout the country, enabling Americans to learn more about their nation and the world. In 2012, more than 200 permanent and traveling exhibitions were offered in 47 states, Mexico, and Qatar. For example, *S'abadeb—The Gifts: Pacific Coast Salish Art and Artists*, developed by the Seattle Museum of Art, was the first major exhibition to examine the unique artistry and culture of Salish First Peoples of Washington State and British Columbia. The exhibition featured more than 175 works of art from collections around the world that offered a rare glimpse into the daily and ceremonial lives of the 39 sovereign Salish Nations. Many of the works had never before been on view and were for the first time interpreted by Native voices. In Texas, the Bob Bullock Texas State History Museum mounted *Forgotten Gateway: Coming to America through Galveston Island*. Eclipsed by Ellis Island in the popular imagination, the port of Galveston was, at the end of the 19<sup>th</sup> century, one of the top ten immigrant ports of entry for transoceanic travel. This exhibition, which draws on historic artifacts, memoirs and archival materials to tell the story of the immigrants who came to America through Galveston, was viewed by nearly 1.5 million visitors during its five-city tour.

Several recently funded projects interpret notable historic sites central to our nation's Civil Rights history. A new permanent exhibition at the Robert R. Moton Museum in Farmville, Virginia, for example, tells the vivid story of the student-led strike in 1951 that prompted a legal case that struck at Virginia's segregated schools and anchored the landmark *Brown v. Board of Education* decision. The Robert R. Moton High School, the site of that strike, is now a National Historic Landmark. And in Memphis, a reinterpretation of the Lorraine Motel where Martin Luther King, Jr., was assassinated will enable visitors to understand this tragic event against the broader backdrop of the African American struggle for equal rights.

NEH support often enables museums and historical organizations to reach underserved audiences. *It's a Small World After All: Global Citizenship Education for the 21<sup>st</sup> Century*, (a project of Prime Time Family Reading, Inc.) has involved at-risk families in more than 35 states in intensive, six-week reading and discussion programs focused on works of children's literature. This program not only involves families in reading together—a critical step in breaking the cycle of illiteracy—but engages them in reflection and discussion of important humanities themes and questions. Led by trained scholars and storytellers, the Prime Time Family Reading program has a proven track record of building critical thinking skills and improving the academic performance of the children who participate. Similarly, *Story Talk*, a program that uses literary short stories as springboards for group discussion, has a profound impact on many of the individuals who participate at juvenile detention facilities, mental health hospitals, and senior centers. For the teenage girls from a mental health facility in Gadsden, Alabama, *Story Talk* offered a rare opportunity for discussion and understanding. As the discussion leader noted, “In a world where too many of our children are lost, *Story Talk* has found a way to give these young ladies a voice.”

The Endowment continues to welcome imaginative program formats that invite audiences to explore humanities subjects in new ways. For instance, a grant to the Pacific Symphony in Los Angeles supported a collaboration among four symphony orchestras that links the humanities to the performing arts. *Music Unwound* brought multimedia performances of Dvorak's *New World Symphony* and the music of Aaron Copland to audiences in four cities. At each venue, live concerts were enhanced by public programs, lectures, and museum exhibitions placing these composers and their music in a historical context. New York University's Aquila Theatre Company encourages innovative library and theater partnerships at one hundred sites across the country during its project, *Ancient Greeks/Modern Lives*. Through staged readings from Homer's *Odyssey*, town hall discussions, scholar-led reading and discussion groups, and celebrity readings in three major cities, this project opens audiences' eyes to the excitement and enduring relevance of classical drama. Special emphasis is given to reaching military veterans and their families, drawing on the powerful portrayals in Greek drama of the soldier returning home from war.

Beginning in FY 2013, the Division of Public Programs now requires that all grantees in the America's Historical and Cultural Organizations program evaluate the effectiveness of their NEH-funded projects. NEH knows that approximately half of our funded projects currently engage in formal or informal evaluation. Many recipients of NEH planning grants, for example, use a portion of their planning funds to support front-end or formative evaluation, which museums typically employ to help shape the content and interpretive strategies of an exhibition. Application guidelines were revised recently so that an evaluation plan will be required of all grantees. We have also begun a multi-year effort to redesign the final reporting form for grantees and to create an audience response survey and a division-wide database that will allow us, in the future, to collect both quantitative and qualitative data on the reach and the impact of NEH-funded public programs. By the end of FY 2014, we expect to be regularly gathering and recording data on every funded project (including number and types of project activities and their locations, audience size, segments of the public served, learning outcomes achieved, and public responses to NEH-supported public programs).

## *America's Media Makers*

NEH supports media projects—principally film documentaries and radio series—that explore significant figures and events in the history and culture of America and other nations. Programs present fresh interpretations of humanities subjects and provide stimulating and substantive educational opportunities for audiences of all ages. The Endowment also encourages creative approaches that expand the content and reach of television and radio programs—for example, through nationwide public programming or digital formats. To ensure that humanities themes and questions are well conceived, the agency requires that projects draw their content from humanities scholarship and use a team of scholars who are knowledgeable in the subject matter and represent diverse intellectual perspectives. NEH makes a unique contribution by fostering collaborations between media producers and scholars to create programs that deepen Americans' understanding of the humanities.

Endowment-supported media projects continue to garner national recognition and awards for excellence. For example, the film *The Loving Story*, which tells the dramatic story of an interracial married couple whose struggle culminated in a landmark civil rights case overturning anti-miscegenation laws in the United States, recently won a prestigious George Foster Peabody award. In addition, the American Historical Association awarded the film its coveted John O'Connor award for excellence in interpreting history. The NEH-supported documentary, *Freedom Riders*, recently received three Emmy Awards—a rare achievement for a documentary film. Broadcast on PBS's *American Experience* series, the two-hour documentary chronicles the experiences of more than 400 Americans, both black and white, who risked their lives and endured violence and in some cases, imprisonment, to challenge segregated transportation in the American South in 1961. *Freedom Riders* was one of three NEH documentaries to be recognized in 2012 with Peabody awards. The other two recipients were *Charles and Ray Eames—The Architect and the Painter*, a portrait of the husband and wife design team and their impact on twentieth-century design, which was broadcast on the PBS series *American Masters*; and *My Perestroika*, a documentary that examines the dramatic social, cultural, and economic changes that accompanied the fall of communism in the former Soviet Union.

Broadcast on the PBS series *American Experience* in early 2013, *Henry Ford* follows the life story of an industrial giant and one of the most influential men of the twentieth century. The film examines Ford's role in ushering in an era of mass production and mass consumerism, and the stunning impact of the automobile on American life. At the same time, it reveals Henry Ford's complex and deeply conflicted relationship to the world his innovations helped to create. Also airing in 2013, *Shakespeare Uncovered* is a multipart series, hosted by legendary Shakespearean actors and directors who take viewers behind the scenes to explore six of the bard's greatest plays. *The Pilgrims*, a two-hour documentary film directed by Ric Burns, will invite public television audiences to consider the well-known story of the men and women of the *Mayflower* against a more complex global backdrop. Scheduled for broadcast in both the United States and Britain, this film examines the interlocking forces—religious, economic, social, and political—that drove the Pilgrims' journey across the Atlantic and ultimately shaped the American experiment.

Endowment-supported radio programs explore the lives of important individuals, major ideas, and significant historical events. Recent projects include *Afropop Worldwide's* “Hip Deep,” which examines the contemporary music cultures of Africa and the African Diaspora in Lebanon, Hispaniola, India, and Mexico; and the *Audio History Project*, which has uncovered little-known chapters of twentieth-century American history and brought the past to life on public radio. Reaching 12 million listeners with a series of historical documentaries to be broadcast on NPR’s *All Things Considered*, this program examines the broad themes of history and memory and history as news, with stories that echo the news of the day. Finally, inspired by the original NEH-funded *Hidden Kitchens* series on NPR, *Hidden Kitchens World* is a multimedia series that presents life and culture through food, in countries as diverse as England, Australia, Norway, and India. The series probes the historical origins, cultivation and consumption of foods such as chocolate, honey, bread, and wine, across the globe.

The Endowment recently undertook a study to assess the public reach and impact of NEH-funded films in a changing media landscape. The study was conducted to determine how effectively projects funded by the America’s Media Makers program are engaging public audiences. In the past, television broadcast was the primary delivery method for documentary film content. Now, audiences expect to view and interact with content through a variety of vehicles (including, for example, digital television, websites, DVDs, YouTube clips, Internet streams, and social media sites such as Facebook).

The study was designed to learn more about the range of distribution formats used by our grantees to reach and engage the public. Data was compiled on all documentary films that received Production Grants and premiered in 2008 or 2009. Even in an age when public audiences have multiple ways to search for informative content on humanities topics, the study found that NEH-funded films continue to reach an impressive number of Americans through national broadcast on public television. In 2008 and 2009, for example, NEH-supported documentaries attracted more than 51 million viewers. At the same time, these films serve as springboards for many other forms of creative public engagement—through websites, social media, public film screenings, and discussion programs. The fifteen films broadcast in 2008 and 2009, for example, were accompanied by 875 public discussion programs and screenings across the country, which brought public audiences together with distinguished scholars and filmmakers to discuss the ideas presented in the films. NEH-supported documentaries were also the subject of thoughtful articles and essays in popular and influential magazines and newspapers, including *The New York Times*, *The Washington Post*, *The New Yorker*, and *The Los Angeles Times*, attesting to the centrality of NEH films in the nation’s cultural life.

### *Bridging Cultures through Film: International Topics*

Through its *Bridging Cultures* program, the Endowment nourishes growing public curiosity about other cultures by encouraging media makers to develop projects that examine international topics in the humanities. A new grant opportunity launched in 2010, *Bridging Cultures through Film: International Topics*, provides support for documentaries that explore a critical issue in ethics, religion, or politics through an international lens; the life of a world leader, writer, or historical figure; or the history and culture of a specific region of the world. *Women, War and Peace: I Came to Testify*, the first *Bridging Cultures through Film* project to be

broadcast, examined the impact on women of ethnic violence in the Balkans, documenting the first international tribunal to define sexual violence as a war crime. The initial broadcast reached over 3.6 million viewers, and the website and social media campaigns continue to deeply engage audiences across the nation. In the words of one viewer: “These are the kinds of stories that we don’t know about. . . . I have heard from several friends who watched it—they were enlightened to know this story and to learn about the women.” Another *Bridging Cultures* through Film project, *Besa*, tells the powerful and little-known story of Albanian Muslims who sheltered Jews during the Holocaust. *Besa* premiered at the 2012 San Francisco Jewish Film Festival, and was called by CNN “a lesson in interfaith cooperation.”

We are very pleased with the early response to this initiative, which has encouraged experienced filmmakers to consider new topics and to broaden the scope of their projects to include international collaboration. The grant program has also attracted lesser-known filmmakers, giving the Endowment the opportunity to nurture new talent and potentially have a long-term impact on the documentary film field. Upcoming *Bridging Cultures* through Film projects still in the development stage will investigate a wide range of topics, from Mayan history, culture, and beliefs to the role of female singers in transforming religious and secular music in modern Pakistan. In the coming years, through a new partnership with PBS to place selected *Bridging Cultures* films in foreign markets, we anticipate that international distribution of the films will bring the exploration of important international subjects in the humanities to expanded audiences.

#### *Digital Humanities Projects for the Public*

In recent years, many of the Endowment’s awards have fostered the use of new digital technologies to deliver humanities ideas to the public. As media producers and historical and cultural organizations move into the digital age, the agency’s Division of Public Programs has received an increasing number of applications through its regular grant programs for interactive projects that draw on the power of web-based and mobile technologies to engage audiences. Notable projects supported include, for example, the *Museum Without Walls* in Philadelphia, which offers public audiences a multiplatform interpretation of 36 outdoor sculptures in the city’s collection. Spanning two centuries, the collection is the largest in scale of any American city. Illustrating the potential of mobile applications, the interpretation (by art historians and curators) is available to tourists with smart phones as well as on the web. For the more than 25 million people who visit Washington D.C., each year, *Hidden Histories on America’s Front Lawn*, a history of the National Mall now under development, will provide interactive maps as well as thematic investigations of local and national history via mobile devices.

Beginning in June of 2013, the Endowment plans to invite applications to a new grant program specifically for digital humanities projects. We expect to support the following kinds of projects through this grant category:

- virtual field trips, which allow visitors to experience a historic site or museum collection remotely;

- mobile and web-based applications (this might include, for example, location-based tours of historic sites, heritage areas, art collections, or botanical gardens, as well as themed tours, such as an app allowing people to explore places related to the novels of William Faulkner);
- interactive online games for youth and family audiences; and
- innovative interpretive websites.

Regardless of format, the aim of every project funded through the Digital Humanities Projects program must be to deepen the audience's engagement with humanities ideas and questions. We envision this grant category as an opportunity for NEH to play a leadership role, to encourage the integration of new digital technologies in traditional humanities spaces (such as museums and historic sites) as well as to foster the development of innovative, stand-alone digital projects with rich humanities content.

#### *Small Grants to Libraries and NEH on the Road*

The Endowment is committed to extending the reach of high quality educational exhibitions to audiences throughout the country. To achieve this objective, the agency supports two special programs, Small Grants to Libraries and NEH on the Road. Together, these two programs have delivered content-rich exhibitions and accompanying educational programs to nearly 1,000 communities nationwide.

The Small Grants to Libraries program provides support for libraries and other cultural institutions to receive traveling panel exhibitions or pre-packaged reading and film discussion series. For example, the Folger Shakespeare Library received a grant, in partnership with Oxford University's Bodleian Library, for a major exhibition to mark the 400<sup>th</sup> anniversary of the publication of the King James Bible, the most frequently printed and one of the most widely read books in the English language. The exhibition, *Manifold Greatness: The Creation and Afterlife of the King James Bible*, opened in Oxford and subsequently traveled to the Folger Library in Washington and the Harry Ransom Center for rare books and arts and humanities collections at the University of Texas in Austin. From 2011 through 2013, the Folger has also partnered with the American Library Association to tour a 14-panel version of *Manifold Greatness* to 40 selected libraries and community centers throughout the U.S. Each venue receives a small grant from the NEH to mount public programs related to the exhibit, such as lectures by scholars or reading and discussion groups.

The NEH on the Road program circulates smaller versions of previously funded exhibitions to mid-sized museums throughout the country. The program extends the life of funded exhibitions by several years and also brings excellent humanities projects to rural and underserved regions of the nation. NEH provides support to each host site, awarding small grants for local public programming and scholarly activities. Since the first NEH on the Road exhibition opened in 2005, 13 exhibitions have traveled to approximately 215 venues in 40 states, bringing intellectually engaging humanities programs to communities that are typically not served by other NEH grants. For example, *Wild Land: Thomas Cole and the Birth of*

*American Landscape Painting*, which explores the origin of the distinctively American Hudson River School of painting, opened in 2011 at the Brazos Valley Museum of Natural History in Texas and is now booked well into 2015, traveling to such sites as the Ravalli County Museum in Hamilton, Montana, and the district library in Ypsilanti, Michigan. Other NEH on the Road exhibitions examine topics as diverse as the community values associated with family farming, the early history of American aviation, and the lives and careers of Robert E. Lee and Ulysses S. Grant.

When a public library in North Little Rock, Arkansas hosted the NEH on the Road exhibit, “Our Lives, Our Stories: America’s Greatest Generation,” the library was overwhelmed by the positive response to the exhibit from senior citizens, who shared memories of loved ones who served their country during World War II. As the director explains, “For us, it was an education in preserving the past for future generations. We deeply appreciate how a program like this supports the needs of smaller museums and local libraries such as ours.”

For fiscal year 2014, the NEH on the Road program would reach approximately 30 new venues nationwide and would offer opportunities for lifelong learning to thousands of museum and library patrons.



## RESEARCH PROGRAMS

**FY 2014 Request: \$15,435,000**

### **Programs/Grant Categories:**

- Programs Supporting Individual Research
  - Fellowships
  - Summer Stipends
  - Documenting Endangered Languages
  - Awards for Faculty at Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities
  
- Programs Supporting Collaborative Research
  - Scholarly Editions and Translations
  - Collaborative Research
  - Fellowship Programs at Independent Research Institutions

When the Endowment issued its inaugural annual report to Congress in 1966, the report listed the first two objectives of the young agency as “the development of individual scholars” and the “development and dissemination of knowledge of the humanities through research and other scholarly activities.” Developing knowledge and advancing understanding in the humanities remain core strategic goals of NEH and the principal mission of the agency’s Division of Research Programs. The Endowment upholds the highest standards of excellence for those seeking support for scholarly projects with major intellectual significance. While many still think of humanities research as a dusty, unchanging, and solitary endeavor—the lone scholar ardently sifting through archives and libraries—scholarly research in the 21<sup>st</sup> century is dynamic. It is grounded in traditional scholarly methods and best practices, but informed by international networks of scholars and enhanced by new methods of accessing vital documents.

NEH grants for advanced research in the humanities are among those most coveted by American scholars. The Endowment supports research by individual scholars (Fellowships, Summer Stipends, Documenting Endangered Languages, and Awards for Faculty); long-term, complex projects carried out by teams of scholars (Scholarly Editions and Translations and Collaborative Research); and focused, individual projects that draw upon the collections and expertise of leading humanities institutions and overseas research centers (Fellowship Programs at Independent Research Institutions).

Grants support projects in all areas of the humanities from history, philosophy, and literature to classics, religion, and archaeology, as well as those areas where humanistic inquiry intersects with the sciences, medicine, and technology. Projects encompass the most significant political, philosophical, and literary ideas in American and international intellectual traditions. Many NEH-supported projects have direct relevance to current events. For example, immediately after the tragic events of 9/11, when policy-makers, scholars, and students needed to know more about the workings of the Taliban they could turn to David Edwards’ *Before Taliban: Genealogies of the Afghan Jihad* (University of California Press, 2002). When they

needed to know more about the political, military, and humanitarian crisis in central Africa, they could consult W. M. Daly's *Darfur's Sorrows* (Cambridge University Press, 2007). Both Edwards and Daly received NEH support well before the respective crises entered public consciousness. Indeed, the humanities inform all areas of American life and provide perspectives that help citizens think about their world. If Americans need to understand the history of personal credit and early state intervention in credit markets, they can read Carl Wennerlind's *Casualties of Credit: The English Financial Revolution, 1620-1720* (Harvard University Press, 2011). Readers interested in what history teaches us about good government can study Ian Morris's acclaimed *Why the West Rules—For Now: The Patterns of History, and What They Reveal About the Future* (Farrar, Straus, and Giroux, 2010). All of these scholars completed their work using NEH grants awarded through the Endowment's Division of Research Programs.

An informed examination of our nation's history would not be possible without the basic building blocks of scholarship. For instance, Eliga H. Gould's *Among the Powers of the Earth: The American Revolution and the Making of a New World Empire* (Harvard University Press, 2012)—supported by a NEH fellowship in 2006—builds on Endowment-supported scholarly editions projects, including the papers of John Adams, Henry Laurens, and Andrew Jackson. Indeed, NEH is a major source of funding for authoritative editions of the papers of the country's most important historical figures, including Martin Luther King, Jr., George C. Marshall, Eleanor Roosevelt, and Albert Einstein; and such notable statesmen as Benjamin Franklin, George Washington, Thomas Jefferson, James Madison, James Monroe, and Abraham Lincoln, as well as editions of the writings of quintessential American authors such as Emily Dickinson, Walt Whitman, Mark Twain, and Ernest Hemingway. American scholars also receive funding to edit the work of thinkers, writers, and artists from other countries, including, for example, ballads of Sephardic Jews in medieval Spain, the letters of poets Elizabeth Barrett and Robert Browning, the papers of essayist and historian Thomas Carlyle, and the operatic works of Giuseppe Verdi. These authoritative editions provide scholars with the raw materials of scholarly inquiry, and their growing availability on the World Wide Web means greater access for the general public as well as for teachers and students in classrooms worldwide.

Recent years have shown that scholars remain fascinated by the American Civil War, and a reading audience is eager to learn more about all aspects of this all-important event in U.S. history. In the most recent fiscal year, the Endowment supported several new studies of the Civil War—on the literacy and reading habits of southern soldiers during the war, providing us with a rare glimpse of daily life in the Confederate army; on the importance of *The Christian Recorder*, a journal supported by the AME church, as an outlet for the political and creative writing for newly freed African Americans; on the political and social challenges that faced the U.S. government as it considered how to best use its army to occupy Southern states during Reconstruction; and a number of editions of the papers of figures in the Civil War, including Abraham Lincoln and Jefferson Davis. The NEH-supported Freedmen and Southern Society documentary edition project is creating a documentary history of the transition from slavery to freedom in the U.S. South in the years 1861 to 1867 through the words of newly freed slaves, former slaveholders, soldiers, and civilians from both the North and the South. Also of note is the recent publication of Volume 32 of *The Papers of Ulysses S. Grant*. Begun in 1962, the Papers of Ulysses S. Grant Project has now published all known papers and letters of the great

Civil War general and president, thereby completing a lasting scholarly monument and resource for the study of Grant. Project staff will produce a new, authoritative edition of a work long recognized as an American classic: *Grant's Memoirs*.

The Endowment encourages applicants to harness the vast potential of advanced digital technology in the conduct and dissemination of research whenever possible. For example, a grant to Julia A. King at St. Mary's College of Maryland will bring together results of disparate archaeological fieldwork on European settlers in the Chesapeake in the 17<sup>th</sup> and 18<sup>th</sup> centuries. As a part of the project, King and an international team of scholars and graduate students will create an online database describing over 350,000 artifacts recovered from thirty-three archaeological excavation sites along the Potomac River and the Chesapeake Bay. With this powerful digital tool, scholars will be able to compare for the first time related artifacts held by museums around the world to better understand colonial trade, native/non-native interaction, and the formation of urban centers. Another grant, involving an international team of scholars led by Richard Freedman from Haverford College in Pennsylvania, is supporting the reconstruction and online publication of a corpus of over 300 French Renaissance songs for multiple voices. This newly discovered, 16-volume songbook by Nicolas du Chemin defined the performance of secular music in Paris and other European cultural centers during the latter half of the sixteenth century. And a grant to Donald DeBats of the Virginia Foundation for the Humanities in Charlottesville is supporting the development of an interactive digital resource of voting records in two mid-nineteenth-century cities: Alexandria, Virginia, and Newport, Kentucky. These cities maintained detailed, unique voting records for their citizens in a time when votes were cast by voice, not by secret ballot. Such a research tool will allow scholars to better understand how citizens participated in government during a period of change and upheaval.

### **Programs Supporting Individual Research**

American scholars in the humanities are among the most productive and innovative in the world. They are leaders in their respective fields of inquiry. To remain so, however, they need what all scholars need: time to conduct basic archival and library research, to read and analyze materials, and to write in a way that communicates insights that are both scholarly and accessible for a broad readership. NEH support of individual scholars, although relatively modest in terms of dollars, offers this most basic commodity: NEH Fellowships provide scholars with six to twelve months of support to carry out sustained research and writing on a topic in the humanities, and Summer Stipends awards enable scholars to devote two uninterrupted months to a project.

Since the first years of the Endowment, the agency's programs in support of individual research and scholarship have proven to be an effective and efficient means of supporting humanities research, resulting in the publication of nearly 8,000 books. Grantees also publish articles, make presentations to both specialized and general audiences, and use their research to enrich their teaching.

In FY 2012, NEH awarded 176 Fellowships and Stipends from a pool of 2,454 applications. In FY 2013, 190 awards are anticipated from an applicant pool of 2,435. At the

proposed budget level in FY 2014, the Endowment expects to award 182 grants from approximately 2,435 applications.

### *Program Evaluation*

During FY 2012, the Endowment conducted the first large-scale evaluation of the NEH Fellowships program, focusing on outcomes and impacts of awards made from 2002 through 2004. To understand the Fellowships program's impact for creating significant new knowledge through support for research and writing, usually leading to a major publication, NEH analyzed the outcomes of 520 awards made between FY 2002 and FY 2004 and compared these results with a group of unfunded applicants during that same period, as well as with award winners from similar, private sector fellowships programs. To augment the quantitative analyses, the 520 awardees were surveyed on a range of topics relating to their NEH funding.

The results of the evaluation are impressive and publicly available at the Endowment's website. Within seven years of the close of their grant periods, 96 percent of surveyed fellows reported publishing a book or article as a result of their grant, and over 70 percent of all awards resulted in major book-length publications. Moreover, awardees reported overwhelmingly that their awards allowed them the time to conduct deeper, more meaningful research than would have otherwise been the case and to write clearer, more widely accessible books and articles. Almost 80 percent of fellows reported that their NEH awards enabled them to leverage additional support from their employers or other grant-making institutions, and over half found that their NEH-supported research had direct, immediate implications for their teaching.

Finally, the evaluation project made it clear that the Endowment's system of peer review helps democratize government funding for the humanities. For independent scholars and teachers at smaller, more rural institutions of higher education, the opportunity afforded by NEH Fellowships is often a lifeline. For example, independent scholar Daniel Sharfstein commented about his decision to apply to NEH in 2004, "I thought of it as one last chance to realize my dream. If it did not work out, then I would move on with my life in legal practice. I will never forget the day the notification from the NEH arrived in the mail, just as I will never forget what the fellowship enabled me to do. I spent the year immersed in research. . . . Even though I was an independent scholar, the fellowship opened up an entire world to me, a community of historians and legal scholars who embraced my work and gave me invaluable feedback during the years I spent researching and writing it. The fellowship led to additional funding opportunities, [and] an academic position at Vanderbilt [University]." In 2011, Mr. Sharfstein published *The Invisible Line: Three American Families and the Recent Journey from Black to White* (Penguin), a study of the intersection of race, law, and everyday life, which has recently won two prestigious prizes and received reviews in publications as diverse as the *Yale Law Journal*, *The New York Times*, and *The AARP Bulletin*.

### *Fellowships and Summer Stipends Program*

NEH Fellowships and Summer Stipends are awarded to a wide range of scholars in diverse settings, from colleges and universities to research institutes, as well as to independent scholars without teaching appointments. For example, Gregory Barnhisel, a professor of English

at Duquesne University in Pittsburgh, received a fellowship to write a history that documents the efforts of U.S. cultural diplomats to win over European intellectuals during the Cold War, thereby creating an intellectual bulwark against communism. Miriam Pawel, an independent scholar living in Pasadena, California, received a fellowship to write a new biography of Cesar Chavez based on thousands of hours of rare recorded speeches, interviews, and meetings. Mark Wilson, an associate professor of history at the University of North Carolina, Charlotte, received a fellowship to examine how the American business community mobilized in response to the Second World War. And Douglas Howard, professor of history at Calvin College in Grand Rapids, Michigan, received a summer stipend to write a 600-year history of the powerful Ottoman Empire. Using previously untapped sources, Howard will illuminate such issues as the rise of Islam in the Middle East and the Balkans, Russia's historic relationship with the Ottomans, and the Empire's evolving relationship with European governments.

Some products of NEH-supported projects appeal to a broad readership. Recent notable examples include Susan Reverby's *Examining Tuskegee: The Infamous Syphilis Study and Its Legacy* (University of North Carolina Press, 2009), research for which led the author to discover early experiments on human subjects in Guatemala; Larry Stempel's *Showtime: A History of the Broadway Musical Theater* (W. W. Norton, 2010), a deeply researched study of the transformation of musical theater over the twentieth century; and Pauline Maier's *Ratification: The People Debate the Constitution, 1787-1788* (Simon and Schuster, 2010), which tells the inspiring, dramatic story of how the yearlong debate over ratification of the U.S. Constitution illuminated popular hopes and fears for the new country.

NEH-supported publications often win academic, scholarly, and literary prizes, such as Pulitzer Prizes for history and biography, National Book Awards, the Bancroft Prize (generally recognized as the most prestigious award in the field of American history), and other awards for intellectual distinction. In 2012, for example, scholar and journalist Anne Applebaum was named a finalist for the National Book Award for her extensively researched *Iron Curtain: The Crushing of Eastern Europe, 1945-1956* (Doubleday, 2012). Applebaum received a fellowship in 2009 to conduct archival research in Poland, Hungary, and the former East Germany, and her book has received extensive praise in both the scholarly and popular presses. Each year, prestigious scholarly organizations—among them the American Historical Association, the Organization of American Historians, and the Modern Language Association—confer prizes for excellence on books written by scholars who held NEH fellowships or summer stipends. Such awards confirm that Endowment grants are supporting high-quality projects and that the results are being widely disseminated. In 2012, for example, the Organization of American Historians awarded its Avery O. Craven Award for most original book on the U.S. Civil War to Nicole Etcheson of Ball State University in Muncie, Indiana, for *A Generation at War: The Civil War Era in a North Community* (University of Kansas Press, 2011). The 2012 George Washington Book Award—given annually by Washington College and the Gilder Lehrman Institute of American History for best book on America's founding—was awarded to Maya Jasanoff of Harvard University for *Liberty's Exiles: American Loyalists in the Revolutionary World* (Vintage, 2012). Both Etcheson and Jasanoff received support for their work through NEH's Summer Stipends program.

*Awards for Faculty at Historically Black Colleges and Universities, Hispanic-serving Institutions, and Tribal Colleges and Universities*

In response to several Presidential Executive Orders, the Endowment provides opportunities specifically for faculty members at historically Black colleges and universities, Hispanic-serving institutions, and tribal colleges and universities. The Awards for Faculty program provides flexible grants to better serve the unique needs of scholars at these institutions who struggle to maintain their credentials as scholars while teaching under the most challenging conditions. The program supports a variety of research efforts that lead not only to publication, but also to classroom enrichment or public programs. Awards have supported work on a wide range of topics by scholars from a range of institutions. For example, Julie Weise, associate professor of history at California State University, Long Beach, received a grant to study the changing status of Mexicans and Mexican-Americans in the U.S. South between 1910 and 2010. Denise Low, adjunct professor of Native American literatures at Haskell Indian Nations University in Lawrence, Kansas, received an award to create an online edition of the 1879 ledger notebooks of seven Cheyenne men. These notebooks record the men's experiences in connection with the tragic 1878 Fort Robinson prison breakout, in both narrative and drawings. And Dirk Philipsen, professor of history at Virginia State University in Petersburg, received an award to write the first history of the rise of the Gross Domestic Product as the dominant indicator of economic health and well-being.

*Ongoing Partnerships with Other Agencies and Institutions*

NEH's system of peer review is widely respected for its fairness and rigor, and it is therefore fitting that other government agencies have sought out the expertise of the Division to help them deliver large-scale peer review for individual scholars. With over forty-five years of experience in evaluating scholarship, the Endowment has entered into three strategic partnerships that further extend the agency's mission to support individual research.

*NEH-National Science Foundation: Documenting Endangered Languages*

In FY 2014, the Endowment will continue its multi-year funding partnership with the National Science Foundation to provide awards to scholars engaged in recording and archiving key languages before they become extinct. This collaborative program, Documenting Endangered Languages (DEL), is made urgent by the imminent demise of an estimated half of the 6,000 to 7,000 currently used languages worldwide. DEL fellowships support fieldwork and other activities relevant to recording, documenting, and archiving endangered languages, including the preparation of lexicons, grammars, texts, and databases—usually in partnership with the peoples whose languages are in jeopardy.

Documenting the rich heritage of Native American languages is a priority for the program. Ellavina Perkins, for example, an independent scholar living in Flagstaff, Arizona, is using NEH funds to write a Navajo grammar to be used by schools and communities in Arizona, New Mexico, and Utah. Timothy Thornes of the University of Central Arkansas received funding to work with a small group of tribal elders to document the grammar of the North Paiute people, who live in isolated communities in Nevada, Idaho, eastern California, and Oregon.

Stacey Oberly of the University of Arizona in Tucson will record the rapidly disappearing language of the Ute tribes of central Colorado. Fellowships under this initiative also can be used to document languages far removed from U.S. shores. With a recent grant from NEH, independent scholar John Keegan is conducting fieldwork leading to the documentation of seventeen disappearing languages of the Sara-Bagirmi language family spoken primarily in southern Chad.

*Library of Congress: John W. Kluge Fellowships Program*

Since 2003, the Endowment has administered the evaluation of applications submitted to the Library of Congress's John W. Kluge Fellowships Program. This program provides stipends to junior scholars from the United States and abroad to conduct research in America's richest humanities collections at the Library. The Kluge Center—a public/private center for scholars working in the collections of the Library of Congress—pays for the awards and for the costs incurred by NEH staff to conduct the peer review of applications. The Endowment's collaboration with the Library of Congress also provides for the opportunity to jointly fund fellowship awards, thereby extending the impact of both the Endowment and the Library.

*Japan-US Friendship Commission: Fellowships for Advanced Social Science Research on Japan*

Since 2004, NEH has administered the evaluation of applications and serves as fiscal agent for fellowships awarded by the Japan-United States Friendship Commission. These awards encourage American scholars to pursue advanced social science research on contemporary Japan, the historic relationship between the U.S. and Japan, and the evolving relationship of Japan with its East Asian neighbors. Like the Endowment's collaboration with the Library of Congress, its partnership with the Japan-U.S. Friendship Commission provides the opportunity for jointly funded fellowship awards, thereby extending the impact of both partners.

**Programs Supporting Collaborative Research**

Modern scholarly endeavors increasingly require the collaboration of many researchers working across a wide range of specialties or scholars working together in research centers and archives. The Endowment nurtures such collaborative efforts through three programs—Scholarly Editions and Translations, Collaborative Research, and Fellowship Programs at Independent Research Institutions.

In FY 2012, the Endowment made 49 awards in Scholarly Editions and Translations, Collaborative Research, and Fellowship Programs at Independent Research Institutions from a pool of 202 applications. In FY 2013, 50 awards are anticipated from 210 applications received. At the FY 2014 request level, the agency anticipates making 48 awards from a pool of approximately 210 applications.

*Scholarly Editions and Translations*

Scholarly Editions and Translations grants support the preparation of important texts and documents of enduring value that otherwise would be relatively inaccessible to scholars and the public. Scholarly editions projects involve significant literary, philosophical, and historical materials, with the majority being in U.S. history and literature. Most are produced in print editions but increasingly also in a variety of digital formats. Recent grants have supported, for example, editions of the papers of such major historical figures as George Washington, Thomas Jefferson, Dolley Madison, Abraham Lincoln, Andrew Jackson, Dwight D. Eisenhower, and Thomas Edison; and such literary and cultural figures as Ralph Waldo Emerson, Virginia Woolf, William F. "Buffalo Bill" Cody, and Mark Twain.

Other teams of researchers are preparing editions of documents important to the nation's history. For example, *The Documentary History of the Ratification of the Constitution and the Bill of Rights* project at the Wisconsin Historical Society collects and publishes the documentary record of the debate over the ratification of the U.S. Constitution and the Bill of Rights between 1787 and 1791. The project staff has searched hundreds of libraries, historical societies, and other possible sources throughout the United States and Europe for documents written by members of the Constitutional Convention of 1787, the Confederation Congress, the thirteen state legislatures that called ratifying conventions, members of those ratifying conventions, and other contemporaries. The *Documentary History* is a powerful research tool, and the quality and variety of material underscores the assertion that the debate over the Constitution forms the greatest body of political writing in American history.

Another scholarly edition, *The First Federal Congress Project* at the George Washington University in Washington, D.C., is publishing the complete record of the First Federal Congress, 1789-1791, including official records and primary material such as letters and diaries that document the actions, debates, and thoughts of that precedent-setting body and its members. The proceedings of the first congress form a unique and remarkable record of the hopes and fears of contemporaries about the health of the young republic.

Editions projects also make accessible the records of great cultural, literary, and intellectual achievements. In the field of literature, for example, NEH awarded funding for a project at Emory University in Atlanta, Georgia, to edit the letters of the influential Irish poet, novelist, and playwright Samuel Beckett. The first and second volumes, published by Cambridge University Press in 2009 and 2010 respectively, received impressive reviews in venues as diverse as *The Times Literary Supplement*, *The Washington Post*, *The Economist*, and *The New York Times Book Review*. Volume two received the Modern Language Association's 2011 Morton N. Cohen Award for the most distinguished edition of letters. Also in literature, an editorial team headed by Sandra Donaldson at the University of North Dakota completed a five-volume edition of the works of Elizabeth Barrett Browning. This work is the first modern scholarly edition of the great Victorian poet's works and includes both published and hitherto unpublished and unknown texts, along with a substantial critical apparatus. The Scholarly Editions and Translations program also supports a number of projects relating to the history, theory, and criticism of the arts. For example, the Music of the United States of America project is devoted to expanding the legacy of American music available for study and performance. The

project recently published the complete works of John Phillip Sousa and Charles Ives, and the *Laura Ingalls Wilder Songbook*, a treasury of traditional American music.

NEH also has a long history of supporting translations into English of significant literary and historical works from a wide variety of languages. A recent grant to Professor Charles Haberl at the Rutgers University in New Brunswick, New Jersey, for example, supports the preparation of the first print and online translation of the ancient Book of John, a text central to the Mandaean religion. The small Mandaean community, which was concentrated in Iraq until the last decade, is the only surviving Gnostic religious sect, and the Book of John provides unique links to the Old Testament as well as to early Jewish and Islamic religious practice. Another recent translation grant to Professors Maria Antonia Garcés of Cornell University and Diana de Armas Wilson of the University of Denver supported the publication of *An Early Modern Dialogue with Islam: Antonio da Sosa's Topography of Algiers* (University of Notre Dame Press, 2011). Da Sosa's work, first published in 1612, provides an important glimpse of daily life in a trading center that was located at the crossroads of the Mediterranean, a melting pot for Christians, Jews, and Muslims.

### *Collaborative Research*

Collaborative Research grants support teams of researchers involved in a variety of large-scale domestic and international projects, including archaeological excavation and interpretation, scholarly conferences, and wide-ranging original research that significantly adds to our understanding of historical issues and cultures worldwide. For example, Aaron Burke, professor of archaeology at the University of California, Los Angeles, received funding to lead an international excavation of a Bronze Age Egyptian garrison located near modern-day Jaffa, Israel. The site reveals a thriving community of Canaanites, and the project will document the extent to which these inhabitants interacted with and resisted the Egyptian forces stationed there. Professor of History Don Doyle at the University of South Carolina received support to convene an international conference of historians, philosophers, legal scholars, and political scientists to examine global secession movements and the violence they often engender. The three-day conference resulted in *Secession as an International Phenomenon: From America's Civil War to Contemporary Separatist Movements* (University of Georgia Press, 2010), a collection of essays edited by Doyle. And, with NEH support, Kenneth Winkle, professor of history at the University of Nebraska, Lincoln, directs a team of scholars who are documenting dramatic changes in the city of Washington, D.C., during the Civil War. The city, as the symbolic and strategic seat of the Union war effort, also became the hub of the wartime antislavery movement and the locus of federal efforts to promote emancipation and civil rights. The project website ([www.civilwardc.org](http://www.civilwardc.org)) will hold data, maps, essays, and other material useful to scholars and students alike as they seek to understand life in Washington during the Civil War. Tourists, too, will benefit from the maps that guide them to Civil War sites throughout the area.

### *Fellowship Programs at Independent Research Institutions*

Grants through the NEH Fellowship Programs at Independent Research Institutions program support residential fellowships at major U.S. research centers located at home and abroad, as well as fellowships awarded under the auspices of U.S. organizations that facilitate

international research. NEH supports institutions as varied as the Huntington Library in San Marino, California, and the American Center for Oriental Research Institute in Amman, Jordan, and funds individual research in China through the American Council of Learned Societies. The program recognizes that intellectual exchange and collaboration are vital to the scholarly enterprise and to advanced research in the humanities. These partnerships expand the access of American scholars to important research collections and scholarly communities, including many with extremely rare and specialized expertise. NEH funds partially support the costs of fellowship stipends, while the partner institution covers such resources as meals, lodging, copying and library services, computer access, and, in the case of organizations supporting international research, assistance in securing the necessary visas and research permits. NEH grants to the institutions support 75-80 individual fellows annually.

Awards made through this program yield a wide range of published scholarship. For example, Chad Williams of Hamilton College in Clinton, New York, held a NEH fellowship at the Schomburg Center for Research in Black Culture at the New York Public Library. With his award, he conducted research in the Schomburg's extensive collections and wrote *Torchbearers of Democracy: African American Soldiers in the World War I Era* (University of North Carolina, 2010). Vincent Carretta, professor of English at the University of Maryland, held his NEH-supported fellowship at the John Carter Brown Library in Providence, Rhode Island. With the research accomplished during his award, he wrote *Phillis Wheatley: Biography of a Genius in Bondage* (University of Georgia Press, 2011), a study of the first English-speaking person of African descent to publish a book and only the second woman—of any race or background—to do so in America. Rachel McDermott, associate professor of Asian cultures at Barnard College in New York City, received NEH support to conduct research at the American Institute for Indian Studies in New Delhi. During her term abroad, Professor McDermott researched and began writing *Revelry, Rivalry, and Longing for the Goddesses of Bengal: The Fortunes of Hindu Festivals* (Columbia University Press, 2011), the first English-language book to describe the elaborate ceremonies that are central to understanding Hindu culture on the Indian subcontinent.

## OFFICE OF DIGITAL HUMANITIES

**FY 2014 Request: \$4,450,000**

### **Programs/Grant Categories:**

- Digging Into Data Challenge
- Digital Humanities Start-Up Grants
- Digital Humanities Implementation Grants
- Institutes for Advanced Topics in the Digital Humanities
- NEH/German Research Foundation Bilateral Digital Humanities Programs

In 2006, the National Endowment for the Humanities established an Office of Digital Humanities to foster the development of world-class, leading-edge research and education in the emerging field of digital humanities. As our world becomes increasingly digital, computationally intensive research methods become critically important to the humanities, as well as to many other disciplines. Since the advent of the Internet, we have seen the creation of vast databases of digital books, newspapers, photographs, music, and other materials. These and other research resources are the traditional materials studied by humanities scholars. But now that we have access to literally millions of pages of materials in digital form, how does this change the very nature of humanities research? How does the large scale—and the availability of large-scale computing—change the research paradigm? These are among the important and fundamental questions being addressed by the Endowment and by NEH-supported researchers.

NEH's leadership role in the field of the digital humanities has been widely acknowledged in the humanities community and has received a good deal of publicity in the popular press. In November 2010, for example, *The New York Times* published the first in a series of articles entitled "Digital Keys for Unlocking the Humanities' Riches" (<http://www.nytimes.com/2010/11/17/arts/17digital.html>). In this widely read piece, the *Times* noted that "This latest frontier is about method . . . using powerful technologies and vast stores of digitized materials that previous humanities scholars did not have." The article then discusses the work of NEH, including in-depth examples of a number of Endowment-funded projects. In June of 2011, the influential journal *Nature* featured several NEH-funded projects and published an editorial in which they observed that ". . . the field of digital humanities is flourishing."

More recently, in July 2012, the AIDS Memorial Quilt was exhibited on the National Mall in Washington, DC, as part of the Smithsonian Institution's annual Folklife Festival. For the first time, the huge quilt—so large it can rarely be displayed in public—was accompanied by a digital exhibition that allowed members of the public to search and view it online. The digital exhibition was created by the University of Southern California (USC) in collaboration with the University of Iowa and funded via a unique partnership between NEH and Microsoft Research. After making the original grant to USC, NEH staff contacted Microsoft to inquire if they would be willing to provide assistance. Seeing the importance of this project to a wide audience, as well as the interesting technology problems being tackled, Microsoft responded positively and provided critical hardware, software, and support to the effort. The project was a success, and it received extensive press coverage.

In July 2012, NEH made a major award to support the Digital Public Library of America (DPLA), a groundbreaking project that seeks to digitize and bring together the contents of our nation's libraries and archives, and make them freely available to all online. The overarching goal is to use the power of the Internet to ensure that students in every part of our nation have access to the incredible resources of our best libraries. The DPLA has generated a great deal of interest in the humanities community. NEH, through its Office of Digital Humanities, will be working with the DPLA team to help make this ambitious project a success.

As these examples (and many others) attest, NEH is one of the key players in this new field. This work is also having an impact on higher education in the United States: More and more leading universities are adding digital humanities laboratories and centers and hiring new digital humanities faculty. For example, in October 2011, the University of Nebraska, Lincoln announced six additional job openings in the digital humanities. American universities, assisted by NEH funding, are leading the world in this important new field of research.

The Endowment's Office of Digital Humanities administers a number of innovative grant programs aimed at moving the field forward rapidly:

#### *Digging into Data Challenge*

The Digging into Data Challenge funds cutting-edge collaborative research from top U.S. scholars and scientists working with colleagues in Canada, the United Kingdom, and the Netherlands. The program seeks to spark new research methods that use advanced computing to query massive digital datasets of books, newspapers, music, economic data, survey data, or other materials typically studied in the humanities and social sciences. The program uses the "challenge" format to create interest in the field and encourage innovative research. The Endowment recognized that with the explosion of Internet-based digital materials, this grant opportunity would be of interest to a wide variety of scholars and funders of advanced research in the U.S. and internationally.

The Digging into Data Challenge has received a great deal of attention in the press, including articles in *The New York Times*, the United Kingdom's *Times Higher Education*, and the Canadian *Globe and Mail*. In March 2013, for example, many newspapers in the U.S. and around the world reported the surprising findings published in the most recent issue of the British medical journal, *The Lancet*, that death from atherosclerosis disease was not uncommon among pre-industrial and pre-agricultural people. The disease had previously been assumed to be a product of contemporary lifestyles. The team of medical researchers and humanities scholars, which received major funding from NEH, came to their conclusions after analyzing CT data gathered from a group of mummies spanning more than 4,000 years.

The Digging Into Data program, which NEH manages, is co-sponsored by nine other national and international research funders: the Arts & Humanities Research Council (United Kingdom), the Economic & Social Research Council (United Kingdom), the Canada Fund for Innovation (Canada), the Institute of Museum and Library Services (United States), the Joint Information Systems Committee (United Kingdom), the Natural Sciences and Engineering Research Council (Canada), the National Science Foundation (United States), the Netherlands

Organisation for Scientific Research in collaboration with The Netherlands eScience Center (NLeSC) (Netherlands), and the Social Sciences and Humanities Research Council (Canada). NEH's \$600,000 investment in the program is leveraging a total of approximately \$6 million from colleague agencies around the world.

In FY 2012, there was an enthusiastic response to this competition, with 67 international teams submitting grant applications, indicating this is an area of great interest to the field. Some notable projects that received awards include:

- From early civilization through the present day, one of humankind's greatest challenges has been how to deal with the threat of pandemic diseases like cholera, smallpox, measles, AIDS, or SARS. Just as a virus can move from person to person, so too does information *about* a virus move rapidly during a pandemic. In fact, one of the keys for controlling and treating widespread outbreaks is to study and control information about the disease: Who is getting sick and who is not? What treatments are working? Is information about disease prevention getting to the right people? An NEH-funded team from Virginia Tech University and the University of Toronto in Canada are seeking to harness the power of data mining techniques with the interpretive analytics of the humanities and social sciences to learn more about how information flows during a pandemic. The group will be studying the archives of over 100 different newspaper titles that covered the 1918 influenza outbreak. Their goal is to apply the latest in computational techniques to learn how information about a pandemic spreads, with the hope that this can also teach us valuable lessons for disease control today.
- A team from Indiana University and the University of East London, University of Dundee, and the University of London in the United Kingdom are developing a multi-scale workbench, called "InterDebates." The goal of the project is to dig into the data provided by hundreds of thousands, eventually millions, of digitized books, bibliographic databases of journal articles, and comprehensive reference works. The team's hypotheses are: that detailed and identifiable arguments drive many aspects of research in the sciences and the humanities; that argumentative structures can be extracted from large datasets using a mixture of automated and social computing techniques; and, that the availability of such analyses will enable innovative interdisciplinary research, and may also play a role in supporting better-informed critical debates among students and the general public.

In 2012, the Council on Library and Information Resources (CLIR) released an NEH-funded report titled *One Culture: Computationally Intensive Research in the Humanities and Social Sciences*. This report comes on the heels of an exhaustive two-year evaluation conducted by CLIR staff that analyzed the research outputs of the NEH's international grant competition. The study highlighted the importance of the program, noting that "The implications of these projects and their digital milieu for the economics and management of higher education, as well as for the practices of research, teaching, and learning, are profound, not only for researchers engaged in computationally intensive work but also for college and university administrations, scholarly societies, funding agencies, research libraries, academic publishers, and students." The

study's recommendations were very helpful to the Endowment, leading to many improvements to our grant processes, as well as giving us a roadmap for future research.

### *Digital Humanities Start-Up Grants*

Digital Start-Up Grants is a “seed grant” program that is designed to spur innovative research and education projects in the digital humanities. The program takes a “high risk/high reward” approach, trying to identify exciting new research by American scholars, universities, libraries, archives, or non-profits that use technology in an innovative way. These small grants (ranging from \$30,000 to a maximum of \$60,000) result in plans, prototypes, or demonstration models for long-term digital humanities projects. Successful Start-Up grants that have demonstrated their impact on the field are encouraged to pursue larger implementation funding at a later stage. This program quickly became one of the highest application volume grant opportunities at NEH. The large number of applications and the high quality of awards suggest that the Endowment has tapped an important unmet need in the humanities. Some notable recent grants include:

- In 1871, while traveling in the Congo, the Scottish explorer David Livingstone witnessed a massacre of hundreds of Africans by Arab slave traders. Livingstone, in ill health and almost out of supplies, including paper and ink, used an old newspaper and ink made from berries to keep a diary of what he saw. This diary was recently rediscovered, but the ink had almost completely faded, making it unreadable. With Start-Up grant funding from NEH, an international team of scholars and scientists at UCLA made headlines around the world recently after they successfully used high-tech, multi-spectral imaging technology to reveal Livingstone's words, shedding new light on one of the most important historical figures of the 19<sup>th</sup> century.
- The Photogrammar Project is a Yale University Public Humanities Project designed to offer an interactive web-based open source platform for the 160,000 photographs created by the federal government from 1935 to 1943 under the Farm Securities Administration and Office of War Information. The images offer an archive of American life that is a resource for students, academics, and the public at large. The interactive map will map the photographs over historical county and census data. Additionally, users will be given the tools to be able to construct statistical graphics and visualization from the data.

### *Digital Humanities Implementation Grants*

This is the Endowment's newest digital humanities grant category—one created in response to many requests from the field. The Implementation Grants program targets projects that have already demonstrated a successful beginning phase and that have a clear plan for moving towards full implementation. The program offers larger grants than the Start-Up Grants program to enable projects to develop fully and have maximum impact on the field. While many of the applicants are former Start-Up grantees, the program is also open to other researchers who have successfully completed initial planning phases of their project. The program made its debut in 2012 and proved to be extremely competitive, with 63 applications—many of them projects that had completed a successful Start-Up grant. Of the 63, FY 2012 funding enabled us to make

7 awards, for a funding ratio of only 11 percent. We anticipate approximately the same application and funding ratio again in FY 2013 and FY 2014. Some notable grants include:

- A team of computer scientists and literature scholars at the University of California, Berkeley will be working to further development of the WordSeer platform, which provides computational analysis and visualization tools for literary researchers. Wordseer harnesses the power of technology to allow research over very large collections of text. The platform will be available for general use but also will include three new case studies being conducted in conjunction with scholars at other universities, including: interviews and writings of North American slaves (University of California, Berkeley); the works of Stephen Crane (Emory University); and the complete works of Shakespeare (University of Calgary, Canada).
- A group of historians and scientists at the University of Virginia will be working to further develop MapScholar, an online interactive tool that allows humanities scholars, students, and teachers to combine digitized historic maps from various collections to generate dynamic visualizations for use in publications and in classrooms.

#### *Institutes for Advanced Topics in the Digital Humanities*

This grant category encourages the sharing of best technology practices among humanities scholars. As reflected by the research grants made in the Digging into Data Challenge and Start-Up Grants categories, more and more humanities scholars are using sophisticated technology tools and techniques. The Institutes program sponsors training workshops that allow scholars to learn about these new technologies, tools, and techniques. This funding opportunity meets a clear need in the humanities: Two recent training institutes, for example, reported that over 100 people applied for the 30 available seats. The program also ensures that scholars from universities both large and small have opportunities to learn about the latest research and education techniques in the digital humanities. These institutes are making important contributions to the field. For example, a recent article in *The New York Times* described the new “spatial humanities” research, citing the work of the NEH-funded “GeoSpatial Institute” held at the University of Virginia in 2010.

Recently, a scholar who attended one of these digital humanities institutes wrote a letter to the project director, saying “I have to say that what I learned at the NEH mini-seminar absolutely surpassed anything that I could have imagined for the utility of these new methods and technologies. I . . . left completely rethinking my own research.” Another scholar wrote to say that the “institute was an amazing experience—one of the best intellectual learning situations in my whole life.”

Examples of recent Institute awards include:

- A series of three-day institutes will be held at the University of Maryland, College Park, Brown University, and the University of Illinois, Urbana-Champaign, for librarians, archivists, and humanities scholars to explore approaches to data of humanities research materials. The institute addresses a key research issue today—how to account for,

organize, and preserve research data so that it can be re-used by other scholars and scientists.

- A four-day institute at the University of Texas, Austin, with a follow-up workshop for humanities scholars, librarians, archivists, and advanced graduate students on the use of analytical tools to study digital audio collections of the spoken word. Our nation's libraries have enormous archives of audio material and this institute explores how this material can be studied and preserved in a digital age.

#### *NEH/German Research Foundation Bilateral Digital Humanities Programs*

As noted previously, the Endowment has forged creative partnerships with organizations in the United States and in other nations in support of the digital humanities. Another example of international partnership is the NEH/German Research Foundation Bilateral Digital Humanities Program. Under this grant category, the Endowment and the German Research Foundation splits costs equally to fund research partnerships between American and German universities and other research institutions. The program has spurred the development of high-caliber digital humanities proposals and has helped to build capacity and research collaborations among American and German humanities scholars, librarians, and scientists. Examples of recent awards include:

- The Center for Jewish History in New York is working with the Frankfurt University Library in Germany to digitize approximately 1,000 important books that were thought to be lost after World War II. The purpose of this project is to create a complete digital collection of the historic resources of the *Wissenschaft des Judentums* ("Science of Judaism") by enriching the unique *Wissenschaft* collection of the Frankfurt University Library with digital facsimiles of missing titles housed at the Center. The Frankfurt University Library estimates that it is missing about 25 percent of the 11,000 titles that once constituted its world renowned collection of *Wissenschaft des Judentums*. The Center has identified approximately 1,000 of these missing books within the holdings of its partner organizations.
- The Yemen Manuscript Digitization Initiative (YMDI) is a collaborative project between Princeton University Library and the *Freie Universität* Berlin. YMDI's mission is the preservation and dissemination of Arabic manuscripts in the private libraries of Yemen. Working closely with a Yemeni non-profit organization that has endeavored to save Yemeni manuscripts for the past decade, YMDI will digitally preserve a total of 236 manuscripts held in three private libraries in the capital city of Sana'a. These digitized sources will then be virtually conjoined to twelve manuscripts in the rare book collections of the *Staatsbibliothek zu Berlin* and the Princeton University Library, creating a freely accessible repository of Islamic manuscripts whose scope is unparalleled in the world.

## OFFICE OF CHALLENGE GRANTS

**FY 2014 Request: \$8,850,000**

- Strengthening humanities education
- Special initiative for two-year colleges
- Encouraging financial planning and broadening the base of financial support
- Facilitating humanities research and scholarship
- Preserving and increasing access to cultural resources
- Providing opportunities for lifelong learning in the humanities
- Enhancing infrastructure for digital humanities

The National Endowment for the Humanities is a major source of assistance for strengthening the capacity of organizations to undertake and sustain significant humanities activities. No other type of grant, whether from the NEH itself or from a major foundation, leverages as much in private, nonfederal donations to the humanities as does the NEH Challenge Grants program. Since its inception in 1977, Challenge Grants from NEH have generated just under \$2 billion for the humanities. (Adjusted for inflation, the amount generated surpasses \$3.9 billion.) Crucial to achieving the program's goals is the "multiplier effect." Recipients of a challenge grant must match every federal dollar with three nonfederal dollars in gifts to the grantee. (Different matching ratios may obtain in special initiatives.) Many grantees not only meet this challenge but exceed it, raising more gifts than required. Challenge grants appeal to donors who want evidence that their gifts make a difference in furthering the goals of the institutions they support because donations to an NEH Challenge Grant are worth more than the dollar amount of the gift. Many challenge applicants solicit matching gifts even before applying to NEH: the mere anticipation of a possible challenge grant stimulates donations. Even if the application is unsuccessful in the highly competitive NEH review process, most donors allow the organization to retain gifts that they gave in anticipation of a grant.

NEH Challenge Grants are best understood as a partnership between the community of humanities institutions and NEH. A wide array of nonprofit organizations have partnered with the Endowment by taking up the NEH "challenge" to define educational programs at universities or in museums through which we can learn about the humanities in depth; to enhance their ability to conduct research that advances our basic knowledge of the humanities; to create exciting and highly acclaimed public programs that showcase the humanities and teach audiences about history, literature, and culture; and to preserve our heritage by identifying, organizing, cataloguing, and conserving the important documents and artifacts of our shared past. These organizations comprise the full complement of humanities institutions, including (but not limited to) museums, tribal centers, public libraries, colleges, universities, scholarly research organizations, state humanities councils, historical societies, historic houses and sites, and other humanities organizations.

A sampling of recent challenge grants illustrates how this multi-faceted program of NEH Challenge Grants reverberates across all disciplines and in imaginatively varied ways enhances the ability of institutions large and small to fulfill their long-term goals in the humanities.

- A small public library in Alaska constructs a new museum and library facility.
- A regional historical society in Arkansas expands its public programming by endowing a position of humanities educator.
- A major university in Indiana conducts research and public outreach on the place of religion in American civic life.
- A liberal arts college located in the Blue Ridge Mountains endows a new archivist position to enhance programming and research based on its extensive collections in Southern Appalachian history and culture.
- An educational center for the study of the historic events surrounding the Underground Railroad enhances its core exhibits, distance learning, and workshops.
- A small two-year college in Wyoming, the only humanities institution in a thinly populated region of a largely rural state, creates a new Intercultural Center to support programs not previously available and that advance public understanding of diverse cultures and peoples.
- Consortia of research libraries join together to underwrite—and thus to ensure open access to—an online encyclopedia of philosophy, which in turn has become a vitally important resource for the study of philosophy for scholars, students, and the general public.

As the cited examples demonstrate, grantees use both the NEH challenge funds and the matched nonfederal funds for a wide variety of long-term institutional purposes. They may use the money to purchase capital equipment and upgrade technology, renovate or construct facilities, and add to library holdings or museum collections. Challenge grants can also establish or augment endowments or spend-down funds that support basic, long-term needs such as staff, maintenance, and programming. Since 1977 the Challenge program has strengthened the capacity of over 1,500 humanities institutions of all types, in every state of the Union, for all imaginable kinds of humanities activities. Our nation is the stronger for it.

In FY 2012, the NEH Office of Challenge Grants received 132 applications (33 for the Special Initiative for Two-Year Colleges and 99 regular Challenge Grant applications) and made twenty-one awards (six under the Special Initiative and fifteen regular challenge grant awards). The program anticipates receiving approximately 140 applications in FY 2013 and making twenty to twenty-five awards. At the requested funding level in FY 2014, the program anticipates receiving 140 applications (110 regular challenge grant applications plus thirty two-year college applications) and making up to eighteen to twenty awards.

### *Strengthening Humanities Education*

In accord with a key element of the Endowment's strategic plan, the NEH Challenge Grants program helps strengthen humanities teaching and learning throughout the nation. For example, Swarthmore College received a \$600,000 challenge grant (to match \$2,400,000 in nonfederal funds) for teaching positions in Modern Standard Arabic. The college currently has substantial enrollments in Islamic and Middle Eastern Studies, and it seeks to address a national need by offering instruction in first- and second-year Arabic in a tri-college consortium with Haverford College and Bryn Mawr College. The consortium integrates language and cultural study and encourages participation by its students in overseas residential programs. The grant will support Arabic language drill instructors and a full-time faculty position at Swarthmore as well as a part-time faculty position shared with Haverford and Bryn Mawr. Similarly, on the other side of the continent, California State University, Fresno, received an NEH offer of \$500,000 (to match \$1.5 million) to endow the university's Middle East Studies Program (MESP). The total funds of \$2 million will allow the creation of an endowed chair in Middle East Studies—the holder of the chair will direct the MESP, plan and coordinate programs open to the community outside the university, select faculty for research support, and pursue scholarship in Persian languages and literature.

### *Special Initiative for Two-Year Colleges*

Recognizing that the majority of postsecondary education in the humanities takes place at two-year colleges, the Endowment regards strengthening humanities education at these institutions as especially vital. Two-year colleges are crucial to humanities education in the United States, but they have not applied for grants in anything like the numbers expected from a cohort of some 1,700 community colleges nationwide. In August 2010, the Endowment announced a special grant competition designed to encourage two-year colleges to plan for ways to strengthen their activities, programs, capital resources, and endowments that support the humanities. Encouragement for applicant institutions that have been reluctant to apply for challenge grants includes a lower matching ratio (2-to-1 instead of 3-to-1), and an extended grant period (six years instead of five) to allow increased time to meet the NEH fundraising challenge. The Endowment received thirty-four applications, resulting in six awards, at the February 2011 deadline; we received thirty-three applications at the second deadline (February 2012), also resulting in six award offers. In 2013 and 2014 we anticipate receiving 35 to 40 applications in each year, leading to six to eight awards in each year.

The Endowment particularly encourages applications from two-year colleges that respond to the agency-wide *Bridging Cultures* initiative. About one-half of the sixty-seven applicants to the 2011 and 2012 grant competitions chose to focus on multicultural and intercultural topics and ideas. The link between these colleges and *Bridging Cultures* seemed natural because two-year colleges are perhaps the most diverse educational settings in the nation, where student populations comprise persons of varied ethnicity and nationality, persons with low or moderate incomes who must work on average thirty hours a week to attend college, persons who often are the first in their families to enter college, and persons newly arrived in the U.S. who seek through education to establish their place in the American culture and economy. For

these students, the humanities can provide direct contact with significant questions of cultural identity, national citizenship, and personal values.

Two-year colleges form a crossroads where cultures meet and mingle and where, in a humanities context, differences among people can be better understood. For example, as a result of the first round of the initiative, the Endowment has offered a challenge grant of \$200,000 (to match \$400,000 in nonfederal gifts) to Owensboro Community and Technical College in Kentucky to support an endowment fund that will enhance the college's ability to conduct humanities programs such as a lecture series, seminars, and workshops on international and cross-cultural subjects. The endowment will also allow the college to dedicate faculty time and effort to developing advanced programming, including the incorporation of technology into humanities courses. This mid-sized community college, located in western Kentucky, serves a two-state area on the Ohio River. It is committed to meeting the needs of students who have had little contact with the world outside the Owensboro area and in some cases are ill prepared for college work. Many are also the first members of their families to attend college. The challenge grant will provide the college with a fund dedicated to the humanities and will allow the college to serve as a forum for exploration of cultural issues that, in turn, will enhance public understanding of the crucial role of diverse cultures in our increasingly interdependent world.

At the requested levels of funding for FY 2014, the Endowment plans to continue the Special Initiative for Two-Year Colleges. Also, in line with Presidential Executive Orders #13256 on Historically Black Colleges and Universities and #13270 on Tribal Colleges and Universities, NEH extends the special encouragement of a lower matching ratio and longer grant period to these types of institutions when they apply for challenge grants at the regular annual deadline in May.

#### *Encouraging financial planning and broadening financial support*

Successful challenge grants grow out of careful strategic planning for the long-term strength of the humanities, including taking advantage of the leveraging power of NEH awards. Lewis and Clark Community College received \$250,000 (to match \$500,000 in nonfederal gifts) to establish and endow a humanities institute. The institute, guided by the motif "Sense of Place," will infuse thematic content into existing humanities courses, coordinate course-based activities with co-curricular events, and sponsor community events for the public at large and for K-12 students and their teachers. Recently, the college reported that Mannie Jackson, owner of the Harlem Globetrotters and native of Edwardsville, Illinois, where one of the college's campuses is located, pledged \$500,000 to match the challenge grant and to establish the Mannie Jackson Endowment and Center for the Humanities. One of thirteen children born in a converted railroad boxcar in tiny Illmo, Missouri, and raised in a segregated part of Edwardsville, Illinois, Jackson experienced firsthand the pressures of poverty and prejudice. His intention in pledging to support the humanities challenge grant effort is to ignite students' imaginations, sustain the humanities, and increase cultural opportunities in the region.

While evidence of the "leveraging power" of NEH challenge grants is usually anecdotal, occasionally a donor will articulate in writing the impact of the grant. In Texas, for example, the state council, Humanities Texas, seeking support for the restoration of the landmark Byrne-Reed

House in Austin as its new headquarters, approached the Houston Endowment, a foundation that normally restricts its grants to the Houston area. *Before* Humanities Texas had received its NEH challenge offer of \$1,000,000, the Houston Endowment rejected its request for support of the restoration, informing the council that the foundation "regret[s] to inform you that our Directors were not in a position to authorize a grant toward the purchase and restoration of the historic Byrne-Reed House." *After* NEH offered Humanities Texas the challenge grant, however, a letter from the foundation stated that "now that you have picked up specific support [from NEH] . . . we should have another discussion here . . . about whether [the foundation] can enter into the project." A substantial donation of \$50,000 resulted.

### *Facilitating Humanities Research and Scholarship*

NEH Challenge Grants support scholarly research in the humanities at a variety of institutions, from large universities to small colleges, from major history museums to historic sites. Although NEH supports research in the humanities in all its forms—through individual fellowships, independent residential fellowships, summer stipends and seminars, collaborative research efforts, and access to collections—an increasingly significant mode of supporting research in the humanities is through humanities centers at universities, research libraries, museums, or historical societies. The Endowment has helped establish and strengthen humanities centers at such different institutions as Stanford University in California and Messiah College in Pennsylvania; at the Dubuque County Historical Society in Iowa and the American Antiquarian Society in Massachusetts; at Wake Forest University in North Carolina and Hood College in Maryland.

An excellent example of a center supported by a recently completed challenge grant is the Center for Humanistic Inquiry at Emory University in Atlanta, Georgia. The Endowment offered Emory a challenge grant of \$500,000 in federal funds (to match \$2,000,000 in non-federal gifts) to endow the Bill and Carol Fox Center for Humanistic Inquiry (FCHI). In addition to supporting key postdoctoral fellowships in poetics, faculty research, and a variety of other programs, including a Great Works seminar open to the public, the challenge grant has enhanced Emory's status as an emerging international center for the study of poetry. The grant timetable created a sense of urgency for completing the required match and helped the university raise more than \$11,000 in excess of the amount needed. Grant administrators at Emory wrote that "without the FCHI's support from the NEH Challenge Grant, the Center itself might no longer exist."

Through its Challenge Grants program NEH has long supported regional, state, and local history organizations. The common saying that "all politics are local" can apply as well to history—"all history is local," for it is the stories of where we live and work that affect us most directly and most deeply. A wide array of history museums, historical societies, and historic sites, all of which preserve, interpret, and disseminate to the public information about our shared past, have received long-term support from NEH. For example, the Maine Historical Society undertook a major renovation and expansion of its research library and archives with the aid of a \$500,000 challenge grant (matching \$1.5 million in nonfederal funds) from NEH. Built in 1907 and listed on the National Register of Historic Places, the library is a comprehensive resource for the study of Maine, New England, and early American history. It houses collections of archival

manuscript holdings from the fifteenth to the twenty-first centuries, including such rarities as the Dunlap Broadside of the Declaration of Independence, printed on July 4, 1776. Another example is the National Czech and Slovak Museum and Library in Cedar Rapids, Iowa. After a major flood in 2008 that required the museum to close temporarily for repairs, the museum staff took the opportunity to address, in their strategic planning, core questions of significance and relevance not only of the Czech/Slovak experience but also of the broader issues of immigration and changing relationships between cultural groups in the region and nationwide. The museum is using an NEH Challenge Grant to create an endowment that will support an educator position, lecture series, research fellowships, conferences, internships, and web-based humanities curricula. These educational offerings made possible by the challenge grant will resonate nationally, regionally, and locally.

NEH also supports overseas research centers that assist American scholars who are advancing our knowledge of the world beyond our shores. Scholars studying a diverse group of cultures and peoples from ancient to modern times rely on overseas research centers for access to important collections, for introductions to scholars in other nations, for access to national libraries, and for important logistical assistance with everything from where to eat and sleep to finding necessary transportation to significant sites. A 2009 challenge offer to a new American Research Center in Sofia (ARCS) will generate over \$3 million for long-term support of scholarship in and on Bulgaria, the Balkans, and Eastern Europe generally. The Cold War severely limited access to Eastern Europe for American scholars, while also rendering Western scholarship inaccessible to East Europeans; ARCS will help fill these gaps in scholarship by facilitating access to libraries, archives, museums, and archaeological sites hitherto unavailable to American scholars.

### *Preserving and Increasing Access to Cultural Resources*

The Challenge Grants program supports long-term institutional capacity to preserve manuscripts, art works, artifacts, documents, and other collections important to our cultural heritage. The North Haven Historical Society, which serves the community on a small island off the coast of Maine, used a \$60,000 challenge grant (matched by \$180,000 in nonfederal gifts) to construct an archives building that now houses important documents and materials from the island's and the region's past. According to the project director, the challenge offer "was just the incentive the Society needed and a clear indication to our potential donors that we . . . meant to provide an archival safe haven for all that we had been given, for future acquisitions, and an enticement for community members (especially students) to explore their heritage." Protection of another region's history is the purpose of a 2009 challenge grant offered to Cape Cod Community College in Massachusetts. The college houses the W.B. Nickerson Cape Cod History Archives, the only archival resource dedicated to preserving the rich historical and cultural heritage of Cape Cod. The collection of over 10,000 items including town records, personal papers, deeds, genealogical records, plus over 5,000 books, has outgrown the capacity of the college's library to house and protect this historical treasure. With an NEH challenge grant of \$170,000 (matching \$340,000 in nonfederal donations), the college will renovate the archival space in accord with best conservation practices and will establish a small endowment to fund educational outreach, archival supplies, and new acquisitions to the collection.

Conservation facilities, programs, and staff play an increasingly important role in many challenge grants. The Endowment has long supported conservation education and training. The agency has helped museums establish conservation departments, and in so doing has strengthened conservation across the nation—including conservation centers at the Toledo Museum in Ohio, the Baltimore Museum of Art in Maryland, the Chrysler Museum in Virginia, the Anchorage Museum in Alaska, the Winterthur Museum in Delaware, and the Asian Art Museum in California. For example, NEH recently offered a Challenge Grant of \$400,000 to the Gilcrease Museum Management Trust in Tulsa, Oklahoma. The museum houses the world's largest and most comprehensive collection of art and artifacts of the American West. The museum also holds an unparalleled collection of Native American art and artifacts, as well as historical manuscripts, documents, and maps. The annual interest on the \$1,600,000 endowment created with the grant will produce funds to endow the position of Chief Conservator who will play a pivotal role in interpreting this extraordinary collection for the public as well as for scholars and students.

#### *Providing Opportunities for Lifelong Learning in the Humanities*

An excellent example of the important role local historical societies play in providing opportunities for lifelong learning in the humanities can be seen in the challenge grant of \$300,000 awarded to the Paul Revere Memorial Association, located in Boston's North End. The Paul Revere House is the most visited historic home in Massachusetts and the tenth most visited historic home in the country. The grant provides for an endowment to support humanities programming and for renovation of an 1835 abutting structure to create an Education and Visitor Center. The visitor center will enhance interpretation and programming at the site and, most significantly, will provide a new venue for interpreting nineteenth- and twentieth-century Boston and for telling the stories of immigration over time. Scholars and other visitors will have improved access to research resources and interpretive themes that are unique to the property yet relevant to our understanding not only of Paul Revere and the Revere House but also of the founding era and the histories of Boston and Massachusetts.

#### *Enhancing Institutional Infrastructures for Digital Humanities*

The Office of Challenge Grants will continue its long-standing support for enhancing the institutional capacity that makes sustained use of advanced technology possible. For example, NEH awarded George Mason University in Fairfax, Virginia, \$750,000 (to match \$2.25 million in non-federal funds) for the Center for History and New Media. The goal of the Center is to move technological competency in the humanities beyond the "early adopters" into the mainstream. The challenge grant, which will provide endowment funds for post-doctoral fellowships, graduate assistantships, faculty fellows, and software acquisitions, will allow the Center to bring a new generation of scholars to its pioneering inquiries and multimedia projects, while developing programs and websites that promise to have a broad impact on higher education and K-12 humanities teaching nationally.



## TREASURY FUNDS

### **FY 2014 Request: \$2,400,000**

NEH uses Treasury funds to match nonfederal contributions in support of humanities projects. Encouraging private-sector support for cultural activities is an important goal of the Administration and of Congress, and NEH Treasury funds and Challenge Grants have proven to be an effective means of leveraging the contributions of the nation's businesses, foundations, and individuals on behalf of the humanities. From the establishment of the agency in 1965 through fiscal year 2012, Endowment matching grants for humanities projects have stimulated approximately \$429 million in third-party donations. (NEH Challenge Grants have leveraged almost another \$2 billion in institutional support.) In order to build on that record of success, we are requesting \$2.400 million for the Endowment's Treasury funds program in FY 2014.

Matching grants are awarded in most programs of the Endowment. A matching award entails an offer of NEH funding that is conditioned on an equivalent amount of fund-raising by the recipient. A matching offer may comprise the entire amount of the Endowment's support. More often, however, it is combined with an outright grant that permits the project activity to begin while a fund-raising effort is being organized.

Although Treasury matching funds support discrete projects rather than basic institutional needs, matching grants awarded with Treasury funds generally have the effect of improving the financial stability of humanities institutions. By providing incentives for fund-raising, Treasury funds help humanities institutions establish long-term relationships with potential donors.

In FY 2012, NEH matching grants, leveraging an equivalent amount in nonfederal funding, supported humanities activities of every kind. Awards of Treasury matching funds included the following:

- \$909,700 that enabled the 56 state humanities councils to provide federal matching support for projects conducted by local organizations and groups throughout the country.
- \$80,000 to the Historical Society of Pennsylvania to support the arrangement, description, and digitization of 21 archival collections pertaining to the history of immigration and ethnicity from the colonial period through the early 2000s, with emphasis on the Philadelphia region.
- \$26,116 awarded to the Journey Through Hallowed Ground Partnership in Waterford, Virginia, to support implementation of a project for middle school students who will research, script, and produce vodcasts that interpret 13 Civil War National Parks for visitors.
- \$100,000 awarded to the Carnegie Museum of Art in Pittsburgh to support implementation of a multimedia traveling exhibition examining the work of African

American photographer and Pittsburgh native, Teenie Harris.

- \$66,133 that will support the American Research in the Humanities in China program of the American Council of Learned Societies.
- \$49,434 awarded to the University of California, Berkeley, in support of the *Mark Twain Project*, a long-term editorial effort that will now include electronic and print publication of two volumes of Mark Twain's autobiography and continued adding of major works and letters to the Mark Twain Project Online.
- \$70,000 awarded to the Massachusetts Historical Society to support publication of volumes 17 and 18 of the *Papers of John Adams* and volumes 11 and 12 of the *Adams Family Correspondence*.
- \$18,000 that will enable George Washington University to complete editorial work on volumes 21 and 22 of *The Documentary History of the First Federal Congress, 1789-1791*.



NATIONAL ENDOWMENT FOR THE

**Humanities**

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**MISSION STATEMENT**

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Because democracy demands wisdom, the National Endowment for the Humanities serves and strengthens our Republic by promoting excellence in the humanities and conveying the lessons of history to all Americans.

# NATIONAL ENDOWMENT FOR THE HUMANITIES

## FY 2014 PERFORMANCE PLAN

### I. INTRODUCTION

The National Endowment for the Humanities is pleased to present the agency's FY 2014 Performance Plan. This document provides a measure of the Endowment's progress toward attaining the goals and objectives of the NEH multi-year strategic plan. The annual performance goals and indicators below are integrally connected to the long-range goals, objectives, and strategies detailed in the Endowment's strategic plan. FY 2014 performance data are consistent with the program activities currently planned at levels of the Endowment's FY 2014 request. FY 2013 performance estimates are consistent with the FY 2013 budget level for the Endowment under P.L. 112-175. Also shown are actual performance results for fiscal year 2012.

NEH recently launched a new feature of our online eGMS database, the ability to collect information about products, prizes, and media coverage that result from NEH-funded projects. Current and past grantees can now input data about such project outcomes as books, journal articles, websites, documentary films, museum exhibitions, conferences, workshops, computer software, new buildings or equipment, and academic prizes, or about media coverage, such as a book review, newspaper article, or radio interview. This new database will better enable the NEH to demonstrate the impact of our grants to the public. When fully implemented, it will be of great utility to scholars and students, who will be able to come to the NEH website and see not only the title and description of the grant, but also find links to the books, articles, films, or other products of the project. We are also planning to adapt elements of the new Research Performance Progress Report (RPPR) format, which was developed by a committee of the National Science and Technology Council, to help us capture performance information from grantees in NEH's grants management system.

### II. PERFORMANCE GOALS AND INDICATORS

In the tables that follow, nine objectives of the Endowment's strategic plan are expressed as goals of the NEH performance plans for FY 2014 and for the two preceding fiscal years. Annual progress toward the attainment of those goals is calibrated with reference to numerical or qualitative indicators. The integration of the Endowment's performance budget and its budget submission is fully evident in these tables. In each, the left-most column explicitly relates requested (or appropriated) funding for each of the major programmatic areas of the Endowment to a specific performance goal and to anticipated (or actual) performance levels. The nine strategic objectives/performance goals below all address the Endowment's primary strategic goal: **To advance knowledge and understanding in the humanities in the United States.** They are:

- To facilitate basic research and original scholarship in the humanities.

- To strengthen teaching and learning in the humanities in schools and colleges across the nation.
- To preserve and increase the availability of cultural and intellectual resources essential to the American people.
- To provide opportunities for Americans to engage in lifelong learning in the humanities.
- To create new program initiatives that respond to needs and opportunities in American society.
- To strengthen the institutional base of the humanities.
- To maintain and strengthen partnerships with the state humanities councils.
- To establish collaborative partnerships with individuals and institutions in support of the humanities.

NATIONAL ENDOWMENT FOR THE HUMANITIES  
FY 2014 PERFORMANCE PLAN

**II. Table A**

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2014 PLANNED PERFORMANCE LEVELS
<b>RESEARCH PROGRAMS</b>  \$15,435,000	A: To facilitate basic research and original scholarship in the humanities.	
	1) Support is provided that enables scholars—both those affiliated with educational institutions and those working independently—to devote a concentrated period of time to research and writing on significant subjects in all fields of the humanities.	Support would be provided for 190 individual scholars to make significant progress on important humanities research projects through fellowships and stipends.
	2) Support is provided for collaborative research projects that develop significant intellectual advances and resources for scholars, teachers, students, and the general public.	Support would be provided for 40 important long-term collaborative projects in the humanities such as scholarly editions, translations, archaeological excavations and analyses and other complex, large-scale undertakings. In addition, 16 previously awarded grants would receive ongoing support through NEH matching funds.
	3) Support is provided for overseas research in the humanities by American scholars and, where appropriate, encouragement offered for international collaboration in research on significant topics in the humanities.	Awards for 23 humanities fellowship programs at independent research institutions would support the work of 75 humanities scholars who are making significant contributions to scholarship in the humanities.
	4) Support is provided for humanities scholarship by faculty members at Historically Black, Hispanic-serving, and Tribal colleges and universities.	Support would enable 10 individual scholars who teach at historically black colleges and universities, at Hispanic-serving institutions, and at tribal colleges and universities to make significant progress on important scholarly projects in the humanities through faculty research awards.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2014 PLANNED PERFORMANCE LEVELS
EDUCATION PROGRAMS \$13,250,000	B: To strengthen teaching and learning in the humanities in schools and colleges across the nation.	
	1) Teachers are provided opportunities to renew and deepen their knowledge of the humanities.	<p>Support for 45 NEH summer seminars and institutes would enable 485 college teachers and 460 school teachers to revitalize their knowledge and teaching of the humanities. College teachers participating in seminars and institutes during the summer of 2015 would reach approximately 84,875 students annually; school teacher participants would reach approximately 57,500 students annually.</p> <p>Support for 20 “Landmarks of American History and Culture” workshops to take place in the summer of 2015 would enable approximately 1,600 school teachers to revitalize their knowledge and teaching of American history, particularly as it relates to the relationship between specific sites and the episodes in history, the writers, and/or the artists associated with that location. These teachers would annually reach approximately 200,000 students.</p> <p>Support for 8 NEH <i>Bridging Cultures</i> at Community Colleges projects would enable community college faculty and administrators to participate in sustained programs of faculty and curriculum development. They would work with leading scholars to develop new curricula and courses, participating in a sustained program of study and guidance, exchanging ideas through digital technology, and will present products such as syllabi and research products at a concluding conference. Community college faculty participating in these projects would reach approximately 31,360 students annually.</p> <p>Support for 20 Enduring Questions projects would enable faculty members to develop a new course at the undergraduate level to grapple with the most fundamental concerns of the humanities, and to join with their students in deep, sustained programs of reading in order to encounter influential thinkers over the centuries and into the present day. These questions will include: What is the good life? What is justice? What is friendship? Is there a human nature, and, if so, what is it? Each participating faculty member would conduct the newly created course at least twice, with each iteration reaching approximately 25 students.</p>
	2) Support is provided for humanities education programming in Historically Black, Hispanic-serving, and Tribal colleges and universities across the country.	Humanities Initiatives at Presidentially Designated Institutions would provide 10 grants to support faculty professional development activities for improvement in humanities instruction, as well as other capacity building activities at these institutions.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2014 PLANNED PERFORMANCE LEVELS
PRESERVATION AND ACCESS \$15,750,000	C: To preserve and increase the availability of cultural and intellectual resources essential to the American people.	
	1) Support is provided to preserve and create intellectual access to humanities collections and resources. Supported activities include digitizing collections; arranging and describing archival and manuscript collections; cataloging collections of printed works, photographs, recorded sound, moving image, art, and material culture; preservation reformatting; deacidification of collections; preserving and improving access to humanities resources in "born digital" form; creating research tools and reference works; and developing technical standards, best practices, and tools for preserving and enhancing access to humanities collections.	<p>Grants would be made to 10 projects to begin or continue work on the preparation of dictionaries, atlases, encyclopedias, and textbases central to knowledge and understanding of the humanities.</p> <p>Twenty projects would preserve and/or provide access to 3,000 hours of recorded sound and video collections; 2,000 linear feet of archival documents; and 400,000 manuscripts, broadsides, oversize volumes, and other non-print materials.</p> <p>Cooperative agreements would digitize hundreds of thousands of microfilm pages of historic newspapers.</p> <p>Support would be provided for 3 research and development projects concerned with standards and procedures.</p>
	2) Support is provided to train staff from the nation's cultural repositories in the appropriate procedures for preserving and enhancing access to the humanities collections for which they are responsible.	<p>Seven awards would be made for regional and national education programs that are providing training for 400,000 people in U.S. museums, libraries, archives, and historical organizations.</p>

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2014 PLANNED PERFORMANCE LEVELS
PRESERV. AND ACCESS \$15,750,000	3) Support is provided to museums, libraries, archives, historical organizations, and other cultural institutions to extend the useful life of fragile humanities collections and to develop sustainable strategies for their care.	Projects supported would help 20 cultural institutions preserve and ensure continued access to their humanities collections institutions through preventive conservation measures.
	4) The Endowment extends its reach to institutions across the country by providing support for basic preservation activities to small and mid-sized libraries, archives, museums, and historical organizations.	Projects supported would assist in preserving collections at 100 institutions in 35 states. Approximately 40 percent of the awards would go to first-time NEH grantees.
PUBLIC PROGRAMS \$14,000,000	D: To provide opportunities for Americans to engage in lifelong learning in the humanities.	
	1) Substantive media presentations, exhibitions, reading and discussion programs, and other public projects advance public understanding of the humanities.	<p>Twenty-six television/radio projects would produce 100 broadcast hours and draw a cumulative audience of approximately 38 million people.</p> <p>Thirty exhibitions, reading, viewing, and discussion programs, web-based programs, and other public education programs would employ various delivery mechanisms at venues across the country.</p> <p>Eight digital projects would produce online and mobile games and virtual environments, innovative interpretive websites, mobile applications, virtual tours, and other digital formats to engage citizens in thoughtful reflection on culture, identity, and history</p>
	2) High quality interpretative panel exhibitions and public programs are circulated to libraries through Small Grants to Libraries, and selected sites that receive smaller versions of NEH-funded exhibitions through the NEH on the Road cooperative agreement receive funds for additional public programming.	Thirty-one NEH on the Road grants would be made to museums, and 104 Small Grants to Libraries would be awarded. The total for Small Grants to Libraries includes 63 grants for programming related to the “American Journeys” film project.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2014 PLANNED PERFORMANCE LEVELS
<p style="text-align: center;">NEW PROGRAM INITIATIVES \$13,450,000</p>	<p>E: To create special program initiatives that respond to needs and opportunities in American society.</p>	
	<p>1) Special initiatives and programs that address important concerns and opportunities in the humanities are established.</p>	<ul style="list-style-type: none"> <li>• \$9,000,000. Through the <i>Bridging Cultures</i> initiative, funding would be provided to enhance Americans’ understanding of their own rich cultural heritage, as well as the cultural complexity of the world in which we live. The initiative would support: (1) community college programs designed to expand opportunities for students to study diverse cultures and histories; (2) development of teacher support and online curriculum for the teaching of world history, cultures and languages in schools and community colleges; (3) national dissemination of model <i>Bridging Cultures</i> programs for the public, including community presentations of a <i>Bridging Cultures</i> film series and a “bookshelf” for libraries, to engage both live and on-line audiences in consideration of the themes of the initiative; (4) strengthened support for humanities research on <i>Bridging Cultures</i> themes, including interdisciplinary research opportunities engaging scholars in collaborations supported by other research agencies such as NIH and NSF; (5) Endowment-wide emphasis on development of new digital technologies (such as “apps” for smartphones and tablet computers) to engage students, teachers and life-long learners in opportunities to learn about connections between cultures; (6) expansion of the Endowment’s National Digital Newspaper Program to include as a new priority the digitization of historic American newspapers from immigrant communities with newspapers printed in languages other than English, such as Spanish, Italian, German, and French; (7) documentary films that explore other countries and cultures; (8) scholarly forums open to the public that synthesize cutting-edge humanities scholarship on new <i>Bridging Cultures</i> themes and lay the groundwork for ongoing public programs; (9) collaboration with state humanities councils in extending the reach of national <i>Bridging Cultures</i> programs and identifying the best new ideas for the work of the initiative in American communities; (10) and international collaborations that facilitate research and scholarly exchange among U.S. scholars and their counterparts elsewhere in the world.</li> <li>• \$4,450,000. Funding would be provided through the Digital Humanities program to foster the development of world-class, leading-edge research and education in the emerging field of digital humanities. Digital Humanities would support: 1) Digging into Data Challenge, an international collaboration among seven research teams in Canada, Europe, and the United States to explore how vast libraries of digitized books, newspapers, art, and music can be used for advanced scholarship; 2) Digital Humanities Start-Up Grants to provide “seed grant” funding to American scholars, universities, libraries, archives or non-profits that use technology in an innovative way; 3) Digital Humanities Implementation Grants to support projects that have already demonstrated a successful beginning phase and that have a clear plan for moving towards full implementation; 4) Institutes for Advanced Topics in the Digital Humanities to encourage the sharing of best practices among humanities scholars; and 5) NEH/ German Research Foundation Bilateral Digital Humanities Programs jointly supported by NEH and the German Research Foundation to encourage collaborative digital humanities projects between American and German institutions.</li> </ul>

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2014 PLANNED PERFORMANCE LEVELS
NEW PROG. CON'T.	2) Agency-wide initiatives are developed in selected humanities areas.	Awards would be made through the NEH/NSF "Documenting Endangered Languages" special initiative.
\$8,850,000  CHALLENGE GRANTS	F: To strengthen the institutional base of the humanities.	
	Support is provided for institutions to increase nonfederal contributions for their humanities activities and enhance their resources over the long term.	By FY 2018, NEH Challenge Grants awarded in FY 2014 would generate more than 30 million in nonfederal donations to recipient institutions in support of their humanities activities.
\$43,432,000  FEDERAL/STATE PARTNERSHIP	G: To maintain and strengthen partnerships with the state humanities councils.	
	Support is provided to the councils to encourage locally initiated, substantive humanities programs for the people in each state.	Support for the programs and operations of 56 state humanities councils would make possible high quality state and local humanities projects throughout the nation, including 16,800 reading and discussion programs, 2,300 exhibitions, 6,400 literacy programs, 4,000 speakers bureau presentations, 2,600 teacher institutes and workshops, 5,400 conferences and symposia, 1,750 Chautauqua events, 23,000 media program events, 1,300 technology projects, 760 preservation projects, and 5,200 local history projects.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2014 PLANNED PERFORMANCE LEVELS
PROGRAM DEVELOPMENT \$500,000	H: To establish collaborative partnerships with individuals and institutions in support of the humanities.	
	1) Partnerships are forged to leverage new resources for the humanities and expand audiences for the humanities.	The Endowment would develop a number of new partnerships with other institutions and organizations, leveraging approximately \$1.5 million in new funding for humanities programs.
	2) New programming, funding, and administrative partnerships are established with other agencies, foundations, and organizations, both public and private.	NEH partnerships would include the following: 1) cooperation with the Library of Congress, the National Archives, the Smithsonian, and the Institute of Museum and Library Services to plan for the creation of a Digital Public Library of America; 2) the National Digital Newspapers Program, a multi-year collaboration with the Library of Congress to digitize and make publicly available on the World Wide Web newspapers already preserved on microfilm through the United States Newspapers Program; 3) a program of fellowships sponsored jointly by NEH and the Library of Congress that supports humanities scholars who wish to conduct research at the Library of Congress; 4) the Advanced Research Fellowships on Japan Program jointly sponsored by NEH and the Japan-United States Friendship Commission; 5) EDSITEment; 6) the Digging into Data Challenge, an international collaboration among seven research teams in Canada, Europe, and the United States to explore how vast libraries of digitized books, newspapers, art, and music can be used for advanced scholarship; 7) NEH/ German Research Foundation Bilateral Digital Humanities Programs jointly supported by NEH and the German Research Foundation to encourage collaborative digital humanities projects between American and German institutions; 8) the <i>Bridging Cultures</i> Bookshelf project, a partnership with the Carnegie Corporation of New York; 9) "The Arts and Human Development," a task force made up of other federal agencies (including NIH, the National Science Foundation, the National Endowment for the Arts, the Department of Education and others) committed to research that links creativity, health and other aspects of human well-being; 10) a portfolio of academic conferences and other international collaborations that facilitate humanities research and beneficial exchange of ideas with scholars around the world; and 11) programmatic collaboration with the National Trust for the Humanities.

II. Table A		NATIONAL ENDOWMENT FOR THE HUMANITIES FY 2013 PERFORMANCE PLAN	
PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2013 PLANNED PERFORMANCE LEVELS	
RESEARCH PROGRAMS \$14,590,752	A: To facilitate basic research and original scholarship in the humanities.		
	1) Support is provided that enables scholars-- both those affiliated with educational institutions and those working independently-- to devote a concentrated period of time to research and writing on significant subjects in all fields of the humanities.	Support will be provided for 183 individual scholars to make significant progress on important humanities research projects through fellowships and stipends.	
	2) Support is provided for collaborative research projects that develop significant intellectual advances and resources for scholars, teachers, students, and the general public.	Support will be provided for 42 important long-term collaborative projects in the humanities such as scholarly editions, translations, archaeological excavations and analyses and other complex, large-scale undertakings. In addition, 16 previously awarded grants will receive ongoing support through NEH matching funds.	
	3) Support is provided for overseas research in the humanities by American scholars and, where appropriate, encouragement offered for international collaboration in research on significant topics in the humanities.	Awards for 23 humanities fellowship programs at independent research institutions will support the work of 75 humanities scholars who are making significant contributions to scholarship in the humanities.	
	4) Support is provided for humanities scholarship by faculty members at Historically Black, Hispanic-serving, and Tribal colleges and universities.	Support will enable 10 individual scholars who teach at historically black colleges and universities, at Hispanic-serving institutions, and at tribal colleges and universities to make significant progress on important scholarly projects in the humanities through faculty research awards.	

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2013 PLANNED PERFORMANCE LEVELS
EDUCATION PROGRAMS \$13,259,655	B: To strengthen teaching and learning in the humanities in schools and colleges across the nation.	
	1) Teachers are provided opportunities to renew and deepen their knowledge of the humanities.	<p>Support for 45 NEH summer seminars and institutes will enable 485 college teachers and 460 school teachers to revitalize their knowledge and teaching of the humanities. College teachers participating in seminars and institutes during the summer of 2014 will reach approximately 84,875 students annually; school teacher participants will reach approximately 57,500 students annually.</p> <p>Support for 20 “Landmarks of American History and Culture” workshops to take place in the summer of 2014 will enable approximately 1,600 school teachers to revitalize their knowledge and teaching of American history, particularly as it relates to the relationship between specific sites and the episodes in history, the writers, and/or the artists associated with that location. These teachers will annually reach approximately 200,000 students.</p> <p>Support for 3 NEH <i>Bridging Cultures</i> at Community Colleges projects is enabling community college faculty and administrators to participate in sustained programs of faculty and curriculum development. They are working with leading scholars to develop new curricula and courses, participating in a sustained program of study and guidance, exchanging ideas through digital technology, and will present products such as syllabi and research products at a concluding conference. Community college faculty participating in these projects will reach approximately 23,128 students annually.</p> <p>Support for 19 Enduring Questions projects is enabling faculty members to develop a new course at the undergraduate level to grapple with the most fundamental concerns of the humanities, and to join with their students in deep, sustained programs of reading in order to encounter influential thinkers over the centuries and into the present day. These questions will include: What is the good life? What is justice? What is friendship? Is there a human nature, and, if so, what is it? Each participating faculty member will conduct the newly created course at least twice, with each iteration reaching approximately 25 students.</p>
	2) Support is provided for humanities education programming in Historically Black, Hispanic-serving, and Tribal colleges and universities across the country.	Humanities Initiatives at Presidentially Designated Institutions will provide 8 grants to support faculty professional development activities for improvement in humanities instruction, as well as other capacity building activities at these institutions.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2013 PLANNED PERFORMANCE LEVELS
PRESERVATION AND ACCESS \$15,268,877	C: To preserve and increase the availability of cultural and intellectual resources essential to the American people.	
	1) Support is provided to museums, libraries, archives, historical organizations, and other cultural institutions to extend the useful life of fragile humanities collections and to develop sustainable strategies for their care.	<p>Grants will be made to 11 projects to begin or continue work on the preparation of dictionaries, atlases, encyclopedias, and textbases central to knowledge and understanding of the humanities.</p> <p>Twenty-eight projects will preserve and/or provide access to 44,464 sound and video collections; 1,106 linear feet of archival documents; and 1,757,598 manuscripts, broadsides, oversize volumes, and other non-print materials.</p> <p>Cooperative agreements will digitize hundreds of thousands of microfilm pages of historic newspapers.</p> <p>Support will be provided for 3 research and development projects concerned with standards and procedures.</p>
	2) Support is provided to train staff from the nation's cultural repositories in the appropriate procedures for preserving and enhancing access to the humanities collections for which they are responsible.	<p>Eight awards will be made for regional and national education programs that are providing training for 552,485 people in U.S. museums, libraries, archives, and historical organizations.</p>

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2013 PLANNED PERFORMANCE LEVELS
PRESERVATION AND ACCESS \$15,268,877	3) Support is provided to museums, libraries, archives, historical organizations, and other cultural institutions to extend the useful life of fragile humanities collections and to develop sustainable strategies for their care. Supported activities include preventive conservation measures, such as managing relative humidity, temperature, light and pollutants in collection spaces; providing protective storage systems for collections; and safeguarding collections from theft and disasters.	Projects supported will help 18 cultural institutions preserve and ensure continued access to their humanities collections institutions through preventive conservation measures.
	4) The Endowment extends its reach to institutions across the country by providing support for basic preservation activities to small and mid-sized libraries, archives, museums, and historical organizations.	Projects supported will assist in preserving collections at 72 institutions in 30 states and Puerto Rico. Forty-four percent of the awards have gone to first-time NEH grantees.
PUBLIC PROGRAMS \$13,486,032	D: To provide opportunities for Americans to engage in lifelong learning in the humanities.	
	1) Substantive media presentations, exhibitions, reading and discussion programs, and other public projects advance public understanding of the humanities.	Twenty-eight television/radio projects will produce 98 broadcast hours and draw a cumulative audience of approximately 33 million people.  Twenty-eight exhibitions, reading, viewing, and discussion programs, web-based programs, and other public education programs will employ various delivery mechanisms at venues across the country.
	2) High quality interpretative panel exhibitions and public programs are circulated to libraries through Small Grants to Libraries, and selected sites that receive smaller versions of NEH-funded exhibitions through the NEH on the Road cooperative agreement receive funds for additional public programming.	Thirty-eight NEH on the Road grants will be made to museums, and 115 Small Grants to Libraries were awarded. The total for Small Grants to Libraries includes 45 grants for programming related to the <i>Bridging Cultures</i> Bookshelf.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2013 PLANNED PERFORMANCE LEVELS
NEW PROGRAM INITIATIVES \$10,697,067	E: To create special program initiatives that respond to needs and opportunities in American society.	
	1) Special initiatives and programs that address important concerns and opportunities in the humanities are established.	<ul style="list-style-type: none"> <li>• \$3,515,383. Through the <i>Bridging Cultures</i> initiative, funding will be provided to enhance Americans’ understanding of their own rich cultural heritage, as well as the cultural complexity of the world in which we live. The initiative will: 1) develop a new theme or themes with broad national interest and once again invite proposals for scholar-driven forums that will inform and engage public audiences using creative approaches based in the humanities; 2) provide small grants to libraries for the creation of reading and discussion programs in communities that receive the <i>Bridging Cultures</i> Bookshelf; 3) develop new <i>Bridging Cultures</i> lesson plans for EDSITEment to help meet the needs of K-12 teachers who are asked to teach about cultures and geographies that may not have been covered in depth in their own educational preparation; 4) stimulate new globally-focused humanities programs in America’s community colleges; 5) support documentary films that explore cultures outside of the United States within the new <i>Bridging Cultures</i> through Film: International Topics category; and 6) maintain a portfolio of international collaborations that facilitate humanities research and beneficial exchange of ideas with scholars around the world.</li> <li>• \$4,168,355. Funding will be provided through the Digital Humanities program to support projects that utilize or study the impact of digital technology on research, education, preservation, and public programming in the humanities. Digital Humanities will support: 1) Digging into Data Challenge, an international collaboration among six research teams in Canada, Europe, and the United States to explore how vast libraries of digitized books, newspapers, art, and music can be used for advanced scholarship; 2) Digital Start-Up Grants to encourage innovative work at the nexus of information technology and the humanities; 3) Digital Humanities Implementation Grants, a new program to support Digital Start-Up projects and others that have already demonstrated a successful beginning phase and that have a clear plan for moving towards full implementation; 4) Institutes for Advanced Topics in the Digital Humanities to encourage the sharing of best practices among humanities scholars; and 5) DFG/NEH Bilateral Digital Humanities Programs jointly supported by NEH and the German Research Foundation (DFG) to encourage collaborative digital humanities projects between American and German institutions.</li> <li>• \$3,013,329. Through <i>We the People</i>, funding will be provided to support the teaching, study, and understanding of American history and culture.</li> </ul>
	2) Agency-wide initiatives are developed in selected humanities areas.	Awards will be made through the NEH/NSF “Documenting Endangered Languages” special initiative.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2013 PLANNED PERFORMANCE LEVELS
CHALLENGE GRANTS \$8,408,145	F: To strengthen the institutional base of the humanities.	
	Support is provided for institutions to increase nonfederal contributions for their humanities activities and enhance their resources over the long term.	By FY 2017, NEH Challenge Grants awarded in FY 2013 will generate more than 30 million in nonfederal donations to recipient institutions in support of their humanities activities.
FEDERAL/STATE PARTNERSHIP \$40,682,462	G: To maintain and strengthen partnerships with the state humanities councils.	
	Support is provided to the councils to encourage locally initiated, substantive humanities programs for the people in each state.	Support for the programs and operations of 56 state humanities councils will make possible high quality state and local humanities projects throughout the nation, including 15,900 reading and discussion programs, 2,200 exhibitions, 6,100 literacy programs, 3,800 speakers bureau presentations, 2,500 teacher institutes and workshops, 5,100 conferences and symposia, 1,670 Chautauqua events, 22,700 media program events, 1,240 technology projects, 700 preservation projects and 4,900 local history projects.
PROGRAM DEVELOPMENT \$502,054	H: To establish collaborative partnerships with individuals and institutions in support of the humanities.	
	1) Partnerships are forged to leverage new resources for the humanities and expand audiences for the humanities.	The Endowment will develop a number of new partnerships with other institutions and organizations, leveraging approximately \$1.5 million in new funding for humanities programs.
	2) New programming, funding, and administrative partnerships are established with other agencies, foundations, and organizations, both public and private.	NEH partnerships will include the following: 1) a program of fellowships to be sponsored jointly by NEH and the Library of Congress to support humanities scholars who wish to conduct research at the Library of Congress; 2) the National Digital Newspaper Program, a multi-year collaboration with the Library of Congress to digitize and make publicly available on the World Wide Web newspapers already preserved on microfilm through the United States Newspapers Program; 3) the Advanced Research Fellowships on Japan Program to be jointly sponsored by NEH and the Japan-United States Friendship Commission; 4) a "Cultural Diplomacy" partnership of NEH and the U.S. Department of State that would enable teachers from other nations to participate in "Landmarks of American History and Culture" workshops; 5) EDSITEment; 6) Digging into Data Challenge, an international collaboration among eight research teams in Canada, Europe, and the United States to explore how vast libraries of digitized books, newspapers, art, and music can be used for advanced scholarship; 7) the <i>Bridging Cultures</i> Bookshelf project, a partnership with the Carnegie Corporation of New York; and 8) programmatic collaboration with the National Trust for the Humanities.

II. Table A		NATIONAL ENDOWMENT FOR THE HUMANITIES FY 2012 PERFORMANCE PLAN	
PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2012 ACTUAL PERFORMANCE LEVELS	
RESEARCH PROGRAMS \$14,502,000	A: To facilitate basic research and original scholarship in the humanities.		
	1) Support is provided that enables scholars-- both those affiliated with educational institutions and those working independently-- to devote a concentrated period of time to research and writing on significant subjects in all fields of the humanities.	Support was provided for 176 individual scholars to make significant progress on important humanities research projects through fellowships and stipends.	
	2) Support is provided for collaborative research projects that develop significant intellectual advances and resources for scholars, teachers, students, and the general public.	Support was provided for 42 important long-term collaborative projects in the humanities such as scholarly editions, translations, archaeological excavations and analyses and other complex, large-scale undertakings. In addition, 18 previously awarded grants will receive ongoing support through NEH matching funds, in part through the use of <i>We the People</i> funding.	
	3) Support is provided for overseas research in the humanities by American scholars and, where appropriate, encouragement offered for international collaboration in research on significant topics in the humanities.	Awards for 25 humanities fellowship programs at independent research institutions supported the work of 80 humanities scholars who are making significant contributions to scholarship in the humanities.	
	4) Support is provided for humanities scholarship by faculty members at Historically Black, Hispanic-serving, and Tribal colleges and universities.	Support enabled 6 individual scholars who teach at historically black colleges and universities, at Hispanic-serving institutions, and at tribal colleges and universities to make significant progress on important scholarly projects in the humanities through faculty research awards.	

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2012 ACTUAL PERFORMANCE LEVELS
EDUCATION PROGRAMS \$13,179,000	B: To strengthen teaching and learning in the humanities in schools and colleges across the nation.	
	1) Teachers are provided opportunities to renew and deepen their knowledge of the humanities.	<p>Support for 44 NEH summer seminars and institutes will enable 440 college teachers and 528 school teachers to revitalize their knowledge and teaching of the humanities. College teachers participating in seminars and institutes during the summer of 2013 will reach approximately 77,000 students annually; school teacher participants will reach approximately 66,000 students annually.</p> <p>Support for 21 “Landmarks of American History and Culture” workshops to take place in the summer of 2013 will enable approximately 1,680 school teachers to revitalize their knowledge and teaching of American history, particularly as it relates to the relationship between specific sites and the episodes in history, the writers, and/or the artists associated with that location. These teachers will annually reach approximately 210,000 students.</p> <p>“Landmarks of American History and Culture for Community College Faculty” workshops were discontinued in FY 2012. A new competition to better address the needs of this constituency was created in FY 2012.</p> <p>Teaching Development Fellowships were discontinued in FY 2012 due to a shift in the agency’s educational programming priorities.</p> <p>Support for 5 NEH <i>Bridging Cultures</i> at Community Colleges projects enabled community college faculty and administrators to participate in sustained programs of faculty and curriculum development. They worked with leading scholars to develop new curricula and courses, participate in a sustained program of study and guidance, exchange ideas through digital technology, and present products such as syllabi and research products at a concluding conference. Community college faculty participating in these projects reach approximately 37,772 students annually.</p> <p>Support for 22 Enduring Questions projects enabled faculty members to develop a new course at the undergraduate level to grapple with the most fundamental concerns of the humanities, and to join with their students in deep, sustained programs of reading in order to encounter influential thinkers over the centuries and into the present day. These questions include: What is the good life? What is justice? What is friendship? Is there a human nature, and, if so, what is it? Each participating faculty member will conduct the newly created course at least twice, with each iteration reaching approximately 25 students.</p> <p>Picturing America School Collaboration Projects were discontinued in FY 2012 due to a shift in the agency’s education programming priorities.</p>

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2012 ACTUAL PERFORMANCE LEVELS
EDUCATION CONT'D	2) Support is provided for humanities education programming in Historically Black, Hispanic-serving, and Tribal colleges and universities across the country.	Humanities Initiatives at Presidentially Designated Institutions provided 13 grants to support faculty professional development activities for improvement in humanities instruction, as well as other capacity building activities at these institutions.
PRESERVATION AND ACCESS \$15,176,000	C: To preserve and increase the availability of cultural and intellectual resources essential to the American people.	
	1) Support is provided to preserve and create intellectual access to humanities collections and resources. Supported activities include digitizing collections; arranging and describing archival and manuscript collections; cataloging collections of printed works, photographs, recorded sound, moving image, art, and material culture; preservation reformatting; deacidification of collections; preserving and improving access to humanities resources in "born digital" form; creating research tools and reference works; and developing technical standards, best practices, and tools for preserving and enhancing access to humanities collections.	<p>Grants were made to 11 projects to begin or continue work on the preparation of dictionaries, atlases, encyclopedias, and textbases central to knowledge and understanding of the humanities.</p> <p>Twenty-five projects supported are preserving and/or providing access to 3,305 hours of recorded sound and video collections; 2,393 linear feet of archival documents; and 394,987 manuscripts, broadsides, oversize volumes, and other non-print materials.</p> <p>Cooperative agreements supported are digitizing hundreds of thousands of microfilm pages of historic newspapers.</p> <p>Support was provided for 2 research and development projects concerned with standards and procedures..</p>
	2) Support is provided to train staff from the nation's cultural repositories in the appropriate procedures for preserving and enhancing access to the humanities collections for which they are responsible.	Seven awards were made for regional and national education programs that will provide training for 301,286 people in U.S. museums, libraries, archives, and historical organizations.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2012 ACTUAL PERFORMANCE LEVELS
PRESERVATION AND ACCESS \$15,176,000	3) Support is provided to museums, libraries, archives, historical organizations, and other cultural institutions to extend the useful life of fragile humanities collections and to develop sustainable strategies for their care. Supported activities include preventive conservation measures, such as managing relative humidity, temperature, light and pollutants in collection spaces; providing protective storage systems for collections; and safeguarding collections from theft and disasters.	Projects supported are helping 18 cultural institutions preserve and ensure continued access to their humanities collections institutions through preventive conservation measures.
	4) The Endowment extends its reach to institutions across the country by providing support for basic preservation activities to small and mid-sized libraries, archives, museums, and historical organizations.	Projects supported are assisting in preserving collections at 62 institutions in twenty-seven states and the District of Columbia. Thirty-four percent of the awards went to first-time NEH grantees.
PUBLIC PROGRAMS \$13,404,000	D: To provide opportunities for Americans to engage in lifelong learning in the humanities.	
	1) Substantive media presentations, exhibitions, reading and discussion programs, and other public projects advance public understanding of the humanities.	Twenty-one television/radio projects supported are producing 88 broadcast hours that will draw a cumulative audience of approximately 35 million people.  Thirty exhibitions, reading, viewing, and discussion programs, web-based programs, and other public education programs are employing various delivery mechanisms at venues across the country.
	2) High quality interpretative panel exhibitions and public programs are circulated to libraries through Small Grants to Libraries, and selected sites that receive smaller versions of NEH-funded exhibitions through the NEH on the Road cooperative agreement receive funds for additional public programming.	Thirty-four NEH on the Road grants were be made to museums, and 50 Small Grants to Libraries were awarded.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2012 ACTUAL PERFORMANCE LEVELS
<p style="text-align: center;">NEW PROGRAM INITIATIVES</p> <p style="text-align: center;">\$10,632,000</p>	<p>E: To create special program initiatives that respond to needs and opportunities in American society.</p>	
	<p>1) Special initiatives and programs that address important concerns and opportunities in the humanities are established.</p>	<ul style="list-style-type: none"> <li>• \$3,494,000. <i>Bridging Cultures</i> supported: 1) the dissemination of follow-up programs to the previously funded <i>Bridging Cultures</i> forums and workshops focused on the role of civility in our democracy and on the history and culture of Muslim societies; 2) distribution of the <i>Bridging Cultures</i> Bookshelf, developed in partnership with the Carnegie Corporation of New York; 3) development of new <i>Bridging Cultures</i> lesson plans for EDSITEMent to help meet the needs of K-12 teachers who are asked to teach about cultures and geographies that may not have been covered in depth in their own educational preparation; 4) new globally-focused humanities programs in America’s community colleges; 5) documentary films that explore cultures outside of the United States within the new <i>Bridging Cultures</i> through Film: International Topics category; and 6) a portfolio of international collaborations that facilitate humanities research and beneficial exchange of ideas with scholars around the world.</li> <li>• \$4,143,000. Funding was provided through the Digital Humanities program to support projects that utilize or study the impact of digital technology on research, education, preservation, and public programming in the humanities. Digital Humanities supported a variety of new funding categories or programmatic emphases: 1) Digital Start-Up Grants to encourage innovative work at the nexus of information technology and the humanities; 2) Institutes for Advanced Topics in the Digital Humanities to encourage the sharing of best practices among humanities scholars; 3) Transatlantic Collaborative Grants supported jointly by NEH and the Joint Information Systems Committee in the United Kingdom to offer support for digitization projects in the humanities; 4) DFG/NEH Bilateral Digital Humanities Programs jointly supported by NEH and the German Research Foundation (DFG) to encourage collaborative digital humanities projects between American and German institutions; and 5) Digging into Data Challenge, an international collaboration among six research teams in Canada, Europe, and the United States to explore how vast libraries of digitized books, newspapers, art, and music can be used for advanced scholarship.</li> <li>• \$2,995,000. Through <i>We the People</i>, funding was provided to support the teaching, study, and understanding of American history and culture.</li> </ul>
	<p>2) Agency-wide initiatives are developed in selected humanities areas.</p>	<p>Awards were made through the NEH/NSF “Documenting Endangered Languages” special initiative.</p>

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2012 ACTUAL PERFORMANCE LEVELS
CHALLENGE GRANTS \$8,357,000	F: To strengthen the institutional base of the humanities.	
	Support is provided for institutions to increase nonfederal contributions for their humanities activities and enhance their resources over the long term.	By FY 2016, NEH Challenge Grants awarded in FY 2012 will generate more than \$28 million in nonfederal donations to recipient institutions in support of their humanities activities.
FEDERAL/STATE PARTNERSHIP \$40,435,000	G: To maintain and strengthen partnerships with the state humanities councils.	
	Support is provided to the councils to encourage locally initiated, substantive humanities programs for the people in each state.	Support for the programs and operations of 56 state humanities councils made possible high quality state and local humanities projects throughout the nation, including 16,600 reading and discussion programs, 2,000 exhibitions, 5,500 literacy programs, 3,600 speakers bureau presentations, 3,500 teacher institutes and workshops, 2,700 conferences and symposia, 1,800 Chautauqua events, 7,600 media program events, 600 technology projects, 650 preservation projects and 3,500 local history projects.
PROGRAM DEVELOPMENT \$499,000	H: To establish collaborative partnerships with individuals and institutions in support of the humanities.	
	1) Partnerships are forged to leverage new resources for the humanities and expand audiences for the humanities.	The Endowment developed a number of new partnerships with other institutions and organizations, leveraging approximately \$1.5 million in new funding for humanities programs.
	2) New programming, funding, and administrative partnerships are established with other agencies, foundations, and organizations, both public and private.	NEH partnerships included the following: 1) a program of fellowships to be sponsored jointly by NEH and the Library of Congress to support humanities scholars who wish to conduct research at the Library of Congress; 2) the National Digital Newspaper Program, a multi-year collaboration with the Library of Congress to digitize and make publicly available on the World Wide Web newspapers already preserved on microfilm through the United States Newspapers Program; 3) the Advanced Research Fellowships on Japan Program to be jointly sponsored by NEH and the Japan-United States Friendship Commission; 4) a “Cultural Diplomacy” partnership of NEH and the U.S. Department of State that would enable teachers from other nations to participate in “Landmarks of American History and Culture” workshops; 5) EDSITEMent; 6) Digging into Data Challenge, an international collaboration among eight research teams in Canada, Europe, and the United States to explore how vast libraries of digitized books, newspapers, art, and music can be used for advanced scholarship; 7) the <i>Bridging Cultures</i> Bookshelf project, a partnership with the Carnegie Corporation of New York and; 8) programmatic collaboration with the National Trust for the Humanities.

### III. MEETING THE PERFORMANCE GOALS: REQUIRED RESOURCES AND OPERATIONAL PROCESSES

A. **Required Resources.** NEH promotes national progress in research, education, and lifelong learning in the humanities by awarding project grants to organizations and individuals in all parts of the United States. A funding level adequate to provide for a sufficient range of grant opportunities across all disciplines of the humanities is, thus, the Endowment's most important resource requirement. For each performance goal, we have estimated a sum that would be required to produce the desired outcomes in FY 2014:

<u>Performance Goal</u>	<u>Funding Required*</u>
1. To facilitate basic research and original scholarship in the humanities.	\$15,435,000
2. To strengthen teaching and learning in the humanities in schools and colleges across the nation.	\$13,250,000
3. To preserve and increase the availability of cultural resources for the American people.	\$15,750,000
4. To provide opportunities for Americans to engage in lifelong learning in the humanities.	\$14,000,000
5. To create new program initiatives that respond to emerging needs and opportunities in American society, such as the Bridging Cultures initiative and the Digital Humanities program.	\$13,450,000
6. To strengthen the institutional base of the humanities.	\$8,850,000
7. To maintain and strengthen partnerships with the state humanities councils.	\$43,432,000

\* In FY 2014, the Endowment would allocate \$124,167,000 in definite and Challenge funds among programmatic activities that address the above performance goals. Another \$500,000 in definite funds would be provided for Program Development. During the year, Treasury funds totaling \$2,400,000 would also be allocated among program areas of the Endowment as needed to match nonfederal contributions in support of NEH-sponsored projects.

Also important are the kinds of administrative resources that it make possible for the Endowment's staff to advance the agency's performance goals through our daily work. Chief among these resources are the following:

- A highly trained **staff**, many of whom are credentialed practitioners of a humanities discipline;
- access to the new **information technologies** that reinforce the agency's efforts to serve the public efficiently; and
- a **physical office environment** conducive to productive work.

B. **Operational Processes.** NEH support for the humanities is provided through an annual sequence of highly selective grant competitions. Because insuring the fairness and rigor of that award process is of paramount importance—both for the sake of taxpayer value and for the integrity of the humanities—the Endowment's most essential operational process is that of conducting a national, merit-based system of grant application review. Through this system, we annually draw upon the services of hundreds of humanities practitioners from outside the agency in order to knowledgeably evaluate each project proposal submitted to NEH. The judgments of panelists and reviewers from all humanities disciplines and every part of the country weigh heavily in the agency's funding decisions.

#### IV. MEANS OF VERIFYING AND VALIDATING PERFORMANCE MEASURES

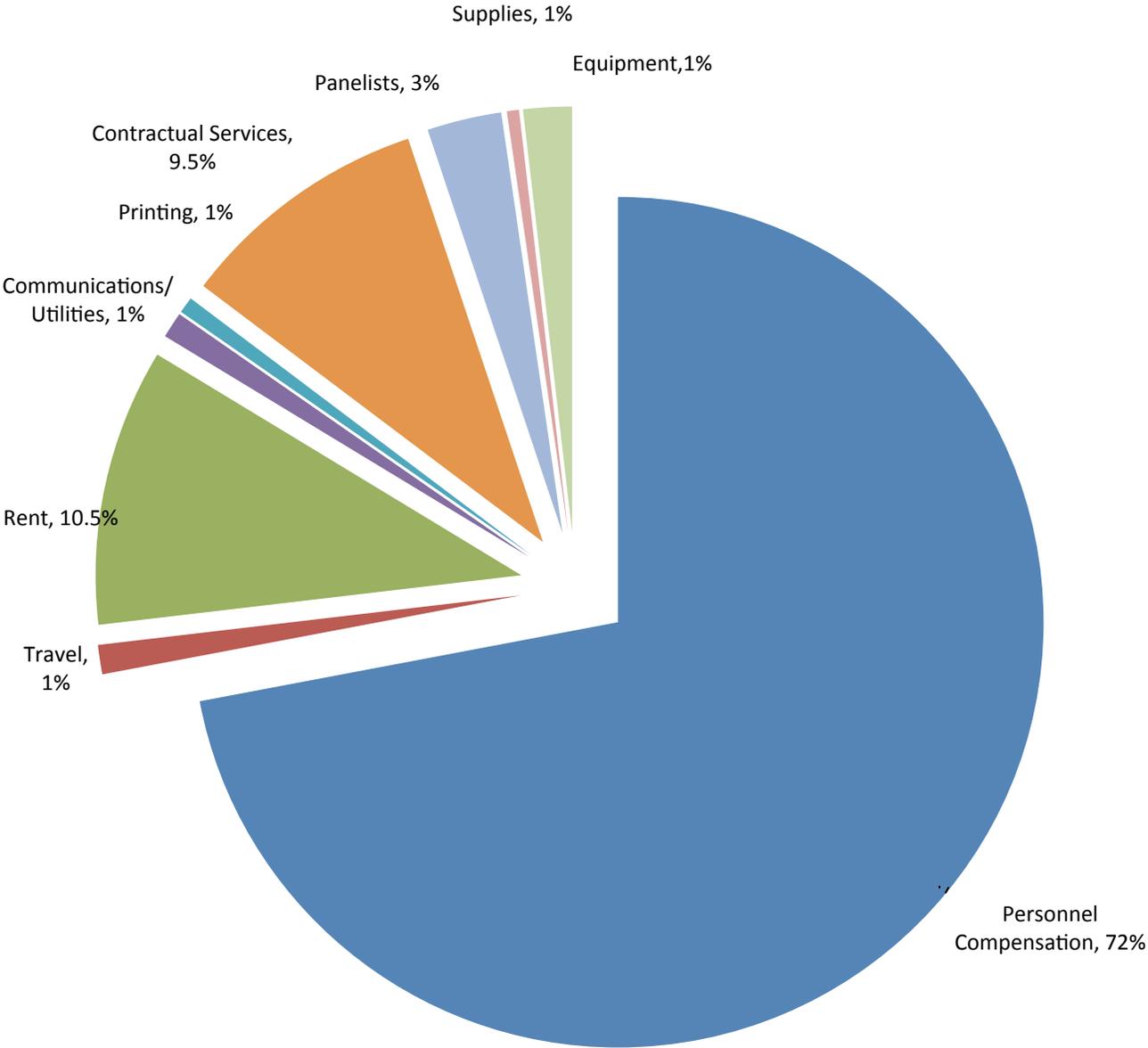
The Endowment will use a variety of means to collect and verify information that measures our progress in attaining our performance goals:

- **Interim and final reports of grantees** will provide the most comprehensive source of information about the outcomes of NEH-supported work. From these reports the Endowment will regularly compile data about the results of activities undertaken in connection with each of our performance goals.
- NEH recently launched a new feature of our online eGMS database, the ability to collect information about products, prizes, and media coverage that result from NEH-funded projects. Current and past grantees can now input data about such project outcomes as books, journal articles, websites, documentary films, museum exhibitions, conferences, workshops, computer software, new buildings or equipment, and academic prizes, or about media coverage, such as a book review, newspaper article, or radio interview. For example, this **outcomes database** currently links information about 6,852 humanities research projects in the Endowment's grant information database to bibliographic information about 4,784 published books that these projects produced between 1980 and 2013.
- The Endowment will conduct **site visits** as a means of documenting the progress and accomplishments of selected grantees.

- **Evaluations** of selected projects and programs will be conducted to determine whether program goals are being met.
- Information on **awards, prizes, and other forms of recognition**, such as favorable press articles, will be collected so that the agency can gain a better sense of the impact and quality of our funded projects.



FY 2014 Administrative Budget \$27,398,000





**Administrative Budget by Object Classification**  
(\$ in thousands)

<b>OBJECT CLASSES</b>	<b>FY 2012 Actual</b>	<b>FY 2013</b>	<b>FY 2014 Request</b>
11.1 PERSONNEL COMPENSATION BENEFITS	16,183 4,498		15,513 4,220
12.1 TOTAL-PERSONNEL COMPENSATION	20,681		19,733
21.0 TRAVEL AND TRANSPORTATION	330		305
23.1 GSA RENT	2,735		2,889
23.3 COMMUNICATIONS AND UTILITIES	230		270
24.0 PRINTING	165		170
25.1 OTHER CONTRACTUAL SERVICES	2,345		2,625
25.9 PANELIST CONTRACTS	800		775
26.0 SUPPLIES	120		126
31.0 EQUIPMENT	160		505
<b>TOTAL</b>	<b>\$27,565<sup>1</sup></b>		<b>\$27,398</b>

<sup>1</sup> Includes appropriation and FY 2011 carryover and de-obligated funds.



## NEH ADMINISTRATIVE BUDGET

**FY 2014 Request: \$27,398,000**

### Introduction

The administrative budget for the National Endowment for the Humanities (NEH) supports staff salaries and benefits, rental of office space, building security, staff travel, contractual services, equipment, supplies, and related program support activities that enable the agency to achieve its legislated mission to further support and advance high quality research, education, preservation, and public programming in the humanities. For fiscal year 2014 NEH is requesting \$27,398,000 in administrative funds to support the agency's program request of \$127,067,000.

NEH and its sister agency, the National Endowment for the Arts, will be relocated from their long-time home at the historic Old Post Office Building on Pennsylvania Avenue to a new building, the Constitution Center, in southwest Washington, DC. GSA has informed NEH that the move is likely to take place in early February of 2014. Most of the costs of the move will be incurred in FY 2013. Some additional move-related costs—principally associated with the IT equipment and build-out—will be incurred in FY 2014 and are reflected in this budget.

### NEH Administrative Costs

The Endowment's grant-making function is the single most important factor shaping the agency's administrative budget. This function directly involves the majority of NEH's staff and includes such varied tasks as the planning of programs and special initiatives, the development of application guidelines, the receipt and processing of proposals, the review of applications, the awarding of grants, and the management and oversight of the grant awards themselves. These labor-intensive tasks require a highly trained program staff that is knowledgeable about the content and methods of the humanities. Most NEH program staff hold Ph.D.s or other advanced degrees in the humanities. In addition to this highly specialized program staff, the Endowment retains the services of personnel needed to perform the everyday but essential activities involved in operating a federal agency, such as budgeting, accounting, and other financial functions; human resources; information resources management; legal counsel; public affairs and communications; and administrative services.

Personnel compensation and benefits account for more than 72 percent of agency administrative expenses. Of the remaining 28 percent, a significant portion is taken up with fixed costs—that is, items over which we have no control, including annual rent payments to the General Services Administration, building security payments, and mandated transfers to other agencies for various electronic services, such as the government-wide Grants.gov online grant application portal.

As a grant-making agency, there are a number of items in NEH's administrative budget that are not typically included in other federal agencies' overhead. The most prominent of these is the annual cost of operating our system for evaluating grant applications. The Endowment currently administers more than three dozen discrete grant categories that receive more than 5,000 applications annually, resulting in the awarding of approximately 1,000 grants each year. These applications are all processed and read by NEH staff and then evaluated by experts outside of the agency, who are asked for their judgments about the quality and significance of the proposed projects. Almost 1,000 scholars, teachers, museum curators, filmmakers, and other humanities professionals and experts serve on the more than 250 panels we convene throughout the course of a typical year. Each of these evaluators receives a \$250 honorarium. Since the majority of our panels are sitting panels—that is, are convened at the Endowment's offices in D.C., to review applications to various grant programs—we also incur substantial travel, lodging, and per diem expenses for each attending panelist. In FY 2014 we estimate that these panelists will cost us approximately \$775,000, or almost three percent of our total administrative budget.

Another cost directly related to our grant-making function is the expense of convening the National Council on the Humanities. The 26-member Council—which is statutorily mandated to advise the NEH Chairman on all grant applications—meets in Washington three times annually. Each Council member is compensated for his or her service. The Endowment also incurs travel, lodging, and per diem expenses for the preponderance of Council members who live outside of the Washington metropolitan area. The annual cost of convening these meetings is approximately \$70,000.

Other expenses that are directly related to our role as a grant-making agency include the cost of participating in the government-wide online grant application portal, Grants.gov. This transfer of funds to the Department of Health and Human Services, as well as administrative support provided internally for the Grants.gov program, will cost NEH an estimated \$245,000 in FY 2014.

Overall, approximately \$1.1 million of our overhead, or about four percent of our administrative budget, is spent directly on expenses that are not typical of most other federal agencies.

### Recent Administrative Highlights

NEH is a well-managed agency that has an exemplary record of extracting the most value from its administrative resources, while at the same time ensuring the highest quality service to its customers. We make every effort to reduce overhead and operating costs whenever possible, and we continually stress this priority to all our program and office managers. In the face of upward pressures in various cost categories in recent years, we have made a conscientious effort to limit other administrative cost increases.

Among our administrative achievements in recent years are:

- A thorough redesign and enhancement of the NEH website, which now provides up-to-date information and access to NEH grant programs, operations, and special initiatives, as well as outcomes of recent notable grants.
- The development of a grant-search query form on the agency's website has enabled the public to search our grant database for a wide-range of information about NEH grants. This easy-to-use feature has opened up access to grant records dating back to 1980. NEH is now working to digitize the thousands of pre-1980 grants records and to make this information available on our website as well. We anticipate completing a significant portion of this major undertaking in 2013.
- NEH is developing and testing an Electronic Grants Management System ("eGMS"), which will be used by grantees to interact with NEH and manage their grants online. Among the interactive features already available to NEH and its grantees are: tracking past and present grants, online submission of financial and progress reports, processing grant offers, tracked messaging, and capturing information on products and prizes that have resulted from NEH grants. More applicant- and grantee-friendly features are in the pipeline for this popular and time-saving technology. We expect the system to be fully developed in calendar year 2014.

NEH currently provides electronic grants management services to the National Endowment for the Arts and soon expects to do the same for the Institute of Museum and Library Services. Once completed, the Endowment's eGMS will be made available to additional small agencies whose primary function is to award grants. There are already several such agencies that have expressed an interest in joining the partnership.

- The Endowment is keenly aware of the importance of providing a thorough and extensive IT security system to guard against outside cyber threats. We have recently implemented an updated and comprehensive risk management program that aligns with federal guidelines related to agency risk management frameworks. In addition, we have completed the move of our agency Internet connection to a Managed Trusted Internet Protocol Service provider that fully complies with OMB's Trusted Internet Connection initiative.
- In keeping with our recent coordination with our colleagues at NEA on various grant management and IT-related areas of interest, we anticipate that the two agencies will realize some cost savings by sharing space and some operational functions when they relocate to their new quarters in FY 2014.

**Budget Estimates in Detail**  
(\$ in thousands)

	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>
<b>PERSONNEL COMPENSATION AND BENEFITS</b>	20,681	--	19,733

These object classes fund the salaries and benefits of all employees of the Endowment, including full-time permanent, part-time permanent, temporary, and intermittent appointments (for example, the members of the National Council on the Humanities). The estimates for personnel benefits provide for the Endowment's share of contributions toward employees' retirement, health, and life insurance plans. As the proportion of NEH staff who are covered under the old Civil Service Retirement System diminishes, a greater number of staff is correspondingly covered under the FERS system. Consequently, we are seeing a slight increase in the percentage of benefits paid out as increasing numbers of FERS employees reach retirement age.

This staff compensation request includes \$146,000 to support the Administration's cost of living adjustment of one percent for 2014. The overall FY 2014 personnel request, however, reduces salary expenses by reducing FTE-utilization by three FTEs in FY 2014. Funding requested for FY 2014 would support an estimated 154 FTEs. Staffing costs will be held in check by continuing our recent practice of selective replacement of departing employees and by offering limited-term appointments to many of our newly hired employees.

	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>
<b>TRAVEL AND TRANSPORTATION</b>	330	--	305

Travel funds support local and out-of-town travel of NEH staff to make site visits of NEH grantees, make presentations on Endowment programs, conduct grant-application workshops and other outreach activities, attend conferences and training courses, and conduct other business critical to the mission of the agency. Also supported are the travel expenses of the members of the National Council on the Humanities, who come to Washington three times per year to discuss Endowment policies, review applications, and provide advice to the NEH Chairman concerning funding of specific projects.

In FY 2014, NEH will continue efforts to reduce costs of staff travel—in accordance with OMB memorandum M-12-12, “Promoting Efficient Spending to Support Agency Operations”—such as encouraging more trips that combine multiple venues and purposes and reducing the number of staff who attend national conferences

and meetings. These efforts are expected to save the Endowment at least four percent in agency travel costs compared to FY 2013.

	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>
<b>GSA RENT</b>	2,735	--	2,889

The FY 2014 space rental estimate reflects an increased rent level in line with GSA guidance for the upcoming relocation of NEH’s office space to the Constitution Center building in Southwest Washington, D.C. We are expecting that our building rent will be \$48 per square foot for these new facilities, once all tenant improvement costs have been added to our base rent estimate. Also, our rentable space will decrease considerably from our current home in the Old Post Office Building; GSA has informed us that our rentable space will decrease by almost 29% from the current occupancy level.

	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>
<b>COMMUNICATIONS AND UTILITIES</b>	230	--	270

This object class primarily funds telecommunications and postage expenses. NEH telecommunications costs include local call message units, telephone lines, instruments, installation/service, local Washington Interagency Telephone Service, mobile phones, and Internet line access fees. We anticipate an increase in IT network costs due to continued expansion of trusted Internet connection security requirements. Also, we will continue to fund a customary level of expenditures for agency wireless telecommunications, postage, and courier charges. We expect a small increase in FY 2014 due to inflationary costs in day-to-day agency operations.

	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>
<b>PRINTING</b>	165	--	170

This object class covers the costs of printing NEH publications such as the Endowment's award-winning, bimonthly periodical *Humanities*; posters, program announcements, and program brochures; and stationery and envelopes.

	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>
<b>OTHER CONTRACTUAL SERVICES</b>	2,345	--	2,625

The Endowment supports a wide range of contractual services under this object classification. These include contracts that are required for running the agency but are not covered in any of the preceding object classes. These services include, for example: (1) support, maintenance, and improvement of information technology systems; (2) annual contract and maintenance of the agency's Oracle financial database; (3) employee training; (4) fees for site visitors who evaluate selected NEH grants; (5) security personnel costs for the agency's new home at the Constitution Center; (6) agency contracts for temporary personnel assistance; (7) support of humanities-related activities of the President's Committee on the Arts and the Humanities (PCAH); and (8) interagency transfers in support of Grants.gov and the new Financial Management Line of Business program.

Anticipated costs in this object classification for FY 2014 will include:

- Continued participation in the Grants.gov program, as a partner agency with the Department of Health and Human Services. For FY 2014, NEH has been assessed \$245,000 for participation in Grants.gov, an increase of nearly 10% from the charge for FY 2013.
- Active partnership with GSA in the Financial Management Line of Business program, an E-Gov initiative that will allow for increased business-driven solutions for the management needs of participating agencies. NEH has been assessed a fee of \$26,143 to participate in this program in FY 2014.
- Undertaking new IT contracts to support the expanded network infrastructure at its new office space in the Constitution Center. These contracts would include both updated wireless and cellular networks, as well as a fully updated secure Internet connection.

	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>
<b>PANELIST CONTRACTS</b>	800	--	775

These funds provide for the contract costs (including travel, subsistence, and honoraria) of panelists. NEH convenes many panels each year to evaluate the quality of grant applications submitted to our programs. Panelists are selected from a database that includes scholars, teachers, historians, archivists, curators, media producers, and other humanities professionals. NEH panelists represent a diversity of disciplinary,

institutional, and regional backgrounds. Sufficient funding for panel reviews of grant applications is one of the Endowment’s highest priorities. We strive to recruit the most competent panelists and to give them the time needed to perform an expert evaluation of all grant proposals. Our overriding goal is to ensure that the projects ultimately receiving federal support will be those most likely to make significant contributions to the humanities.

	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>
<b>SUPPLIES</b>	120	--	126

The estimates in this object class provide for the cost of expendable supplies required to carry on the daily business of the Endowment. In addition to supporting the purchase of routine office supplies, funds in this category cover IT supplies, including disks and toner cartridges for printers, and the cost of maintaining the agency's subscriptions to essential periodicals.

	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>
<b>EQUIPMENT</b>	160	--	505

This spending category provides for all equipment, furniture, and office machines having a useful life in excess of one year—items such as chairs, desks, file cabinets, computers, software, and miscellaneous equipment. Equipment purchases in FY 2012 remained consistent with prior year spending levels as no major equipment upgrades were executed. In FY 2014, a significant increase of more than \$300,000 is needed to cover our expected information technology costs related to network system updates in the new NEH headquarters, including the replacement of our desktop computers. The Endowment will need to capitalize this purchase during the year in which it occurs.

## **BUDGET ADDENDUM**

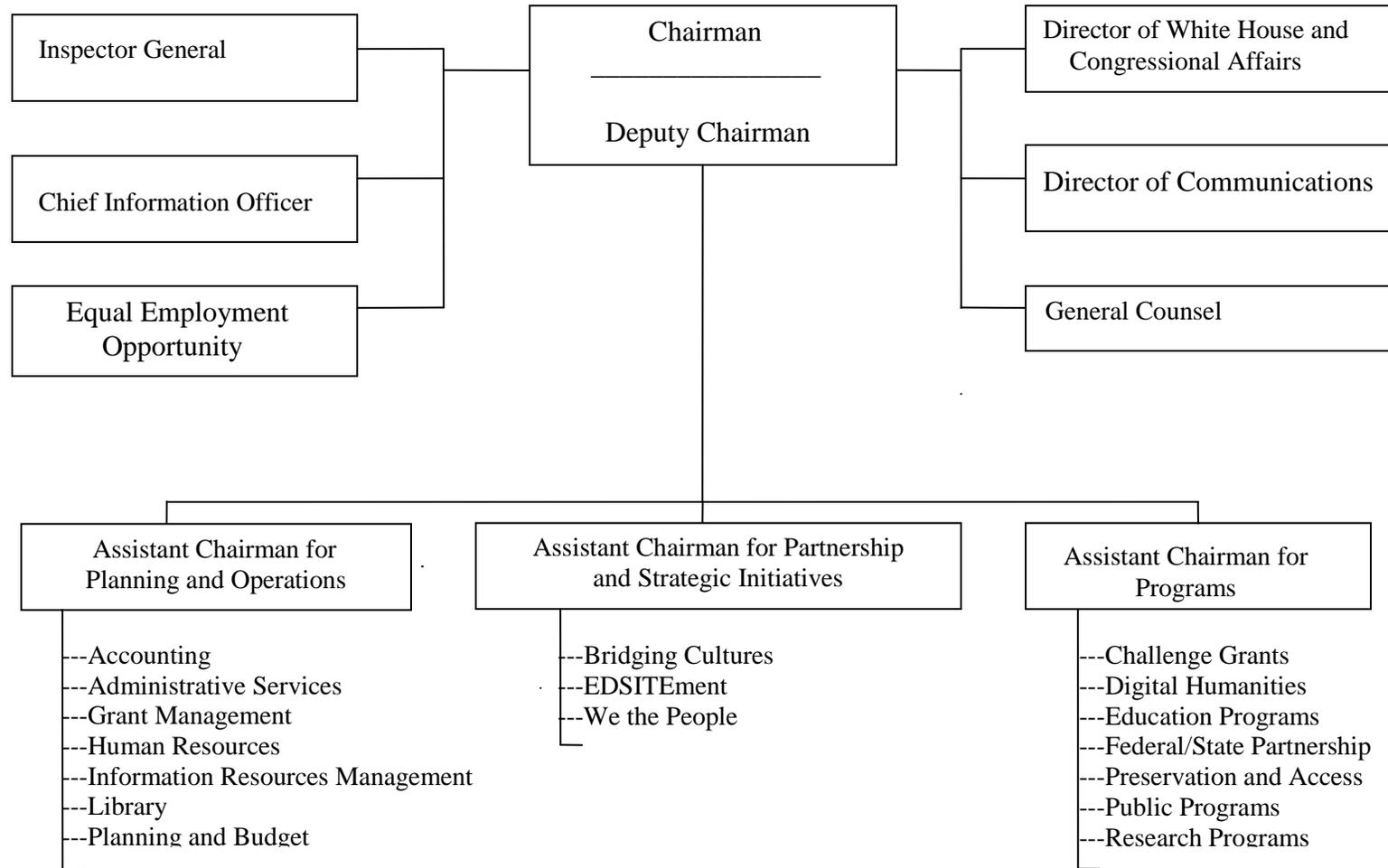
### **NEH Inspector General Budget Request**

The budget for the operations of NEH’s Office of the Inspector General (OIG) is subsumed within the agency’s general administrative budget. In accordance with Section 6(f) of the Inspector General Act of 1978, as amended by the IG Reform Act of 2008, NEH is estimating an aggregate budget for the OIG of \$752,485, which will support all staff salaries and allow for full administrative and legal support of this office, including:

- Staff salaries and benefits totaling \$715,500 to support a staff of 5 FTEs;

- A travel budget of \$5,985 which will allow for audit and investigative support and attendance at all appropriate IG conferences, workshops, and training seminars;
- Estimated IT expenses of \$2,000;
- A training budget of \$9,000 to allow for staff certification as mandated by the IG Act and government auditing standards; and
- A memorandum of understanding between the NEH's OIG and the Treasury Inspector General for Tax Administration (TIGTA), through which OIG will reimburse TIGTA for legal services, not to exceed \$20,000 in any fiscal year.

# National Endowment for the Humanities



March 1, 2012

