



NATIONAL ENDOWMENT FOR THE

Humanities

**Appropriations Request
For Fiscal Year 2015**

**Submitted to Congress
March 2014**

NATIONAL ENDOWMENT FOR THE HUMANITIES

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NATIONAL ENDOWMENT FOR THE HUMANITIES

Fiscal Year 2015 Appropriation Request

SUMMARY AND HIGHLIGHTS

The Administration and the National Endowment for the Humanities (NEH) request an appropriation totaling \$146,021,000 for the agency for fiscal year 2015:

- \$104,621,000 for the Endowment's grant programs in support of projects in the humanities, including \$42,528,000 for the operations, projects, and programs of the 56 state and territorial humanities councils;
- \$3,500,000 to support NEH's special initiative—*Bridging Cultures*—in support of projects that will enhance Americans' understanding of the nation's cultural heritage, as well as the cultural complexity of the world in which we live;
- \$10,900,000 in federal matching funds, including funding for the NEH Challenge Grants program to help stimulate and match private donations in support of humanities institutions and organizations; and
- \$27,000,000 for salaries and expenses needed to operate the agency efficiently and effectively.

This request comes at a time of transition for the agency. Former Chairman Jim Leach left the Endowment in April 2013, and we are awaiting the nomination and confirmation of his successor. The programs and activities described in this budget submission carry some of the imprint of the former Chairman's priorities, but we also have made adjustments in several areas and introduced a number of new program emphases.

The NEH Mission

The year 2015 will mark the fiftieth anniversary of the founding of the National Endowment for the Humanities. The 89th Congress and the Johnson Administration established NEH in 1965 in the belief that "Democracy demands wisdom and vision in its citizens" and that cultivation of the highest quality scholarship, education, and public programming in the humanities has real, tangible benefits for all Americans. The public funds that successive Congresses have provided to NEH over the years have allowed the agency to invest in tens of thousands of humanities projects that have enriched the lives of our nation's citizens and helped them to participate more fully in our democracy.

The Endowment's mission is to advance knowledge and understanding in the humanities—history, philosophy, literature and languages, archaeology, jurisprudence, comparative religion, and other humanities subject areas—and make this knowledge and learning widely accessible throughout the nation. 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 television and radio documentaries, exhibitions, and reading and discussion programs in museums and libraries across the nation. And, through the state humanities councils, 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 work throughout the country, which NEH helps to encourage and 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. 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 greet 2.4 million visitors daily, 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.

While science, technology, engineering, and mathematics—the so-called STEM disciplines—have unquestionably made our world a better place in which to live, the humanities disciplines are no less important to the nation's well-being. As the preamble to the Endowment's 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."

In June 2013, the American Academy of Arts and Sciences—an honorary society that recognizes achievement in the humanities, the natural sciences, social sciences, and the arts—released a major report, *The Heart of the Matter*. This report was developed by the Academy's national Commission on the Humanities and Social Sciences, a blue-ribbon panel made up of 41 scholars, philanthropists, and business and cultural leaders. The study (http://www.humanitiescommission.org/_pdf/hss_report.pdf) responds to a 2010 bipartisan request by Senators Lamar Alexander and Mark Warner, and Representatives Tom Petri and David Price, to identify the most critical actions to be taken by Congress, state governments, universities, and foundations to maintain national excellence in humanities and social science scholarship and to achieve long-term national goals of intellectual and economic well-being, a stronger civil society, and successful cultural diplomacy. The report found that while China and many European countries are increasingly emphasizing humanities education as a spur to innovation and social cohesion, in the United States interest and investment in this area has shrunk. The report argues that knowledge of fields such as history, languages, literature, and ethics are as

essential to a competitive workforce and informed citizenry as competency in engineering, science, and technology.

Similarly, another recent report, *How Liberal Arts and Sciences Majors Fare in Employment* (http://www.aacu.org/press_room/press_releases/2014/liberalartsreport.cfm), has demonstrated that, contrary to current popular belief, students who major in the humanities and other liberal arts disciplines can and do have successful and remunerative careers in a wide variety of professions. The study, jointly commissioned by the Association of American Colleges and Universities and the National Center for Higher Education Management Systems, provides an analysis of data from the 2010-11 U.S. Census Bureau's American Community Survey and concludes that there is clear economic value in humanities and liberal arts degrees. The report also presents evidence that humanities and social science majors have advantages over many other majors in that they tend to meet employers' interest in hiring people who have a broad knowledge base and can work together to solve problems, communicate, and think critically—all skills that the humanities strive to teach.

The Endowment's FY 2015 budget submission presents a set of programs, activities, and special initiatives for meeting these and other challenges and opportunities. Highlighted below are some of the salient features of our request.

***Bridging Cultures:
Understanding the United States and the World***

The vitality of our twenty-first century democracy demands a sustained commitment to understanding the historical and cultural forces that have shaped the United States and that continue to shape the world. To that end, in 2010 NEH developed a special initiative, *Bridging Cultures*, which draws on the power of the humanities to promote understanding of the nation's history in all of its complexity and—during a period of rapid global change—addresses the urgent need to understand the peoples, diverse histories, cultures, and perspectives of others around the world.

NEH's enabling legislation specifically charges the agency to 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, it is incumbent upon NEH to use its mandate to highlight, through the lens of the humanities, issues that are important to our democracy, and to use its good offices to support projects that address those issues.

The initiative aims to enhance Americans' understanding of the nation's complex historical, intellectual, and cultural heritage, as well as the histories and cultures of other nations. Shared experiences of our own and others' history, culture, and creativity have the power to form lasting connections between and among people and societies. To ensure our country's wellbeing, a fundamental understanding of nations across the globe is urgently required and, to help meet that pressing need the humanities can play a critical role.

Since launching *Bridging Cultures*, the Endowment has initiated a number of dynamic programs and activities that are tied to the initiative's central themes:

- Establishment of a special 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.
- Expansion of the National Digital Newspaper Program—a signature NEH program that is digitizing, in partnership with the Library of Congress, historic American newspapers in every state—to include newspapers printed in languages other than English, thus providing access to the nation's vibrant ethnic and immigrant press.
- In partnership with the Carnegie Corporation of New York, which contributed \$1.2 million, implementation of a project to provide a collection of books on Muslim history and culture to over 800 of 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 Muslim Journeys Bookshelf is addressing 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 of Islamic civilizations. To date, nearly 300,000 people have attended the more than 1,700 programs hosted by libraries and state humanities councils across the nation.
- Support for the Endowment's *Created Equal* special initiative in commemoration of the sesquicentennial of the issuing of the Emancipation Proclamation. *Created Equal* is a packaged set of four award-winning NEH-funded films and related materials that, taken together, portray the long struggle for civil rights in our nation, beginning with a film about the early role of the Abolitionists prior to the Civil War and including the Freedom Rides of the 1960s.
- Support for a series of eight large-scale forums and workshops 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.
- Support for a special program aimed at strengthening cross-cultural and global understanding at America's two-year colleges. In response to a special "request for proposals" NEH issued in 2012, the Endowment made five awards for projects that are enhancing the role of the humanities at community colleges through curriculum and faculty development and that are helping students to develop a deeper understanding of America's role in the world. Three additional awards were made in FY 2013; the program is being continued in FY 2014 and FY 2015.
- Development of lesson plans and special "apps" for smartphones and tablet computers that enhance NEH's EDSITEment portal, a popular, award-winning

website for teachers who seek rich humanities resources and lesson plans on the Internet.

Included in a separate section of this budget request (see page 13) is a comprehensive discussion of *Bridging Cultures* and the Endowment's plans to sustain and expand the initiative in FY 2015.

***Humanities Programming Focused on the Nation's Veterans and
Military Service Members***

The humanities can play a vital role in helping us to understand the human experience and to consider our obligations to one another. The question of what we owe each other becomes particularly urgent when men and women serve in wartime. In recognition of the importance of the humanities both in helping Americans to understand the experiences of service members and in assisting veterans as they return to civilian life, in FY 2014 and FY 2015 NEH will support a special initiative titled *Standing Together: The Humanities and the Experience of War*. The initiative will draw on the power of the humanities to fund advanced research in the humanities that explores war and its aftermath; to promote discussion and deepened understanding of the experiences of those Americans affiliated with the armed services, whether active duty or veterans; and to support returning veterans and their families. *Standing Together* builds on a number of veterans-related projects NEH has funded in recent years, as well as the many programs the state humanities councils have designed specifically to address the experiences and needs of America's service men and women and veterans.

Special language encouraging such projects is being added to all of NEH's grant guidelines. All projects must be informed by scholarship and insights from the humanities. Possible projects might, for example

- bring military veterans, humanities scholars, and communities together to discuss fiction or nonfiction writings as well as films that explore veterans' experiences of military service and of returning home;
- examine the experiences of military veterans through the medium of film, television, radio, or interpretive digital formats;
- conduct advanced research on war and its aftermath for articles, monographs, books, digital materials, or other scholarly resources in the humanities;
- convene college or school educators to study historical, literary, and philosophical materials of value and interest to veterans returning to the classroom; or
- curate, preserve, and exhibit significant collections of veterans' materials, such as letters, photographs, memorabilia, and oral histories.

Other FY 2015 Program Highlights

A brief overview of the Endowment's many other programmatic plans and objectives for FY 2015 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 2015 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.
- Preserve and increase access to cultural heritage resources. In FY 2015, 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.
- Support research and scholarship that expand our knowledge and understanding in the humanities. The Endowment's FY 2015 budget request will provide critical support for advanced humanities research and scholarship 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.
- Strengthen teaching and learning in the humanities in elementary and secondary schools and institutions of higher education. In FY 2015, NEH would sustain its support for summer institutes, seminars, and workshops that provide teachers with opportunities to replenish 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.
- Provide opportunities for Americans to engage in lifelong learning in the humanities. In FY 2015, the Endowment will provide support for public humanities projects that will enable millions of Americans to engage deeply with significant works, ideas, and events through the lens of 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.

- Provide national leadership in spurring innovation and best practices in the use of the digital humanities. In the humanities, as in the sciences, digital technology has changed the way scholars perform their work. The Endowment supports digital projects in all of its major grant programs. Through its Office of Digital Humanities, NEH also 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 seed grants to scholars to develop plans, prototypes, or demonstration models for cutting-edge digital humanities projects. In FY 2015, NEH will build on and extend the successes of this effort by supporting a third round of awards in a new grant category that provides implementation support for the most promising experimental projects.
- Strengthening the institutional base of the humanities and leveraging third-party contributions to humanities projects. The NEH Challenge Grants program in FY 2015 will continue to assist educational and cultural institutions, such as colleges, universities, museums, public libraries, historical societies, state humanities councils, and many other humanities organizations in developing new sources of long-term support for their humanities programs. Recipients of Challenge grants must match every federal dollar with three nonfederal dollars (except in the case of special initiatives, where different matching ratios may be applied). NEH Challenge grants are recognized for their success in encouraging private giving to the humanities.

Encouraging private-sector support for cultural activities is an important goal of the agency. NEH requests FY 2015 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.

- Partnership initiatives. NEH 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 2015. NEH's collaboration with the National Science Foundation (NSF), for example, provides national recognition and support for projects to document, record, and archive 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 nearly 100

projects, including many on endangered American Indian languages, and awarded approximately \$11 million as part of this widely acclaimed initiative.

For many years, the Endowment partnered with the Verizon Foundation 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. In recognition of EDSITEment’s continuing reach and impact, and of the central place it now occupies in the array of NEH programs, in FY 2014 the Endowment is transitioning support for this project to appropriated funds.

NEH also encourages collaboration across disciplines in science and the social sciences and continues to explore joint funding opportunities with other agencies. For example, we have recently signed a Memorandum of Understanding with the National Science Foundation and the National Endowment for the Arts and that document will provide a framework for joint exploration of important new topics that cut across the diverse disciplines that our agencies support.

During the past year, we have also developed a new collaboration with the National Library of Medicine, which has made possible two interdisciplinary workshops that show the potential for the innovative methods of the digital humanities to contribute to the work of scientists, including medical researchers. The first, “Shared Horizons: Data, Biomedicine and the Digital Humanities,” brought together scientists and humanists to share insights gained from analyzing large data sets like the human genome. The second, “An Epidemiology of Information: New Methods for Interpreting Data and Disease,” featured humanities scholars working with virologists and epidemiologists to explore how the history of medicine can be used to help combat modern diseases. The NEH-supported *Chronicling America* website collection of historic newspapers, which provides a historic record of the spread of past epidemics, is a key tool for this research. Such innovative interdisciplinary collaborations offer new avenues for joint funding of cutting-edge research and show the relevance of the humanities to research that has the potential to create commercial applications and to solve human problems.

Program Evaluation

In FY 2015, NEH will continue its commitment to assessing the outcomes of its grants in order to monitor and, when needed, improve the effectiveness of our programs and operations. In recent years, for example, we have conducted a series of in-depth evaluations of a number of our major grant programs. Assessments have recently been completed of the NEH Fellowships program in the Division of Research Programs, one of the Endowment’s original flagship programs; the Humanities Collections and Research Resources program in the Division of Preservation and Access; the America’s Media

Makers program in the Division of Public Programs; and the Digging into Data program in the Office of Digital Humanities. The results of each of these studies are discussed in the program sections of this budget submission (see pages 60, 35, 51, and 71, respectively). Each of the surveys produced findings that have helped the agency make adjustments in program objectives, bring greater clarity to program guidelines, improve grants management, and provide better service to applicants and grantees alike.

A number of others evaluations are either currently in the works or will be launched in the coming years, including:

- ✓ NEH's Division of Education Programs is conducting a systematic evaluation of the outcomes of grants made from 1997-2011 in the Summer Seminars and Institutes for College and University Teachers program, one of the agency's bedrock programs. Data gathered from the survey will help the Endowment assess the program's impact and make any needed adjustments in the program's objectives.
- ✓ The Division of Research Programs is in the midst of a review of its Summer Stipends program, which provides grants to scholars to devote two months of uninterrupted time to research or writing on an advanced research project in the humanities. The results of the survey are anticipated later this year.
- ✓ In 2014 and 2015, the agency's Public Programs division will conduct a study of more than 400 NEH-supported humanities exhibitions and programs that took place around the country in 2012. Using Survey Monkey, the free online survey tool, information will be gathered about the number of people and types of audiences reached by each project. This will be followed by more in-depth analysis of a smaller sample of projects.
- ✓ The Endowment is now in the beginning stages of developing a study of the impact of the NEH Challenge Grants program on institutions' endowment-building and long-term financial planning.

NATIONAL ENDOWMENT FOR THE HUMANITIES

Summary of FY 2015 Appropriation Request
(\$ in thousands)

| | <u>FY 2013 Approp.*</u> | <u>FY 2014 Approp.</u> | <u>FY 2015 Request</u> | <u>Difference between FY 2015 and FY 2014</u> |
|----------------------------|-----------------------------|----------------------------|----------------------------|---|
| <i>Bridging Cultures</i> | \$3,311 | \$3,494 | \$3,500 | \$+6 |
| Education Programs | 12,490 | 13,237 | 13,265 | +28 |
| Federal/State Partnership | 38,320 | 42,435 | 42,528 | +93 |
| Preservation and Access | 14,382 | 15,426 | 15,460 | +34 |
| Public Programs | 12,703 | 13,654 | 13,684 | +30 |
| Research Programs | 13,744 | 14,752 | 14,784 | +32 |
| Digital Humanities | 3,926 | 4,388 | 4,400 | +12 |
| We the People | 2,838 | -- | -- | -- |
| <u>Program Development</u> | <u>473</u> | <u>499</u> | <u>500</u> | <u>+1</u> |
| Subtotal | 102,187 | 107,885 | 108,121 | +236 |
| Challenge Grants | 7,920 | 8,357 | 8,500 | +143 |
| <u>Treasury Funds</u> | <u>2,256</u> | <u>2,381</u> | <u>2,400</u> | <u>+19</u> |
| Subtotal | 10,176 | 10,738 | 10,900 | +162 |
| <u>Administration</u> | <u>26,020</u> | <u>27,398</u> | <u>27,000</u> | <u>-398</u> |
| Total | \$138,383 | \$146,021 | \$146,021 | -- |

*Congress appropriated \$146,021,000, which was then reduced by a sequestration totaling \$7,346,000 and an across-the-board rescission of \$292,000.

BRIDGING CULTURES
Understanding the United States and the World

FY 2015 Request: \$3,500,000

Bridging Cultures: Understanding the United States and the World is a special NEH initiative that engages the power of the humanities to promote understanding of diverse histories, cultures, and perspectives within the United States and abroad. *Bridging Cultures* reflects NEH's commitment to expanded understanding of cultures beyond our shores and deepened appreciation of the contributions of Americans of all backgrounds to the fabric of this nation.

Broad exposure to the best of human thinking, made accessible through the humanities, is a key ingredient in nurturing the creativity and innovation that are widely recognized as part of our country's competitive advantage and deeply held values. Knowledge of the connections and disconnections between cultures also provides valuable context for managing issues of national importance, ranging from international business to U.S. security. As the American Academy of Arts and Sciences stressed in its Congressionally requested report on the humanities, *The Heart of the Matter*, there is a need for federal leadership "to signal the importance of a global education to the life of every American as well as to the security and competitiveness of the nation."

The state humanities councils have enthusiastically embraced the goals of *Bridging Cultures*, and with their strong networks of cultural and educational institutions, the councils are well positioned to ensure that the initiative has a broad reach. State and local programs supported by humanities councils 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 \$3.5 million request for FY 2015 would provide continued support for signature *Bridging Cultures* projects that draw upon NEH's strengths in education, research, preservation, and public programs to expand and deepen Americans' understanding of our own history and the wider global context of our times. The *Bridging Cultures* initiative will emphasize opportunities to use digital technology to make NEH-supported humanities resources accessible to audiences of teachers, students and lifelong learners in communities across the United States. This priority reflects the growing use of digital resources and social media by the American public, and aligns with the Administration's ConnectED initiative to connect all of America's students and teachers to the digital age through next generation broadband and high-speed wireless in schools and libraries.

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.

As part of *Bridging Cultures*, NEH recently launched a special project focused on the theme, *Created Equal: America's Civil Rights Struggle*. Four documentary films, an extensive educational website and a traveling exhibition have been made available to over 400 community organizations across the country; these organizations in turn are hosting events where members of the public consider and discuss the history of civil rights and the significance of that history for our country today. The films are also available for free viewing online, along with a suite of classroom resources designed to engage students in learning history through the immediacy of film and the compelling stories of individuals who challenged the social and legal status quo, from slavery to segregation.

The *Bridging Cultures: Created Equal* project represents a new model, in which NEH is able to expand the impact of federal investment in documentary films. In FY 2015, NEH plans to build on this concept with additional film programs aimed at increasing the impact of films previously supported by NEH and developing new audiences for humanities programming through opportunities to learn about diverse cultures at home and abroad.

In keeping with the agency's interest in extending the impact of federal investment, the Endowment has also laid the groundwork for additional re-use of NEH-funded documentaries through an inter-agency agreement with the State Department. Under that agreement, NEH has begun to require its "America's Media Makers" grant recipients to provide films free of any license fees for public diplomacy purposes. By making these films accessible to audiences overseas, the interagency collaboration will multiply the reach of NEH-funded documentaries and expand international understanding of American society, history, culture and values.

In addition to enhanced distribution of films, the *Bridging Cultures* initiative continues to support the creation of new documentaries, with a special emphasis on films that offer viewers new ways to learn about international history and culture. Recent awards under this grant category, *Bridging Cultures* through Film, are supporting projects that introduce a wide range of topics, from endangered languages worldwide to the history of the Middle East to the influence of American popular culture in other parts of the world. 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.

NEH also continues to regard book discussion programs as an important opportunity for lifelong learning in communities across the country. In FY 2015, NEH will begin planning for the second in a planned series of *Bridging Cultures* “bookshelf” projects intended to offer curated collections of books and films to libraries interested in expanding resources that support discussion and study of diverse world cultures. The first bookshelf project in the series, still ongoing, was developed in partnership with the Carnegie Corporation of New York, a major private foundation, which contributed \$1.2 million to a multi-year collaboration. Entitled *Bridging Cultures Bookshelf: Muslim Journeys*, the program used Carnegie’s funds to provide a set of books and a companion website to over 900 libraries and state humanities councils, in all 50 states, the District of Columbia, and the U.S. Virgin Islands. The books, which were carefully vetted by subject-area experts and by librarians, offer Americans new opportunities to read about and discuss the diverse histories and cultures associated with Muslim populations in the United States and around the world. With additional private funding from the Doris Duke Foundation for Islamic Art, libraries also received three documentary films for use in community screenings and a special educational DVD with lessons on the traditions of Islamic art.

These educational resources were delivered to the libraries in early 2013, and reports collected so far indicate that more than 290,000 people attended over 1,700 programs hosted by libraries and state humanities councils across the country. Many of the participating libraries were on college campuses and found the books to be highly relevant for students and faculty. To enhance the value of the books distributed with Carnegie’s private support, NEH also provided small grants to libraries for the creation of reading and discussion programs in 125 communities that received the bookshelf. This excerpt from a recent editorial in one participating community is an example of the responses we have seen to the program: “At first thought, Morenci [Michigan] doesn’t appear to be a very likely location for the program—we doubt if anyone in the area practices the Muslim faith—but when you think about it, what better place for the Muslim Journeys series? Muslim culture is very foreign stuff to most of us here. Let’s talk about it. Let’s learn about it.” (*State Line Observer*, August 14, 2013)

Bridging Cultures in Classrooms: Outreach to Community Colleges and K-12 Educators

Through the *Bridging Cultures* initiative, NEH will continue to invest in support for educators, including online resources, that expands opportunities for teaching and learning about the many cultures that shape today’s world. 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).

As a part of the Administration's focus on unlocking the potential of community colleges to train workers and create jobs, NEH has created a program called *Bridging Cultures* at Community Colleges. This grant category is designed to support the work of the nation's approximately 1,700 community colleges by engaging leading humanities organizations and local community college faculty in creating new and improved humanities courses. Topics include religious pluralism in America, Latino history and culture, and global themes in U.S. history survey courses. Development of these enhanced courses is leading to new models in these fields and helping to link humanities studies to career-enhancing programs, in which, for example, coursework for an international business certificate is broadened to include studies of East Asia. In response to feedback from the initial round of projects, NEH now invites applications from community colleges themselves so that humanities faculty will have the opportunity to develop new programs that respond directly to the needs and interests of their diverse student populations.

As various models for online education grow in popularity, NEH is also working to identify cost-effective approaches that use technology to further learning in the humanities in the nation's K-12 classrooms. NEH's highly successful website for teachers, EDSITEment, is in an ideal position to disseminate distance learning materials that use video and other formats to capture the best of the lectures, lesson plans, and other products of the grants NEH makes to support teachers. 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 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.

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. 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. 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.

Through *Bridging Cultures*, NEH plans to continue support for research that analyzes the social and historical consequences of cultural differences as well as cultural connections. NEH will also encourage collaboration across disciplines in science and the

social sciences and continue to explore joint funding opportunities with other agencies. We have recently signed a Memorandum of Understanding with the National Science Foundation and the National Endowment for the Arts, and that document will provide a framework for joint exploration of important new topics that cut across the diverse disciplines that our agencies support.

During the past year, we have developed a new collaboration with the National Library of Medicine, which has made possible two interdisciplinary workshops that show the potential for the innovative methods of the digital humanities to contribute to the work of scientists, including medical researchers. The first, “Shared Horizons: Data, Biomedicine and the Digital Humanities,” brought together scientists and humanists to share insights gained from analyzing large data sets like the human genome. The second, “An Epidemiology of Information: New Methods for Interpreting Data and Disease,” featured humanities scholars working with virologists and epidemiologists to explore how the history of medicine can be used to help combat modern diseases. The NEH-supported *Chronicling America* website collection of historic newspapers, which provides a historic record of the spread of past epidemics, is a key tool for this research. Such innovative interdisciplinary collaborations offer new avenues for joint funding of cutting-edge research and show the relevance of the humanities to research that has the potential to create commercial applications and to solve human problems.

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. Using *Bridging Cultures* funds, NEH is able to support digitization 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 2015 would continue to provide the 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, as well as our longstanding collaboration with the National History Day competition for middle and high school history enthusiasts. That collaboration now includes a special prize for students who use *Chronicling America* in their research.

In 2012, NEH also made a significant grant to support the incorporation and launch of 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. NEH's strategic investment in planning and pilot project activities has enabled this ambitious undertaking to take its first steps forward, including the recent launch of the DPLA website, featuring virtual exhibits from libraries, museums, and archives across the country and recognized by *Time* magazine as one of the 50 best websites of 2013. Ultimately, the DPLA's digital portal has the potential to 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.

International Collaborations

The FY 2015 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. 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. NEH and NEH's British counterpart, the Arts and Humanities Research Council (AHRC), are exploring opportunities for joint support of collaborative projects. NEH and NEH's German counterpart, the German Research Foundation (DFG), have collaborated in the past to convene humanities scholars and neuroscientists; plans for a follow-up are under discussion. 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 has participated in productive 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 2015 Request: \$13,265,000

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 2013, the Endowment's Education Programs received 467 applications and made 99 grants. In FY 2014, approximately 525 applications and 102 awards are anticipated. At the Endowment's FY 2015 request level, approximately 525 applications and 102 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 equip teachers with deep understanding of their subject areas, to engage them in scholarly research and discussion, and to 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, for breaking new ground in an emerging field, and for redirecting the teaching of various subjects in the undergraduate classroom.

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. A response to suggestions from the humanities community, this policy change has yielded two notable results. First, very few graduate students applied to participate in projects that had been designed for school teachers. We conclude that this is because the pool of graduate students for whom this opportunity was directed—graduate students in the humanities who were specifically interested in pursuing a career in pre-collegiate teaching—was limited. Second, for programs included in the college teacher domain, the response from humanities graduate students was overwhelmingly positive. From the very first year, a robust number of graduate students submitted applications to participate in the higher education programs. As a result, almost all of these projects reached their maximum number of graduate student participants. In the summer of 2013, for example, approximately 50 graduate students were included among the more than 425 participants in the group of 20 higher education projects.

NEH annually supports Summer Seminars and Institutes on a wide range of topics in the humanities. During the summer of 2013, for example, the following projects were offered: The University of North Carolina at Asheville conducted a three-week institute for thirty school teachers on the role of landscape in shaping southern Appalachian history and culture. The University of Virginia hosted a four-week institute for thirty high school teachers to immerse themselves in an intensive treatment of topics central to philosophical inquiry, including logic and critical thinking; metaphysics (free will and personal identity); epistemology; philosophy of mind (self-knowledge, consciousness, and mind-body distinctions); aesthetics, including the possibility of gaining knowledge from fiction and the relation of emotion to art; ethics (traditional and contemporary approaches); political philosophy (theories of rights, political obligation, and justice); and bioethics. Arizona State University received an award to conduct a four-week seminar for sixteen college and university faculty that used Brazilian literature as a lens through which to study Brazil's dynamic and increasingly urban culture. Calvin College in Michigan used its award to conduct a four-week seminar for sixteen college and university faculty examining how Europeans dealt with religious pluralism—competing truth claims upheld by rival believers, whether Catholics, Lutherans, Reformed, Anabaptists, Jews, or Muslims—in the early modern era. And the Community College Humanities Association conducted a two-week institute for twenty-five college and university teachers in Concord, Massachusetts on Transcendentalism and social reform in the Age of Ralph Waldo Emerson, Henry Thoreau, and Margaret Fuller.

In the summer of 2014, pre-collegiate literature teachers may apply to attend NEH-supported seminars or institutes on topics such as the following: William Shakespeare's *Twelfth Night* and *Romeo and Juliet*; Charles Dickens's enduring novels *Great Expectations* and *A Christmas Carol*, as well as their literary and film adaptations; poetry from four Islamic traditions; and Geoffrey Chaucer's *Canterbury Tales*. High school history teachers will be able to choose from such topics as the role of "The Star-Spangled Banner" and other music related to civic life in American history and culture; the history and culture of the Eastern Band of the Cherokee Indians; the history and culture of the French Acadian peoples of St. John Valley in northern Maine; the commemoration of the two World Wars in France; and the political context of the Civil War and the centrality of racial issues during the conflict.

For 2014, college-level faculty will be able to study, among other topics, the works of Flannery O'Connor; the Civil Rights movement in Mississippi and its relation to national developments; the social, cultural, and political dimensions of American westward expansion; the defining characteristics of Mongol culture and society, emphasizing the Mongol Empire's role in shaping global history; Daoist religion and its impact on Chinese civilization and society; the poetry of George Herbert and Emily Dickinson; the history of mortality in ancient Greek culture; Dante's *Divine Comedy*; the history of World War I; the relationship between art and devotional practices in medieval England, and property as a principle of social organization

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 conducting 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.

Since 2010, the Endowment has sponsored 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. An on-going evaluation of the digital supplements category, focusing on several years of the supplements, will 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 2014, school teachers will be able to choose from such workshops as “Abraham Lincoln and the Forging of Modern America”; “The American Revolution on the Northern Frontier: Fort Ticonderoga and the Road to Saratoga”; “Movement, Mobilization, and Militarization: The Bay Area Home Front in World War II”; “The Rochester Reform Trail: Women’s Rights, Religion, and Abolition in the Genesee River and the Erie Canal”; “Duke Ellington and the Development of American Popular Culture”; “Emily Dickinson: Person, Poetry, and Place”; “The American Skyscraper: Transforming Chicago and the Nation”; “California’s Gold Rush: Many Contexts, Many Histories”; and “On Hallowed Ground—Lessons from Gettysburg.”

Bridging Cultures at Community Colleges Program

NEH's *Bridging Cultures* at Community Colleges program encourages and supports 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 large-scale, multi-year pilot projects for this grant opportunity. The five successful applicants represented a range of institutions and national organizations committed to addressing professional development needs of community college teachers. In FY 2012, this special competition was offered again, this time encouraging more leadership from and fuller collaboration with community colleges themselves. Three projects were supported. For both competitions, the funded projects encompassed a variety of disciplines and provided 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 from the first competition, 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.

A partnership between Blue Ridge Community College and the University of Virginia's Asia Institute provides an example from the program's second competition. This project will enable five Virginia community colleges to incorporate new content on Asia, the Middle East, and Russia in their courses. In the first year, faculty- and academic-administrator participants will focus on the ancient heritages of Japan, China, India, the Middle East, and Russia, with emphasis on literature, arts, and religion. In the second year, the participants will study the modern societies that have developed in those regions, with attention paid to their interactions with the West. Readings will be drawn from such classic texts as *The Dream of the Red Chamber*, *Doctor Zhivago*, and *The Tale of Genji*, as well as secondary works by leading scholars. Participants will also view and discuss several documentaries and feature films, including *Mr. and Mrs. Iyer*, *Monsoon Wedding*, *Rashomon*, *Battleship Potemkin*, and *The Vanished Empire*. A symposium each year will introduce the participating faculty and administrators to the topics through common readings, discussion, and lectures from scholarly experts. In addition, participants will choose a geographic or thematic area on which to focus, tailored to the

specific needs of their institutions. Between symposia, participants will work with each other and with the scholars using discussion forums, video conferencing, and site visits as they develop and implement new curricular materials.

In FY 2013, based on internal evaluation of the first two competitions, this grant category was modified further, to focus on multi-year regional or local efforts and to encourage community colleges or community college systems to serve as the lead or applicant institution. Capped at a ceiling of \$120,000, NEH *Bridging Cultures* at Community Colleges projects must be planned and implemented in collaboration with another institution with appropriate resources, such as a college or university, museum, research library, or professional association. They may be used to enhance the humanities content of existing programs, develop new programs, or lay the foundation for more extensive endeavors in the future. These grants create opportunities for community college faculty members to study together while improving their capacity to teach the humanities; enhance or develop areas of need in an institution's humanities programs; and give community college faculty access to humanities resources through partnerships with other institutions with appropriate resources.

The Endowment is conducting 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 further 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:

- Howard University received support for a three-year series of faculty workshops, public lectures, and course development activities to underwrite the transformation of its long-standing Classics Department into a Department of Ancient Mediterranean Studies. With a focus on the interconnectedness of ancient Mediterranean societies in Greece, Rome, Egypt, North Africa, and West Asia, the project will draw on the expertise of nationally recognized scholars for monthly meetings with members of Howard’s Classics faculty to design a two-semester interdisciplinary course for the proposed new major. A new website, “From ‘Classical Civilization’ to ‘Ancient Mediterranean Studies’: A Primer for Curricular Transformation,” will round out the project.
- CUNY, New York City College of Technology (City Tech), a Hispanic-serving institution, received support for a year-long humanities project that will explore the practice of medicine as an expression of cultural beliefs and value systems that differ across cultures. “Comparative Perspectives on Health, Illness, and Healing” will feature public presentations by medical humanities scholar Rita Charon (Columbia University), among other experts. A year-long faculty seminar for faculty from humanities departments and from allied health departments will follow, as will two colloquia and the creation of “Special Study Modules” for the web. Key readings will include Rita Charon, *Narrative Medicine: Honoring the Stories of Illness*; Ann Fadiman, *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*; and Leo Tolstoy, *The Death of Ivan Ilyich*.
- Fond du Lac Tribal and Community College in Wisconsin received support for a two- year project to organize an extensive collection of Ojibwe primary resources to form a digital archive at its new Ojibwemowining Resource Center. The project will extend work begun under previous grants to various Ojibwe institutions, which have supported the digital repatriation of Ojibwe cultural materials—including artifacts and oral histories—from the Library of Congress, University of Pennsylvania, and American Philosophical Society. The college’s faculty and consulting scholars will work together to organize and catalogue project materials in order to render the archive accessible to Ojibwe institutions and the larger Ojibwe community. In addition and in consultation with tribal elders, project staff will produce several digital exhibits and teaching videos on Ojibwe music, women's roles, language, oral histories, and health, the *foci* for the current project. Previously created videos have been used in classrooms throughout the region, and the central location of the community college and resource center will make possible direct consultation of the archive for many Ojibwe who lack Internet access.

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

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. Evgenia Cherkasova, who teaches philosophy at Suffolk University in Boston, Massachusetts, is developing a course on one of humanity's oldest and most perplexing questions: What is the meaning of life? Related questions will also be probed: What do we live for? Which beliefs, values, and experiences sustain meaningful, fulfilling existence? Are we authors of our own destinies or powerless pawns in an unfathomable cosmic game? Does death render all our efforts superfluous? The three units of the course, "A Life Worth Living: Humanity's Ideals," "Threats to Meaning: Humanity's Discontents," and "Recovery of Meaning: Crises and Hopes," will include readings from the book of Ecclesiastes; Aristotle's *Nicomachean Ethics*; Marcus Aurelius's *Emperor's Handbook*; Buddhist scriptures; Albert Camus' "Myth of Sisyphus"; short stories of Anton Chekhov; C.G. Jung's *Memories, Dreams, Reflections*; Lao Tzu's *Tao Te Ching*; Pico della Mirandola's *Oration on the Dignity of Man*; and Leo Tolstoy's *The Death of Ivan Ilyich*. Hermann Hesse's *Siddhartha* will serve as the closing masterpiece that brings together the major themes of the class. The project director will audit courses in Buddhism and Chinese philosophy, in addition to studying primary and secondary sources of the bibliography in preparing to teach the course.

Four faculty members at Middlebury College have teamed up to create a sophomore-level course—What is the good life and how do I live it?—to “encourage students and faculty to live more thoughtfully and to make choices more deliberately in college, and in life.” The course, intended to explore the meaning of the good life through education, will be organized into several units. Unit one will introduce students to the idea of a liberal arts education through debates on this topic by philosophers and scholars Eva Brann, John Dewey, Robert Maynard Hutchins, Gloria Ladsen-Billings, and Michael Oakeshott. The second unit will explore “What is the good life?” through responses to the question offered by Aristotle's *Nicomachean Ethics*, “The Sermon on the Mount,” excerpts from the *Torah*, the book of Job, the *Qur'an*, the *Analects of Confucius*, Voltaire's *Candide*, Adam Smith's *Theory of Moral Sentiments*, among other works. A third unit will examine the question of the good life from various perspectives such as geography, architecture, neuroscience, and autobiography. The faculty members developing this course have served or are currently serving as heads of residential

commons and are, therefore, well-positioned to foster intellectual community among students and faculty.

FEDERAL/STATE PARTNERSHIP

FY 2015 Request: \$42,528,000

The NEH Federal/State Partnership is a collaborative office that links a national federal agency with fifty-six state and jurisdictional humanities councils to preserve our valued traditions and transmit them from generation to generation, promote the study and enjoyment of the humanities, and demonstrate the importance and value of the humanities in our everyday lives. 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 provide national leadership in promoting the humanities in American life. Federal/State Partnership makes humanities education and lifelong learning across the generations 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, as designated by Congress, 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 \$4.00 for every federal dollar awarded in grants to them. They work with more than 10,000 partner organizations and conduct programs in nearly 6,000 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 grantmaking 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. State councils bring funds and resources to the organizations and communities they support.

The thousands of humanities projects and programs reach millions of Americans in rural areas, urban neighborhoods, and suburban communities every year. 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 eleven 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 school teachers; for scholarship and stories about state and local history and culture, such as thematically focused magazines and comprehensive online state encyclopedias; for exhibitions at museums, libraries, and historical sites; and for radio, television, and film projects about human experience and history. 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 regularly.

For many years, state humanities councils have supported programs designed specifically to address the experiences and needs of America's service men and women and veterans. Cal Humanities, the state council in California, has awarded funding to the Riverside Art Museum for the exhibition *Off We Go: Into the Wild Blue Yonder*, which explores the military's influence in the modern development of Riverside and the Inland Empire. It records eight decades of stories that tell about the role of the military in promoting migration to California; the challenges of reintegration; issues of segregation, accommodation, community, and civil rights; the stigma of having served in Vietnam; and today's challenges of post-traumatic stress and unemployment. Mass Humanities, the state council in Massachusetts, supported "The 100 Faces of War Experience," an exhibition of portrait interpretations of military personnel who experienced war in Iraq and Afghanistan. The project is being created by the artist Matt Mitchell with the help of many volunteers and has been displayed in the Rayburn House Office Building and the National Portrait Gallery. On Memorial Day 2013, Humanities Texas, in conjunction with Texas Veterans' Voices, welcomed veterans, their family and friends, and the general public to participate in group readings of ancient Greek texts that reflect on the experience of war. Readings drew from *Antigone*, *Women of Trachis*, *Philoctetes*, *Ajax*, *Herakles*, and the *Odyssey*. A veteran-led discussion followed the readings. The Texas Veterans' Voices project aims to give voice to veterans who find difficulty telling their stories to their family and friends, using ancient Greek dramas to encourage discussion of such difficult topics as the trials of combat and the stresses of returning to civilian life. Finally, the acclaimed *Literature & Medicine: Humanities at the Heart of Healthcare* program, created by the Maine Humanities Council, has taken place in twenty Veterans

Administration hospitals around the country, all in partnership with state humanities councils.

According to the 2012 compliance plans submitted annually to NEH by state humanities councils, 55 of the 56 support reading and discussion programs, 51 councils carry out programs in libraries, and 37 support family and adult literacy programs. Thirteen councils host or support book festivals and six are actively involved with statewide “one book” annual reading programs. Eleven serve as their state’s Center for the Book in affiliation with the Library of Congress. Councils not only program around books, a number also publish books, some of which are bilingual. Councils use books to broaden their audience reach. Humanities Tennessee, for example, has a book review website, Chapter 16. Humanities Washington’s annual fundraiser, “Bedtime Stories,” features critically acclaimed Northwest writers unveiling original short stories created specifically for the event. Cal Humanities, the council in California, sponsored “California Reads” in the Corona Public Library as part of its two-year “Searching for Democracy” initiative. The program in Corona included engaging residents in consideration and discussion of the meaning of citizenship and raising awareness of local history. Activities included author visits, cultural activities, film screenings, and community forums.

State-based humanities councils strengthen the bonds of community by making it possible for citizens to come together in neutral surroundings to address such issues as the economy, healthcare, demographics, energy, and education through discussions informed by history and literature. These in-depth explorations of critical and potentially divisive issues not only encourage citizens to be more thoughtful and better informed. 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 New York Humanities Council’s “Community Conversations” program includes online toolkits that are available for download to anyone according to topic and audience. The toolkits contain everything necessary for these “do-it-yourself” discussions: texts suitable for each audience—kids, young adults, or adults; a set of sample questions; and guidelines for starting and sustaining a good conversation. Humanities Montana sponsors the “Gracious Space” program, an approach to community conversations that emphasizes welcoming the stranger and listening respectfully to alternative points of view. The humanities council for Connecticut, CT Humanities, is sponsoring a year-long initiative, *CT at Work*, which includes facilitated participatory “Community Conversations” and multi-generational activities that focus on work in Connecticut.

A consortium of state humanities councils in New England and the Mid-Atlantic has taken the public humanities to the airwaves. A collaboration with WAMC-Northeast Public Radio has created “Ideas Matter: Checking In with the Public Humanities,” a new regular feature on the popular program “The Roundtable.” Every other Friday host Joe Donahue and guests talk about important ideas and why they do indeed matter. Each Monday, the Maryland Humanities Council hosts “Humanities Connection” on public radio in Baltimore where stories about the work of the public humanities are told and discussed. Cal Humanities funded “A New Harvest,” a series of short radio

documentaries that explore how shifts in industry and population affect the identity, culture, economy, and even language of small towns throughout California.

State and jurisdictional humanities councils provide educational services using the humanities approach of seeking out evidence, looking at it from various angles, weighing it against other evidence, and discussing it with respect for differing points of view. Councils require that projects they fund incorporate the services of humanities professionals so as to provide intellectual balance. Some councils fund academic research; many support K-12 teacher professional development. All are in touch with their educational systems and institutions. “Saturday University” is a partnership between the Wyoming Humanities Council and the University of Wyoming that brings the university’s best and brightest professors to towns across the state for free “one day college educations.” Each “Saturday University” term features lectures from three outstanding professors. Following the lectures, all three professors participate in a final roundtable discussion and luncheon. Participants may attend one, two, three, or all four sessions. No registration is required and there is no charge. The programs are presented locally by Central Wyoming College, the National Museum of Wildlife Art, the Teton County Library Foundation, Sheridan College, and Gillette College.

State humanities councils in many states sponsor or support National History Day, the competitive national history program for middle and high school students, which was the recipient of a 2011 National Humanities Medal from President Obama. Oregon Humanities sponsors “Idea Lab,” a three-day residential learning experience in which twenty high school teachers and over 100 rising seniors explore the pursuit of happiness through workshops, lectures, films, and discussions. Most summers the Maine Humanities Council holds history camps for students entering grades 7-12. The camps have focused on archaeology as well as historical topics ranging from immigration to the Revolutionary War.

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. For many councils, bridging cultures is a daily activity because they address the diverse cultures within their states through programming directed to such groups as native peoples and immigrant populations, both historic and contemporary. The Minnesota Humanities Center developed the interactive multimedia website, Bdote (meaning “where two waters come together”) Memory Map, that is designed to preserve the history of ancient indigenous sites. The Alaska Humanities Forum supports three programs that help to build understanding between urban centers and traditional Alaska Native villages: “The Rose Urban Rural Exchange” gives urban and Native young people the opportunity to experience each others’ cultures; “Take Wing Alaska” assists rural Native students in adapting to urban and post-secondary cultures while maintaining their traditional culture and values; and “Creating Cultural Competence” provides cross-cultural immersion for new teachers moving into teaching positions in rural villages. The Oklahoma Humanities Council engages the state’s thirty-eight federally recognized tribes in its cultural programming. The Clemente Course—an educational organization that teaches the humanities at the college level to people who have been deprived of these riches through economic, social, or political

forces—was an early partnership with the Kiowa, Chickasaw, and Cherokee tribes and focused on teaching native traditions alongside Western classics. Recent grants to tribes include funding for the documentary “Lost Nation: the Ioway,” a museum exhibit at Comanche Nation College on early Indian schools, the Native Humanities Forum at the Chickasaw Nation, and programs at the Cherokee Heritage Center.

Most state humanities councils support a speakers bureau that sends humanities professionals and living history actor/scholars around their state or jurisdiction to talk with people of all ages about a variety of humanities topics. Many of these speakers go to very small towns. In Idaho, the speakers bureau is especially designed to serve small towns with few humanities resources. In 2012, almost 130 programs reached over 5,200 Idahoans. In New Mexico, programs on water and eco-systems helped prepare a small town for hearings with the State Engineer, and “Storytelling with Music” allowed high school students to see and hear musical instruments being played, “something that rarely happens in a small town without a band.” Small towns in many states benefit from the “Museum on Main Street” (MoMS) collaboration between state humanities councils and the Smithsonian Traveling Exhibition Service. Councils provide funds for locally created programs sparked by the theme of the MoMS exhibition. These exhibitions have quite literally helped bring towns together, given them a sense of pride, and inspired them to preserve their heritage. A dramatic example of this took place with the “Journey Stories” exhibition in Nauvoo, Illinois, a town long riven by cultural and religious divisions. *The Way We Worked*, sponsored by the Kansas Humanities Council, increased attendance at local host museums by 41 percent, attracted visitors from 43 states, and generated over \$300,000 in local funding. Exhibition visitors spent thousands of dollars patronizing local businesses.

One of the ways councils expand their spheres of inclusion is through partnerships with public and private institutions and organizations. On its website, Indiana Humanities has a page devoted to its partners, listed by program. These partners include businesses, educational institutions, museums, community leadership groups, the Indiana State Library, the Farm Bureau, and the Indiana State Fair. The Virginia Foundation for the Humanities partners with all major state cultural entities, including the Library of Virginia, the Virginia Historical Society, the eleven Virginia Indian tribes, the Virginia Association of Museums, the State Council of Higher Education, and public and private colleges and universities. It also works with many departments of state government. The Arkansas Humanities Council’s partnership with the Central Arkansas Library System provides it office space in the Arkansas Studies Institute, a community that includes the Butler Center Archives, the University of Arkansas at Little Rock archives and public history program, the Clinton School of Public Service, and the *Oxford American* literary magazine. It manages the Education Minigrant program for the Winthrop Rockefeller Foundation, and administers both the Arkansas Heritage Grant and the Small Museum Grant programs for the Department of Arkansas Heritage.

PRESERVATION AND ACCESS

FY 2015 Request: \$15,460,000

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 753 applications and made 157 grants in FY 2013. In FY 2014, an estimated 630 applications and 150 grants are anticipated. At the FY 2015 request level, we anticipate receiving 650 applications and making 130 awards.

Evaluating the Impact of Preservation and Access Grants

In 2013, the Endowment completed an assessment of grant outcomes and impact in its largest Preservation and Access grant program, Humanities Collections and Reference Resources, http://www.neh.gov/files/divisions/preservation/hcrr_evaluation_report_2013.pdf in order to gauge the level of success in carrying out 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 revealed the following major long-term outcomes of these grants:

- Ninety-six percent of grant products were used by scholars; 95 percent by teachers; 93 percent by students; and 79 percent by the public.
- One third of the projects surveyed led to book-length print publications; 40 percent of projects led to published articles; and one quarter to online publications and exhibitions.
- Seventy-five percent of the respondents reported that the awards served as an impetus for their institutions to continue preservation and access efforts beyond the grant period, and 62 percent leveraged the NEH award to obtain external funding for similar projects.
- Long-term impacts on grantee institutions included improvement of skills (87 percent), increased collaboration with other institutions (55 percent), and creation of permanent jobs (39 percent).
- Major publications, exhibitions, conferences, and other activities related to the projects continue to be undertaken even many years after the conclusion of the grants.
- Scholarly use of collections and resources made available through the program has led to the reinterpretation of historical events, leading figures, and previously held scholarly views.
- Processing collections for use by scholars has led to the discovery of new knowledge and hidden cultural treasures.
- Many awards have provided the sole means of access to fragile, valuable collections that have been closed to researchers and the public.
- Products of these grants have allowed members of the public to make a deeper connection with the cultural heritage of their region, state, or locality.

Grants were revealed to have produced an astonishing array of significant outcomes for scholars, educators, students, and the general public. For example, a Rutgers University grant to arrange, describe, and make discoverable online the papers of jazz pianist and composer Mary Lou Williams led over the course of a dozen years to new recordings, concerts, scholarly publications, exhibitions, symposia, and discoveries deep in her archives of compositions and arrangements that had not been recorded or, in some cases, even performed. And a forthcoming PBS documentary on Mary Lou Williams is scheduled for release this year. In addition to impressive statistics on the impact of these awards on the grantee institutions and staff were compelling statements made by the grantees, such as the comment from the director of two NEH grants to the Library Company of Philadelphia, who said “these two projects effectively brought us into the digital age.”

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.

The program recently 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 can help cultural institutions prepare for establishing intellectual control of collections, develop plans and priorities for digitizing collections, solidify collaborative frameworks and strategic plans for complex digital reference resources, or produce preliminary versions of online collections or resources.

One such “Foundations” grant was recently made to the University of Nebraska, Omaha. The university’s Center for Afghanistan Studies is laying the groundwork for cataloging and digitizing its collection of approximately 12,000 historic maps and related materials on Afghanistan and Pakistan. Among them are topographic, geographic, agricultural, transportation, and city maps, as well as digital data, satellite images, and archival records. Together, these materials constitute a unique resource for anyone interested in the history and geography of this region. A team of humanities scholars and librarians is taking the first steps to organize this collection and make it available to researchers around the world.

As our recent evaluation of this grant program has shown, the products generated through Humanities Collections and Reference Resources are used not just by scholars, but also by members of the general public. One resource with the potential to reach a wide variety of audiences is the Frontera Collection of Mexican and Mexican-American Music. Last year, the Arhoolie Foundation in El Cerrito, California, received an award to digitize and preserve a large portion of the Frontera Collection, which features records produced by small regional labels in the Southwest from 1905 through the 1990s. Thousands of recordings on LP vinyl records and reel-to-reel tapes showcasing the varied musical traditions of the border region will be made accessible to the public through a free, searchable, and bilingual website.

Humanities Collections and Reference Resources grants also can help to energize an entire discipline of the humanities. A good example is the long-running *History of Cartography* project at the University of Wisconsin, Madison, which provides a comprehensive account of the evolution of maps on every continent. To date, three volumes of the *History of Cartography*

containing more than 5,000 pages and 2,700 illustrations have been published in print and are also available for free on the Internet. By providing new perspectives on mapmaking, they have helped to revive the field of historical geography and have generated new interest in non-Western cartographic traditions. Last year, the university received a grant to complete work on three additional volumes in the *History of Cartography* series that feature the history of mapmaking since the Enlightenment.

Finally, another NEH project likely to attract diverse audiences is the effort recently begun by Louisiana State University in Baton Rouge to digitize approximately 25,000 pages of historical documents relating to free people of color in Louisiana. The collection includes family papers, business records, and public documents dating from 1776 to the 1960s. Currently dispersed among a number of libraries, museums, and archives in the state, these materials will be made available through a single website. Likely to find use by students as well as scholars, this collection will shed light on the complex history of race relations in a part of the United States formerly ruled by France and Spain.

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, linguists at the University of Maine, Orono, are collaborating with members of the Penobscot Nation to develop resources on this Algonquian language originally spoken in central and eastern Maine. With support from the “Documenting Endangered Languages” initiative, the university is digitizing an unpublished manuscript of a Penobscot-English dictionary compiled during the 1980s and plans to make this resource available both online and in print. Drawing on original field notes and collected texts, the project team would add up to 45,000 new words, phrases, sentences, notes, and examples of usage to the 17,000 entries currently in the dictionary. These resources would be used by scholars and by teachers from the community seeking to revitalize the language.

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-six state projects, each of which is contributing approximately 300,000 pages of digitized newspapers published between 1836 and 1922. In July 2013, NEH welcomed four new state partners: Connecticut, Idaho, Mississippi, and Puerto Rico together with Florida in a Caribbean partnership. State awardees have reported to us that these 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 has reached the milestone of over one million pages of historic Texas newspapers online in its Portal to Texas History and has raised \$400,000 from Texas foundations and community groups for the digitization of Texas newspapers.

Thus far, nearly seven million pages of historic American newspapers have been digitized through NDNP, 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 the *Chronicling America* website (<http://chroniclingamerica.loc.gov/>), recognized by *Family Tree Magazine* as one of the “Best U.S. Government Sites.” Many projects 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. Beginning this year, the program will also allow the digitization of newspapers in Hungarian, Portuguese, Swedish, Danish, and Norwegian.

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 dynamic fields, such as digital technology and conservation science. For example, a recent award to the Rochester Institute of Technology supports training conducted by the Image Permanence Institute for the staff of museums, libraries, and archives on more sustainable approaches for managing environmental conditions for humanities collections. Five regional workshops and nine webinars are planned for the next two years, in which participants will explore strategies for reducing energy costs and consumption without sacrificing the preservation quality of collection environments.

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, hundreds of small and mid-sized museums, libraries, archives, and historical societies in the Upper Midwest have come to rely on the support of the Midwest Art Conservation Center based in Minneapolis. The center's workshops for staff at cultural heritage organizations cover a wide range of preservation issues, from collections care to disaster response.

NEH also supports academic programs that train the next generation of conservators responsible for the protection of the nation's cultural heritage 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, NEH has also 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.

For example, NEH is supporting the efforts of the Western States and Territories Preservation Assistance Service (WESTPAS) to help cultural repositories deal with floods, fire, earthquakes, and other disasters that could threaten their collections. A recent grant has enabled WESTPAS to provide a series of workshops and webinars on disaster planning for the staff of heritage institutions in eleven Western states and in the remote Pacific territories. Training

sessions involve writing disaster plans, testing the plans to identify institutional vulnerabilities, and promoting networking to increase the effectiveness of disaster response. WESTPAS also offers free consultation to institutions with preservation needs, including 24/7 emergency phone and reference service.

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 the Intrepid Sea, Air, and Space Museum, which is located on the aircraft carrier USS *Intrepid*, docked in New York City. In active service between 1943 and 1974, the *Intrepid* was designated a National Historic Landmark and now serves as a floating museum. The Intrepid Museum also maintains the submarine USS *Growler*, a British Airways Concorde, the space shuttle *Enterprise*, and more than two dozen warplanes. The museum strives to reveal the "humanity behind the hardware," connecting the significant missions of the USS *Intrepid* with the lives of the individuals who served aboard the ship. As such, it has acquired a number of archival records. By providing training for two members of the museum's staff, who will attend a two-week institute sponsored by the National Archives and Records Administration in cooperation with the Library of Congress, the NEH is helping the Intrepid Museum build a foundation for the ongoing care of its collections.

The Karuk tribe of Northern California is using its NEH award to develop a plan to protect its archaeological and ethnographic collections in the event of fire, flood, and other calamities. Housed at the Karuk Tribe Cultural Center in Happy Camp, California, these collections feature basketry, ceremonial regalia, ground stone and lithic materials, and historical photos. They are used by researchers interested in Karuk heritage and culture, contemporary weavers and regalia makers, and by the Karuk themselves—for whom many of these artifacts are sacred and living. A consultant will assist the staff of the center to develop a plan to prepare for and respond to disasters.

Collaboration is an excellent way to make grant dollars go further, and the Stearns History Museum in rural central Minnesota has done just that with its Preservation Assistance Grant. It is using its award to send staff members to the Campbell Center for Historic

Preservation in Illinois to attend continuing education classes in the care of collections. When they return, they will share their new knowledge and skills through on-site visits with staff of other small museums in Stearns County.

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 that 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. Applicants may also 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 Stealy 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.

The Columbia College Chicago Library, the College Archives, and the college's Center for Black Music Research are planning to relocate to the Johnson Publishing Building in Chicago. With the help of a Sustaining Cultural Heritage Collections planning grant, the college is working to ensure that the new facilities will have the proper environment to protect, preserve, and provide access to the college's collections: historically and culturally significant manuscripts, artifacts, sound recordings, photographs, and videotapes documenting African musical traditions, as well as the college's own institutional records. A planning team will assess current conditions

in the new space and explore solutions that meet preservation goals while also conserving energy.

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. The university has subsequently received major awards from the Mellon Foundation and the Institute of Museum and Library Services to continue and expand the work of the project. In describing the potential impact of this project on users of archival holdings, Edward Ayers, President of the University of Richmond and a member of the project's Advisory Board, said: "[This project] promises to change the way history is imagined and written."

Cellulose nitrate film was used as the principal support for motion pictures from the 1890s into the 1950s—in documentaries, early newsreels, and local television news as well as industrial, educational, and other non-theatrical films. The production of nitrate film ceased in 1952, but an estimated 100 million feet are still held in archival vaults in the United States. Nitrate film, which is considered to be chemically unstable and highly flammable, is classified as a hazardous material and is difficult to store or ship. The high cost of digital reformatting prevents many libraries, archives, museums and historical organizations from transferring their film collections to a more stable medium. And yet, little scientific research has been undertaken in recent decades on the preservation of nitrate film. Through an NEH grant to the University of Wisconsin, Madison, a team of scientists, archivists, and collection managers is testing the extent of chemical degradation in nitrate film and assessing the fire risk it poses. Joining the university in this endeavor is the Wisconsin Historical Society, which holds a significant amount of nitrate film stock. This project's creation of guidelines for the handling and storage of nitrate film will provide a breakthrough in preserving this major resource for humanities scholars and others seeking to understand the history of the twentieth century.

PUBLIC PROGRAMS

FY 2015 Request: \$13,684,000

Programs/Grant Categories:

- Museums, Libraries, and Cultural Organizations
- Media Projects
- *Bridging Cultures* through Film: International Topics
- Digital Humanities Projects for the Public (new grant category)
- 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 provide national leadership in promoting the humanities in American life.

At the center of every NEH-funded public program is a core set of humanities ideas developed by scholars, matched to imaginative formats that 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 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. *Civil War 150: Exploring the War and its Meaning Through the Words of Those Who Lived It* is a multiformat project that is now traveling across the nation, deepening public discussion and understanding of the war through an anthology of first-person accounts from the Civil War era, a traveling panel exhibition, a multimedia website and public programs at 200 libraries in fifty states.

A new Endowment initiative, *Created Equal: America's Civil Rights Struggle*, encourages public conversations about the changing meanings of freedom and equality in

U.S. history. Launched in 2013 to coincide with the 150th anniversary of the Emancipation Proclamation, this special program provides a packaged set of NEH-funded films on Civil Rights history to 473 communities across the nation. Four powerful documentary films (*The Abolitionists*, *Slavery by Another Name*, *Freedom Riders*, and *The Loving Story*) are accompanied by a website (www.createdequal.neh.gov) offering curriculum resources for teachers as well as guides for 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. More than fifteen hundred public programs supported by NEH will engage public audiences in all fifty states and the District of Columbia in exploring these themes over the three years (from 2013 to 2016).

As part of the *Created Equal* project, a traveling Smithsonian exhibition, “Changing America: The Emancipation Proclamation, 1863 and The March on Washington, 1963” opened in February 2014 in Peoria, Illinois and Yanceyville, North Carolina. Fifty museum and public library venues across the nation have been selected to receive the exhibit, along with small grants from NEH to support scholar-led public discussions.

The Division of Public Programs also welcomes humanities projects that illuminate the connections between science, technology, and the humanities. Such projects on film, in museums, libraries, science and nature centers, zoos, and botanical gardens enable Americans to understand science and technology by seeing them in relation to other areas of human inquiry and recognizing that science and technology are human activities subject to historical and cultural dynamics. Recent projects include the New York Botanical Garden’s exhibition, *Darwin's Garden: An Evolutionary Adventure*, which brought an imaginative approach to understanding Charles Darwin’s scientific achievement. This thought-provoking exhibit allowed visitors to examine plants as Darwin did, learning about genetic variation and evolution, while at the same time tracing broad changes in the intellectual life of the 19th century. *Palaces for the People: Guastavino and America’s Great Public Spaces*, an exhibition created by the Massachusetts Institute of Technology in collaboration with the Boston Public Library, explored the engineering innovation of Rafael Guastavino, a Spanish craftsman who came to the United States in 1881. Guastavino adapted fourteenth-century building technologies to the needs of the new American city through the use of vaulted ceilings that employed lightweight, fireproof tiles and were remarkably strong, economical, and artistically exquisite, as seen in New York City’s Grand Central Station. *The Dust Bowl*, a film by Ken Burns and Dayton Duncan for PBS, documented the decade-long natural catastrophe and man-made ecological disaster in the southern Plains states in the 1930s. Drawing on the perspectives of environmental science and history, the film offered an evocative consideration of the consequences of human choices, federal economic and land-use policies, and conservation techniques within a historical context.

Projects funded through the Endowment's Division of Public Programs convey the humanities to youth and family audiences through a variety of interpretive formats. Over the past five years, two million visitors toured an NEH-funded permanent exhibition, *The Power of Children*, at the Indianapolis Children's Museum. This exhibit tells the stories of three children whose lives made a difference in twentieth-century history: Anne Frank; Ruby Bridges, who in 1960 was the first African-American child to attend an all-white school in the South; and Ryan White, an American teenager who became a national poster child for HIV/AIDS after being expelled from middle school because of his infection. *Mission US* (produced by Thirteen/WNET, New York) is an animated digital game for young people aged 9-13 built around five crucial 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 second mission, "Flight to Freedom," which explores the Underground Railroad, received a Gold Medal at the 2012 Serious Play Awards; and Mission 3, "A Cheyenne Odyssey," focused on the transformation of the American West, was released in September 2013. As of June 2013, the *Mission US* site had over 495,000 registered users, including nearly 25,000 teachers. With NEH support, WNET is also producing a mobile app version of its interactive history game *Think Fast About the Past*, which presents students with historical scenarios and poses questions about them. As the game is introduced, it will yield valuable information about how teachers use mobile apps in the classroom and how best to evaluate their impact on student learning.

In FY 2013, 463 applications were received and 53 major awards were made, including 21 radio and television documentaries, with an additional 5 *Bridging Cultures* through Film: International Topics grants and 27 exhibitions and reading, viewing, and discussion programs. In addition, 26 NEH on the Road grants to museums were made, as well as 32 Small Grants to Libraries. An additional 473 small grants were made through a Cooperative Agreement with the Gilder Lehrman Institute for venues that will host the *Created Equal* film programs; and 50 small grants through an Interagency Agreement with the Smithsonian Institution, for venues that will host the *Changing America* exhibition.

In FY 2014, 480 applications and 54 major awards are anticipated, including 21 radio and television documentaries, with an additional 5 *Bridging Cultures* through Film: International Topics grants and 28 exhibitions and reading, viewing, and discussion programs. In addition, 30 NEH on the Road grants to small and mid-sized museums are anticipated; and we expect to make 25 small grant libraries.

In FY 2015, the Endowment expects to receive approximately 500 applications and to make 54 major awards, including 21 radio and television projects, with an additional 6 *Bridging Cultures* through Film: International Topics projects; 22 exhibitions or reading, viewing, and discussion programs; and 5 grants in the new grant category of Digital Humanities Grants for the Public. In addition, 36 NEH on the Road grants would be awarded to small and mid-sized museums.

Museums, Libraries 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 2013, more than 190 permanent and traveling exhibitions were offered in 47 states, the District of Columbia, and Canada. NEH-funded museum exhibitions examine diverse subjects, from the art of Islamic Africa to the history of Coney Island to the way that highways changed rural America, presenting fresh scholarship to broad public audiences. For example, visitors to the Intrepid Sea-Air-Space Museum's *City at Sea* exhibition in New York City, opening in 2015, will learn about a sailor's life at sea by exploring nine restored spaces aboard the historic aircraft carrier. Developed with NEH planning and implementation grants, the exhibits will incorporate historic furnishings and clothing as well as film and audio interviews with crew members to evoke the texture of everyday life for enlisted men, from World War II through the Cold War.

As the nation commemorates multiple anniversaries relating to the Civil Rights movement, NEH is supporting historic sites that help Americans to grapple with the legacy of these events and the contributions of African Americans. *Mulberry Row and the Landscape of Slavery at Jefferson's Monticello* offers a fresh look at slavery with an interpretation of the buildings where enslaved people lived and worked at Thomas Jefferson's Monticello. With an emphasis on individuals, families, and work in the context of Jefferson's era, it integrates close-ups of enslaved people with wide overviews of the complexity of slavery. We believe this could well become a national model for exhibits dealing with difficult topics. A new permanent exhibition at the Robert R. Moton Museum in Farmville, Virginia, 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. In Memphis, at the National Civil Rights Museum and the Lorraine Motel where Martin Luther King, Jr., was assassinated, a new exhibition opening in April 2014 will examine the African-American struggle for freedom and citizenship from the seventeenth century to the present. Finally, *Archibald Motley: Jazz Age Modernist*, opening in spring 2014 at Duke University's Nasher Museum and traveling through 2015, presents the first retrospective of African-American painter Archibald Motley's work, viewed within the context of early 20th-century international modernism. As a master colorist and interpreter of urban culture, Motley is one of the most important, yet least fully known, 20th-century American artists.

Art exhibitions funded by NEH deepen the public's understanding of the history of American cultural life and interaction with the broader world—often in surprising ways.

Audiences will see a breadth of fine and decorative arts from the mid-eighteenth century to 1960 in the Baltimore Museum of Art's November 2014 reinstallation of its American collection, one of the finest on the East Coast. Telling the story of American art within an international context, this exhibition explains how foreign travel, trade, and cultural exchange influenced the art produced here. *The Armory Show at 100*, a website developed by the New-York Historical Society and supported by the Endowment, illuminates an iconic event that is considered a turning point in American art: the international exhibition at the Armory in New York, which introduced the American public to European avant-garde art and influenced decades of American modernism.

Endowment-supported museum exhibitions also enrich Americans' knowledge of cultures from other parts of the world. Through the brilliant and mathematically-complex textiles in the traveling exhibition, *Wari: Lords of the Ancient Andes*, audiences learned about the sophisticated culture that, preceding the Inca, may have created South America's first indigenous empire. Through the epic history of one material across six millennia, the exhibition *Jade: China's Immortal Stone*, which will travel in the United States as well as Hong Kong and China, will examine the importance of this gem to Chinese culture and how its meaning evolved in response to changes in religion, philosophy, and politics. Another traveling exhibition, *Treasures from Korea: Arts and Culture of the Joseon Dynasty, 1392-1910*, is part of a cultural exchange agreement between the Philadelphia Museum of Art and the National Museum of Korea. This much-anticipated exhibition will not only offer American audiences the first comprehensive experience of these masterpieces of Korean art, but will greatly expand the public's appreciation of the rich history of this country.

NEH support enables museums, libraries and cultural organizations to reach underserved groups and to engage audiences in imaginative ways. In the spring of 2014, for example, more than a dozen communities will host NEH-funded public programs discussing the history of immigration to the United States or exploring America's musical genres, from the blues to Broadway. The *Ancient Greeks/Modern Lives* project, produced by New York University's Aquila Theatre Company, has encouraged innovative library and theater partnerships at one hundred sites across the country. Through staged readings from Homer's *Odyssey*, town hall discussions, scholar-led reading and discussion groups, and celebrity readings, this project opened audiences' eyes to the excitement and enduring relevance of classical drama. Over two years, from May 2013 to April 2015, Aquila Theatre will offer public programs at 20 new locations across the nation with special outreach to American veterans and their families, drawing on the powerful portrayals in Greek drama of the soldier returning home from war. As participants in Aquila's acting workshops and readings, veterans find expression for their own experiences with the trauma of war and the challenges of re-entering civilian life. The NEH project also features a mobile app, which is designed to let veterans upload stories and photographs. These stories will become part of the Veterans' Oral History project at the Library of Congress.

Audience surveys from one national traveling exhibition indicate the power of an NEH-funded museum exhibition to draw new audiences and engage them in thoughtful consideration of humanities ideas. *American Spirits: The Rise and Fall of Prohibition* recently finished its six-month tour at the National Constitution Center in Philadelphia, where

it was seen by more than 68,000 visitors. Survey results reveal that a significant majority of visitors (92%) gained specific knowledge about the Prohibition era that correlated closely with learning objectives for the exhibition. Visitors expressed surprise over the scale of 19th-century Americans' alcohol consumption; fascination with the process of amending the Constitution; and amazement at the profound social, political and economic changes wrought by the 18th Amendment. Praised for its “nuanced historical narrative” and effective, interactive exhibit design in a *Journal of American History* review, *American Spirits* will visit museums in five other cities over the next three years.

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. 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. A new, 6-question audience survey is now being piloted at each of the 473 sites conducting film screenings as part of the *Created Equal* project. 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).

Media Projects

NEH supports media projects—principally film documentaries and radio series—that explore significant figures and events in the history and culture of the United States 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, won a prestigious George Foster Peabody award in 2013, an Emmy award for outstanding historical programming, and the

American Historical Association's John O'Connor prize for excellence in interpreting history. The NEH-supported documentary, *Freedom Riders*, received three Emmy Awards—a rare achievement for a documentary film. *Freedom Riders* was one of three NEH documentaries to be recognized in 2012 with Peabody awards. In 2013, the Organization of American Historians gave its coveted Erik Barnouw Award to *Death and the Civil War*, a PBS documentary examining how the Civil War's staggering death toll changed forever Americans' experience of war and our understanding of the government's responsibility for soldiers.

Premiering in the fall of 2013, *Latino Americans* is a three-part, six-hour documentary film that chronicles the rich and varied history and experiences of Latinos, who have helped shape the United States over the last 500-plus years and have become, with more than 50 million people, the largest minority group in the U.S. This landmark film is supported by a major bilingual public education campaign, a bilingual website, and the development of a school-based curriculum. *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 in 2014, this film probes the interlocking forces—religious, economic, social, and political—that drove the Pilgrims' journey across the Atlantic and ultimately shaped the American experiment. Still in production, *American Reds: The Failed Revolution* is the first film to provide a comprehensive look at the rise and fall of the Communist Party in the U.S. from 1920 to the Cold War. Drawing on taped interviews with party members and sympathizers, the film offers a rare glimpse “behind the scenes” into the inner dynamics of the communist movement. Other documentaries still in the final stages of production will illuminate diverse humanities subjects including the experiences of Jewish American soldiers in World War II; the political career and impact of Tom Bradley, the first African-American mayor of Los Angeles; and one of the great milestones in the history of flight—the crossing of the Pacific Ocean in 1935 by a Pan American Airways “flying boat” called the China Clipper.

Endowment-supported radio programs explore the lives of important individuals, major ideas, and significant historical events. Recent projects include Studio 360's *American Icons* series, which examines significant moments in American literature, history, and art; and the *Audio History Project*, which has explained 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 in America. Finally, with NEH support the Virginia Foundation for the Humanities' *BackStory with the American History Guys* has grown into a weekly radio program investigating timeless topics in American history like the history of childhood, the meaning of the Mississippi River, and Americans' changing relationship to war.

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.

NEH-funded films continue to engage and educate public audiences well beyond their initial broadcast. For example, the premiere of *Constitution USA*, a four-part television series about the role of the Constitution—and Constitutional debates—in American life, was viewed in May 2013 by 6.6 million people. In the six months following that broadcast, there were 175,000 online video plays of the series’ four episodes, and the website received more than half a million page views. Reviewed in media outlets across the country, the series was hailed by both viewers and critics as “an unusually lively civics lesson,” “refreshingly fair to both the right and left sides of the issues,” and a “fascinating series . . . [that] explores the relevance of the Constitution in modern America.” The project website—which includes extensive teaching guides for both middle and high school classrooms; an online game about federalism for students developed in collaboration with iCivics; expert commentary on the series themes; and additional resources provided by the NEH EDSITEment website—promises to be a valued educational tool for history and social studies teachers for many years.

Audiences abroad will have increased opportunities to view NEH-funded films beginning in January 2014, as a result of a collaborative effort of the Endowment and the U.S. Department of State. As part of an Interagency Agreement signed in 2013, NEH now requires our Media grant recipients to provide films free of any license fees for public diplomacy purposes. By making these films accessible to audiences overseas, the interagency collaboration will multiply the reach of NEH-funded documentaries and expand international understanding of American society, history, culture, and values.

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.”

We are very pleased with the 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. Of the 27 *Bridging Cultures through Film* grants made in five rounds of competition, the majority were awarded to filmmakers who had never received NEH support. Three projects that previously received development funding were recently awarded production grants. These films—*1913*, *Guangzhou Dream Factory*, and a biography of Egyptian President Nasser—explore crucial and timely humanities issues, introducing the public to new scholarship and shedding light on unfamiliar stories. For instance, *1913* traces the unraveling of the Ottoman Empire and its complex effects on Palestinians and Jews. *Guangzhou Dream Factory* explores the powerful and unknown story of African immigration to China’s manufacturing cities and the relationship between the two cultures. *Nasser: An Egyptian Story* examines the pivotal and charismatic political leader, placing Nasser and Egypt within the larger context of Middle Eastern and Cold War politics.

Through a 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 2014, 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 apps allowing users to explore places related to the novels of William Faulkner or the antislavery movement);
- 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.

The Endowment had originally anticipated announcing the Digital Humanities Projects for the Public grant competition in June of 2013, but introduction of this new grant program was postponed due to the impact of the FY 2013 budget sequester and the uncertainty regarding the federal government's budget.

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 has supported 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 more than 2,000 communities nationwide.

For many years, the Small Grants to Libraries program has provided 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 400th 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 at the University of Texas in Austin. From 2011 through 2013, the Folger 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 received a small grant from the NEH to mount public programs related to the exhibit, such as lectures by scholars or reading and discussion groups.

Beginning in FY 2013, the Endowment now administers these small grants as part of a single, larger block grant to a sponsoring organization. For the *Created Equal* project, for example, a major grant to the Gilder Lehrman Institute for American History is supporting 473 small grants of \$1,200 each to the venues that host public screenings of the *Created Equal* film sets. The 473 venues represent a diverse range of institutions serving rural, urban, and suburban regions in all 50 states, including public libraries, museums, NAACP chapters, African-American heritage sites, multicultural centers and state humanities councils. Individual sites have organized film screenings, book discussions, theatrical productions, interviews with former activists and intergenerational dialogues, exploring topics that range from the history of fair housing to women in the abolitionist movement. Whether located in large metropolitan areas such as Los Angeles, or in small rural enclaves like Starke, Florida (population: 5,379), these cultural organizations serve constituents for whom the central themes of the *Created Equal* films clearly have powerful resonance.

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. NEH is particularly interested in reaching museums that have annual operating budgets of between \$250,000 and \$1,000,000 and are located in communities of fewer than 300,000 people.

Since the first NEH on the Road exhibition opened in 2005, 14 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. 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.”

New in 2013, *House and Home* traces the nation’s architectural history through the diverse places that Americans have called “home,” and *American Spirits*, which begins touring in 2014, chronicles the history of Prohibition, from the dawn of the temperance movement to the unprecedented repeal of a constitutional amendment in 1933. Also under development as a future NEH On the Road project is *Bandits and Heroes, Poets and Saints*, an exhibition of folk art from the Northeast region of Brazil. For fiscal year 2015, the NEH on the Road program would reach approximately 36 venues nationwide and would offer opportunities for lifelong learning to thousands of museum and library patrons.

RESEARCH PROGRAMS

FY 2015 Request: \$14,784,000

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.

In many ways, conducting research in the humanities is similar to the sciences. Researchers in both areas build on earlier ideas and discoveries, and, like scientists, researchers in the humanities aim to make incremental advances in knowledge. The differences between research in the humanities and sciences, however, are equally striking. While the impact of scientific work is often current and of immediate public interest (a new vaccine, for example), the impact of research in the humanities emerges through a more evolutionary model, a slow and steady progression of discoveries and insights. The humanities projects that the Endowment’s Division of Research Programs funds in FY 2015 will help to shape the understanding of scholars and the larger public for years to come. Investment in humanities research is, therefore, an investment in the long-term future of American thought, understanding, and knowledge.

Given the long-term benefits of humanities research, it is vital that the Endowment uphold the highest standards of excellence for those seeking support for scholarly projects with major intellectual significance. 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. NEH-supported scholars also seek to increase our understanding and knowledge of peoples and places that have been relatively unknown. For example, a number of recent grants have helped to enlighten policy-makers, students, and the public through careful research on all areas of politics, history, religion, and culture in the Muslim world. Aladdin Yaqub, an associate professor of philosophy at Lehigh University, received an award to translate for the first time *Moderation in Belief* by Muhammad al-Ghazali (University of Chicago Press, 2013), the most influential intellectual in the Islamic tradition. Born in the 12th century, al-Ghazali brought classical works by Aristotle and other Western philosophers to the Middle East, thought and wrote deeply on the relationship between Islam and the rest of world, and was heavily used by Thomas Aquinas in the West. Janina Safran, associate professor of history at Pennsylvania State University, received a grant to conduct research leading to *Defining Boundaries in al-Andalus: Muslims, Christians, and Jews in Islamic Iberia* (Cornell University Press, 2013), which describes how Muslims, Christians, and Jews cooperated both in everyday life and in legal and political circles during three centuries of Islamic rule in Spain. And Giancarlo Casale, associate professor of history at the University of Minnesota, received support to write a study of Ottoman maritime explorations in the Indian Ocean while the European powers were simultaneously colonizing the New World and vying for supremacy in the Atlantic. The Ottoman Empire's seagoing prowess in the Indian Ocean established the geographical foundation for today's Muslim world. These works provide important insights into Muslim traditions that endure in the modern world.

An informed examination of our nation's history would not be possible without the basic building blocks of scholarship. For instance, Cynthia A. Kierner's *Martha Jefferson Randolph, Daughter of Monticello* (University of North Carolina Press, 2012)—supported by a NEH Fellowship in 2009—builds on Endowment supported scholarly editions projects to tell the fascinating story of women's experiences during the early Republic through the eyes of the oldest daughter of Thomas Jefferson. Kierner's study relies on the writings of Thomas Jefferson, James Madison, John Adams and his family, and Henry Clay, all of which were collected and edited with the support of grants from the Endowment's Scholarly Editions and Translations Program. Indeed, the agency is a major source of funding for authoritative editions of the papers of the country's most important historical figures, including civil rights leader Martin Luther King, Jr.; political and military leader George C. Marshall; Hull House founder and humanitarian Jane Addams; scientist Albert Einstein; American icon of the early West William "Buffalo Bill" Cody; and such notable statesmen as Benjamin Franklin, Charles Carroll of Carrollton, John Jay, George Washington, Abraham Lincoln, and the several statesmen of the Pinckney family of South Carolina. NEH also supports editions of the writings of quintessential American authors such as Ernest Hemingway, Mark Twain, and Emily Dickenson. American scholars also receive funding to edit the work of thinkers, writers, and artists from other countries, including, for example, the operatic works of maestro Giuseppe Verdi, the papers of essayist and historian Thomas Carlyle, and the works of German philosopher Arthur Schopenhauer. As Kierner's book attests, 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.

American scholars have proven themselves at the forefront of scholarship in the humanities, and one such area that has enjoyed resurgence in the last decade has been in the study of the role of religion in shaping the nation. In recent years, the Endowment has supported several new studies of religion in American history and culture. For example, Michael Pasquier, an assistant professor of religion at Louisiana State University in Baton Rouge, received a grant to conduct research on the practice of religion in the Mississippi River Delta. Gretchen Buggeln, associate professor of religion at Valparaiso University in Indiana, was awarded a year-long fellowship to study the diversification of church architecture after World War II, when Americans moved to the suburbs and sought to establish churches in their new neighborhoods. Donald Kraybill, a distinguished professor of religion at Elizabethtown College in Pennsylvania, received a collaborative research award to write *The Amish* (Johns Hopkins University Press, 2013). With his colleagues Karen Johnson-Weiner and Steven Nolt, Kraybill produced the most comprehensive study of that religious denomination to date; the book became the companion piece to the acclaimed television documentary of the same name. Linford D. Fisher, an assistant professor of history at Brown University in Providence, Rhode Island, received a fellowship to write *The Indian Great Awakening: Religion and the Shaping of Native Cultures in Early America* (Oxford University Press, 2012), which traces the impact of the well-documented “Great Awakening” in American religion on Native Americans who had been converted to Christianity by early missionaries.

The Endowment long ago began encouraging applicants to harness the vast potential of advanced digital technology in the conduct and dissemination of their research. At first, this typically meant putting the results of research on a publicly available website. Now, however, the use of technology is a given, and humanities researchers are at the forefront of new ways to employ this technology. For example, a grant to Adrian Wisnicki of the Indiana University of Pennsylvania will support the use of spectral imaging technology to create an edition of the African journals of famous Scottish explorer and missionary David Livingstone. With paper in short supply, Dr. Livingstone kept his journal by writing across his previous entries, making the whole almost impossible to read. Spectral imaging allows Wisnicki and an international team of scholars to digitally “lift” the chaotic scrawl off the disintegrating paper so that these invaluable journals can be deciphered for the first time. A grant to Peter Brand of the University of Memphis in Tennessee will support the creation of a freely available edition of the vast hieroglyphic writing that covers the Great Hypostyle Hall in Luxor, Egypt. The hall is covered with hundreds of pictorial scenes and text documenting the early history and religious beliefs of Egypt during the reigns of Sety I and Ramesses II, 1,300 years before the birth of Christ. Because Egyptian pharaohs defaced or otherwise altered works commissioned by their predecessors, Brand and his colleagues must rely on digital tools to construct (and reconstruct) the hieroglyphics from the fragments that survive. The online edition also includes models, detailed photographs, images, and archaeological site reports.

Programs Supporting Individual Research

American scholars in the humanities are among the most productive, innovative, and respected in the world. They lead their fields of inquiry, advancing all areas of the humanities into the future. 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 important to scholarship 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 two to twelve months of support to carry out sustained research and writing on topics in the humanities.

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 8,100 books. While books (and books in electronic format) and scholarly articles are most often the goal of those applying for NEH awards, grantees report that their scholarly publications often provide access to new audiences, allowing them to publish in popular presses, make presentations to both specialized and general audiences, and draw on their research to enrich their teaching. For example, Sarah Tracy of the history of science program at the University of Oklahoma reported that her NEH fellowship was a "major milestone" in her career. During the tenure of her grant, she wrote several articles in scholarly journals and completed the first "biography" of alcoholism, an extensive historical study of the changing conception of the disease in America. Since the publication of *Alcoholism in America from Reconstruction to Prohibition* by the Johns Hopkins University Press in 2005, she has been interviewed about her work on national radio programs and invited to speak to organizations of doctors and healthcare workers, and she has edited a collection of essays on the history of medicine for use in the college classroom.

In FY 2013, NEH awarded 190 Fellowships and Stipends from a pool of 2,435 applications. In FY 2014, 190 awards are anticipated from an applicant pool of 2,500. At the proposed budget level in FY 2015, the Endowment expects to award 185 grants from approximately 2,500 applications.

Program Evaluation

In 2012, the Endowment concluded 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 on 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. To augment the quantitative analyses, the 520 awardees were surveyed on a range of topics relating to their NEH funding.

The public version of the report is available on the Endowment's website (http://www.neh.gov/files/divisions/research/2002_2004_nehfellowships.pdf). The findings of the evaluation are impressive. 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 otherwise would have 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.

In FY 2014, NEH will issue the results of its evaluation of its Summer Stipends program. This undertaking picks up where the Fellowships evaluation left off by providing a more comprehensive view of the dissemination of funded projects. Beyond this, however, the evaluation will measure the impact that shorter, smaller awards have on scholarship and the ways in which awards to individual researchers impact college and university campuses.

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, Rochelle Johnson, professor of English and environmental studies at Idaho College in Caldwell, received a fellowship to study the works of Susan Fenimore Cooper, a 19th-century author, philanthropist, and naturalist whose writings influenced, among others, Henry David Thoreau and Charles Darwin. Geoffrey Parker, professor of history at The Ohio State University in Columbus, received a fellowship to write a new biography of Charles V, the powerful Holy Roman Emperor of the early 16th century. Antje Pfannkuchen, an assistant professor of German at Dickinson College in Carlisle, Pennsylvania, was awarded a summer stipend to study British inventor and essayist Tom Wedgwood, who pioneered many of the earliest, most important experiments leading to the development of photography. Craig Flournoy, an associate professor of journalism at Southern Methodist University in Dallas, Texas, received a fellowship to examine how the African American and mainstream presses covered key events in the Civil Rights Movement and to re-examine existing assumptions concerning journalistic objectivity. Danny Noorlander, an independent scholar living in Beloit, Wisconsin, received a summer stipend to write a history of the relationship between religion and business in powerful Dutch colonies—such as New Amsterdam—during the 16th and 17th centuries. And Nathaniel Levtow, an assistant professor of religion at the University of Montana in Missoula, will use his summer stipend to study the archaeological record to better understand how and why ancient civilizations deliberately destroyed some of their own texts.

Products of NEH-supported projects appeal to a broad readership. Recent notable examples include Nicholas Basbanes's *On Paper: The Everything of Its Two Thousand Year History* (Alfred A. Knopf, 2013). Basbanes, an independent scholar living in North Grafton, Massachusetts, received an NEH Fellowship in 2008 to trace the history of paper and its influence on society beginning two thousand years ago with Chinese papermaking and extending up to today's electronic office. Written for a broad audience, Basbanes's book provides fascinating details about the role of paper in ancient and modern societies, focusing on historical events, political machinations, and famous trials. *On Paper* has been named a Best Book of the Year by such diverse publications as *Mother Jones*, *Bloomberg News*, *The National Post*, and *Kirkus Reviews*. Annegret Fauser, a professor of music at the University of North Carolina, Chapel Hill, received an award to conduct research in several archives, including unique resources held at the Library of Congress. The result of Fauser's grant is *Sounds of War: Music in the United States during World War II* (Oxford University Press, 2013), the first book to address the role of classical music in the United States during World War II and consider how

composers reconciled the demands of their country and their art as America mobilized both militarily and culturally for war.

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 2013, several NEH-supported books received prizes, including Claudia Johnson's *Jane Austen's Cults and Cultures* (University of Chicago Press, 2013), winner of the Ralph Waldo Emerson Prize given by Phi Beta Kappa for best book on the cultural and intellectual condition of humanity. Johnson, professor of English at Princeton University, received an NEH fellowship in 2006. The Modern Language Association (MLA) awarded three of its 2013 prizes to books supported by NEH Fellowships. First, the MLA prize for best scholarly edition went to Thomas J. Heffernan of the University of Tennessee, Knoxville, for his edition of *The Passion of Perpetua and Felicity* (Oxford University Press, 2012), a work in Latin that documented the imprisonment and martyrdom of St. Perpetua and St. Felicity and was widely used across medieval Europe to teach conduct. Next, the Katherine Singer Kovacs Prize for outstanding book on Latin America was awarded to Joanna Rappaport of Georgetown University for her study *Beyond the Lettered City: Indigenous Literacies in the Andes* (Duke University Press, 2012), which examines how Andean people reacted to Spain's efforts to impose Spanish literacy. Finally, the MLA awarded the Aldo and Jeanne Scaglione Prize for outstanding study of French literature to Christopher Braider of the University of Colorado for his work on *The Matter of Mind: Reason and Experience in the Age of Descartes* (University of Toronto Press, 2012), which challenges the idea that Descartes' theories were as influential in 17th-century France as previously thought.

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 variety of topics by scholars from a range of institutions. For example, Amanda Podany, professor of history at the California State Polytechnic University in Pomona, received an award to study ancient cuneiform tablets held in Western museums in preparation for a book on the kings of ancient Syria. Mohammad Gharipour, a professor of art and architectural history at Morgan State University in Baltimore, received an award to conduct research on the long-standing Jewish community in Isfahan, Iran, and its religious architecture dating back to the late 18th century. And Terri Snyder, professor of history at California State University, Fullerton, was awarded a grant to study the ways in which freed African Americans used the U.S. judicial system to protect and extend the freedoms of their families in the antebellum period.

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 the expertise of the Endowment to help them deliver large-scale peer review for individual scholars. With nearly fifty 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 2015, 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. Examples of recent awards include the effort by Pedro Mateo-Pedro of Harvard University to document Child Chuj, a Mayan language quickly being superseded by Spanish. And Bruce Nevin, an independent scholar living in Edgartown, Massachusetts, received an award to complete a linguistic database, almost forty years in the making, for Achumawi, the highly endangered language of the Pit River Tribe of northern California. These awards not only document languages, they often resuscitate the language and provide native communities with a heritage for succeeding generations.

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 privately endowed 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 fund fellowship awards jointly, thereby extending the impact of both the Endowment and the Library.

Japan-U.S. 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-U.S. 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 and helps to extend 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 2013, the Endowment made 41 awards in Scholarly Editions and Translations, Collaborative Research, and Fellowship Programs at Independent Research Institutions from a pool of 246 applications. In FY 2014, 46 awards are anticipated from 240 applications received. At the FY 2015 request level, the agency anticipates making 44 awards from a pool of approximately 240 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, John Jay, Eleanor Roosevelt, Abraham Lincoln, Andrew Jackson, and Thomas Edison, and such literary and cultural figures as Ernest Hemingway, Elizabeth Barrett and Robert Browning, 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, NEH has supported *The Documentary History of the Ratification of the Constitution and the Bill of Rights* project at the State Historical Society of Wisconsin, which is collecting and publishing 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 colonies that called ratifying conventions, members of those ratifying conventions, and other contemporaries. *The First Federal Congress Project* at the George Washington University in Washington, D.C. has been 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 and future of the young republic. The *Documentary History* and *The First Federal Congress* projects provide powerful research tools, and the quality and variety of their materials underscore the assertion that the debate over the Constitution forms the greatest body of political writing in American history.

Editions projects also make accessible the records of great cultural, literary, and intellectual achievements. For example, recent NEH support has gone to the Mark Twain Project at the University of California, Berkeley, under the direction of eminent scholar and editor Robert Hirst. With his colleagues, Hirst has produced twenty-seven volumes of Twain's works through the University of California Press. In addition to the perennial favorites *Huckleberry Finn*, *Tom Sawyer*, and *Roughing It*, Hirst and his colleagues have produced authoritative editions of Twain's letters, notebooks, essays, and, most recently, Twain's *Autobiography*. Volume 1 of the *Autobiography*, released in 2010, received universal praise and captured the imagination of the American reading public, spending sixteen weeks on the *New York Times* Best Sellers List. In 2013, Volume 2 was released and early reviews suggest the same acclaim. In it, Twain recounts his early meeting with President Ulysses S. Grant (the two were introduced by Senator Stewart of Nevada, who was ambling up Pennsylvania Avenue to the White House and met Twain by chance along the way), his early frustrations with the Internal Revenue Service (who, Twain joked, taxed his work based on a section of the tax code that taxed "gas factories"), and his visits from foreign authors such as English novelist Rudyard Kipling.

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 *Works of Giuseppe Verdi* project is creating authoritative editions of the works of the great Italian maestro. Project director Philip Gossett of the University of Chicago leads an international team devoted to recreating the operatic scores that were often censored by nervous 19th-century governments and altered by careless and unscrupulous publishers. Verdi fought censors (almost always losing) during his lifetime. Often, publishers changed his operas without his knowledge or required him to remove entire scenes. Scholars working on the Verdi Project reconstruct the scores as Verdi wrote them, and millions of music lovers around the globe have benefited from their work. In advance of the bicentennial of Verdi's birth in 1813, the project published an authoritative edition of *Attila* (University of Chicago Press, 2012), Verdi's ninth opera and the one that ushered in his most creative and productive period.

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 Robert McChesney at New York University, for example, supports preparation of the final volume of *The History of Modern Afghanistan*, originally commissioned as an official national history by the Afghan prince, later amir, Habib Allah Khan and written in his Persian court in the late 19th century. McChesney explains that most of what Western scholars know about the history of Afghanistan is based on histories written by British outsiders. This four-volume work will be the first English-language account of Afghanistan's history as the Afghans themselves understood it. Also receiving funds to conduct translation work is Beth Mortensen of Lander, Wyoming, who is translating Thomas Aquinas's *Commentary on the Sentences of Peter Lombard* as part of an international collaboration to make available in open access formats Aquinas's Latin text and its modern English translations. Although the *Commentary* was a standard Latin text used to teach university students for over three centuries, it has never been fully translated into English.

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, S. Thomas Parker, professor of archaeology at North Carolina State University in Raleigh, received funding to lead an international excavation of the domestic structures and tombs of Petra, the ancient Nabataean metropolis in modern-day Jordan. While excavations of Petra's palaces have helped us understand how its ruling class lived, little work has been done on the history of those outside the upper class. Parker will use cutting-edge scientific analysis to help understand to what extent illness, drought, and diet affected the way inhabitants of Petra lived. The extensive data from the site will be made publically available for use by scholars and interested members of the public. The Folger Library in Washington D.C., the world's largest holder of Shakespearean manuscripts, received support to convene a conference on the topic of playwright William Shakespeare and literary biography as part of their celebration of the 450th anniversary of the Bard's birth. The four-day conference includes exhibitions and video podcasts and will result in a volume of essays by an international group of scholars. And, with NEH support, Claudia Jensen, an independent scholar living in Kirkland, Washington, directs a team of scholars unearthing European newspaper articles and diplomatic reports about the seventeenth-century Russian Court theater. Jensen hypothesizes that the Russian tsar created the theater to showcase Russian modernization; he was able to use the stage to impress diplomats eager to report on their theater experiences in both official correspondence and in newspapers. Such reports helped change public opinion about the emerging empire. The project requires extensive archival work in ten countries and eight languages, and the results will be published in both traditional print as well as an open-access e-book.

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 Newberry Library in Chicago, Illinois; the American Institute of Indian Studies in Delhi; and the Library Company in Philadelphia. NEH funding provides American scholars with opportunities to conduct research in China, Jordan, Turkey, Greece, and other parts of the world where support and access would otherwise be difficult or impossible. 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, Ying Zhu, professor of media at the City University of New York, Stanton Island, held a NEH-supported fellowship through the American Council of Learned Societies' China Program. With her award, Zhu conducted research and interviews to write *Two Billion Eyes: The Story of China Central Television* (New Press, 2012), the first history of China's most dynamic, influential, and wide-reaching television network. Joshua Piker of the University of Oklahoma held a NEH fellowship at the Huntington Library in San Marino, California. With his award, he conducted research in the Huntington's extensive collections and wrote *The Four Deaths of Acorn Whistler: Telling Stories in Colonial America* (Harvard University Press, 2013), which uncovers and analyzes four very different re-tellings of the execution of a Creek Nation military leader as a way to understand how inhabitants of the New World viewed the future in the decades before the Revolutionary War. Ellen Gruber Garvey, professor of English at the New Jersey City University, held her NEH-supported fellowship at the Massachusetts Historical Society in Boston. Using research conducted there, she wrote *Writing with Scissors: American Scrapbooks from the Civil War to the Harlem Renaissance* (Oxford University Press, 2013), a study of the personal "time capsules" created by both ordinary citizens and extraordinary Americans, such as Abraham Lincoln, Frederick Douglass, Mark Twain, and Susan B. Anthony. The study aims to understand what early Americans chose to remember and how they organized for themselves the thoughts and beliefs culled from a constantly increasing number of printed sources.

OFFICE OF DIGITAL HUMANITIES

FY 2015 Request: \$4,400,000

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 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.

Since the NEH created the Office of Digital Humanities, the field has grown enormously, with many universities creating new jobs and hiring new faculty, librarians, and technologists to work on digital humanities projects. For example, in 2013, Arizona State University launched their new Institute of Humanities Research Nexus Laboratory for Digital Humanities and Transdisciplinary Informatics. On the east coast, Northeastern University in Massachusetts launched the NULab, the center for Digital Humanities and Computational Social Science. Both of these new laboratories specialize in digital humanities research and employ staffs from both the humanities and computing fields.

Digital humanities is also of interest to the private sector. For example, Microsoft worked with NEH to co-fund a major digital project related to the AIDS Memorial Quilt. In July 2012, the quilt was exhibited on the National Mall in Washington 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 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 for the effort. The project was a success and received extensive press coverage.

NEH's leadership role in the field of the digital humanities has been widely acknowledged in the humanities community, setting the pace for research funders around the world. For example, in the recent book *Debates in the Digital Humanities*, which describes the rapid growth of digital humanities research, University of Maryland Professor Matthew Kirschenbaum acknowledges the leadership role taken by the NEH in building the field, saying "That the major federal granting agency for scholarship in the humanities, taking its cues directly from a small but active and influential group of scholars, had devoted scarce resources to launching a number of new grant opportunities, many of them programmatically innovative in and of themselves, around an endeavor termed 'digital humanities' was doubtless the tipping point for the branding of DH, at least in the United States." NEH is also the leader of the largest international digital humanities grant programs in the world, Digging into Data, which brings together American researchers with their colleagues in the UK, Canada, and the Netherlands.

In July 2012, NEH made a major award to support the Digital Public Library of America, an ambitious endeavor bringing together universities, libraries, museums, and government agencies to develop a unified gateway into the vast digital cultural heritage collections dispersed across the nation. The DPLA website launched in April 2013 and now provides free, public access to over 5.5 million digital books, photographs, maps, and other materials from over 1,100 institutions. Students, teachers, and scholars can use innovative search tools to navigate the collections, or they can explore a series of specially curated exhibits on topics such as the New Deal and European immigration. Through a network of state and regional partners in Minnesota, Texas, Utah, and other areas, DPLA also provides technical services to leverage the limited resources of the countless institutions hoping to digitize and share their own collections. In 2013, DPLA was named one of the American Association of School Librarians' Best Websites for Teaching and Learning and one of *Time* magazine's 50 Best Websites of the year. In the coming year, NEH staff in the Office of Digital Humanities will continue working with the DPLA to help ensure the continued growth and sustainability of this valuable resource.

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 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 (Netherlands), and the Social Sciences and Humanities Research Council (Canada). NEH's \$550,000 investment in the program is leveraging a total of approximately \$5.1 million from colleague agencies around the world.

There was an enthusiastic response to this grant competition, with 69 international teams submitting grant applications in 2013, indicating this is an area of great interest to the field. Some notable Digging into Data projects include:

- Resurrecting Early Christian Lives: Digging in Papyri in a Digital Age is a newly funded project led by the University of Minnesota and Oxford University in the United Kingdom. The team is developing a transcription tool for Coptic, the late Egyptian language used by early Christians. This “citizen science” project will ask the public to help scholars digitally transcribe thousands of documents from the early Christian era to gain a better understanding of how Christians saw their new religion as part of their other identities (Greek, Egyptian, Roman, merchant, monk). These documents, on ancient paper known as “papyrus,” include not only lost literary works, but everyday letters and business transactions that document the lives of early Christians.
- The IMPACT Mummy project received a great deal of attention in the press, including articles in *The New York Times*, *Popular Science*, *USA Today*, the United Kingdom's *Times Higher Education*, and Canada's *Globe and Mail*. This project involves researchers from Saint Luke's Mid America Heart Institute in Missouri, working in collaboration with the University of Western Ontario. The team is analyzing medical imaging scans of mummies found in museums around the world. In 2013 they reported their surprising findings in the medical journal, *The Lancet*, specifically 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 came to their conclusions after analyzing data gathered from a group of mummies spanning more than 4,000 years. This work will play an important role in helping us understand the relationship between diet and disease. Importantly, it is work that could not be done without careful collaboration between humanities scholars and medical scientists.

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 the 19th century, it was common to see newspaper articles—to use a modern term—“go viral.” That is, to be printed over and over again, sometimes in modified form, by other papers. Newspapers were the social network of their time and a group of humanities scholars and computer scientists from Northeastern University in Massachusetts received a Start-Up Grant for a project that will use advanced computation to study how this information moved from paper to paper. What types of stories went viral and why? What does it teach us about how news travels today?
- A team of scholars from the Early Manuscripts Electronic Library in California, who had previously applied new imaging technology to recover the lost diary of Scottish explorer David Livingstone, have received a Start-Up Grant for the establishment of best practices for the application of spectral imaging and reflectance transformation imaging technologies to reveal new information about objects of study in the humanities. The team plans to develop techniques that can be widely applied by both scholarly and commercial firms who need to recover unreadable texts and images.

Digital Humanities Implementation Grants

This is the Endowment's newest digital humanities grant category—one created in FY 2012 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. Some notable grants in the funding category include:

- A team from Stanford University is developing a series of visualization prototypes to analyze the geographic breadth, historical shape, and social composition of intellectual networks. Following on their earlier NEH-funded project “Mapping the Republic of

Letters” (which was featured in an article in *The New York Times*), the team is tackling a major problem in both humanistic and scientific research: how to make sense of huge sets of digital data. Stanford will develop visualization techniques to enable humanities researchers to gain new insight into large-scale historical datasets.

- The “Scribe” project brings together the New York Public Library and the Adler Planetarium in Chicago with “Zooniverse,” a project led by an astrophysicist at Oxford University. These three groups represent some of the best thinking in “crowdsourcing” or “citizen science.” These institutions excel at involving members of the public in scholarly research, which helps to allow teachers, students, and interested people to play a key role in solving problems in the humanities and sciences. An NEH Implementation Grant will allow for further development of the “Scribe” platform, which is emerging as a standard way of mounting citizen-science projects.

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 awards in the Institutes for Advanced Topics in the Digital Humanities program include:

- In the summer of 2014, a team from the University of Maryland and the University of South Carolina, Upstate will be conducting a series of four, two-day workshops at Northeastern University (Massachusetts), Emory University (Georgia), the University of Nebraska-Lincoln, and the University of Texas, Austin, on theoretical and practical approaches for making digital humanities scholarship accessible to blind, low-vision, deaf, and hard-of-hearing users. An online guide of best practices with examples of humanities projects will be produced as a part of these workshops.

- George Mason University in Fairfax, Virginia, recently hosted a five-day institute called “One Week One Tool.” The institute brought together a group of twelve scholars, teachers, librarians, and museum professionals for a unique learning opportunity. Participants were tasked with brainstorming, designing, and developing a digital humanities software tool in just one week. Working under the tutelage of the experienced GMU staff, the team worked day and night on this ambitious project, learning skills including project management, usability, and code development that they can use for the rest of their careers. This kind of training is particularly critical as more and more research comes to depend on digital tools. This innovative institute received considerable attention from the press and the public, who are flocking to use the new software developed at the institute.

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 University of Nebraska, Lincoln is collaborating with the University of Frankfurt in Germany to advance new techniques for creating scholarly editions of texts with very complicated production histories, in which there are many different versions of the text. By experimenting with new technical guidelines for creating digital versions of the texts—which include volumes by J.W. Goethe, Walt Whitman, and James Joyce—the collaboration will allow literary historians and scholars to better understand how the literary work changed over time across editions. The team will also develop tools to enhance searching and comparison of editions and plan to make these tools available for use by other digital literary projects.
- The University of California, Los Angeles is continuing to work with the German Archaeological Institute on further updates to a major project called Ancient Egyptian Architecture Online. Classical architectural terms have been used inconsistently to describe ancient Egyptian buildings, resulting in a fuzzy terminology and an abundance of misunderstandings. This collaboration brings together leading archaeologists from around the world for the goal of creating a controlled vocabulary for ancient Egyptian architecture to be supported by geo-referenced, annotated drawings and photographs of architectural details. This database of Egyptian architecture will be used worldwide, not only by archeologists, but also classicists, architects, historians, and others.

OFFICE OF CHALLENGE GRANTS

FY 2015 Request: \$8,500,000

- Strengthening humanities education
- Facilitating humanities research and scholarship
- Preserving and increasing access to collections
- Providing opportunities for lifelong learning in the humanities
- Enhancing infrastructure for digital humanities
- Encouraging financial planning and broadening the base of financial support

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 more than \$2 billion for the humanities. (Adjusted for inflation, the amount generated equals \$4 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 be obtained in special circumstances.) 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 scholarly and public understanding 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 NEH Challenge Grant program 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 state university in Arkansas restores historic buildings in the Dyess Colony, a New Deal era agricultural resettlement community that will serve as an educational complex for humanities programming.
- A major university in Indiana conducts research and public outreach on the place of religion in American civic life.
- A state humanities council endows a Fund for New Communities to expand the Clemente Course in the Humanities for low-income adults.
- 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 key humanities positions and related programming. Since 1977, NEH's Challenge Grant program has strengthened the capacity of more than 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 2013, the NEH Office of Challenge Grants received 100 applications (21 for the Special Initiative for Two-Year Colleges and 79 regular Challenge Grant applications) and made eighteen awards (three under the Special Initiative and fifteen regular challenge grant awards). The program anticipates receiving approximately 85 applications in FY 2014 and making twelve to fifteen awards. At the requested funding level in FY 2015, the program anticipates receiving 90 applications and making up to fifteen 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, Fordham University received a \$500,000 challenge grant (to match \$1.5 million in nonfederal funds) for faculty-in-residence research fellowships, an annual dissertation completion fellowship, and humanities programming in Orthodox Christian Studies. In 2012, building on its creation of the nation's first interdisciplinary minor in Orthodox Christian Studies and an international conference and lecture series, Fordham established the only university-based Orthodox Christian Studies Center in the United States. Orthodox Christianity, the dominant

form of Christianity throughout Asia Minor, the Balkans, Eastern Europe, the Middle East, and Russia, has more than 260 million adherents. An NEH Challenge Grant is enabling the university to create humanities programming based on the findings resulting from the fellowships. 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

In 2010, the Endowment established a special Challenge Grants initiative for two-year colleges. These institutions serve an increasingly important need in higher education—more than one-half of all students in higher education in the United States are attending two-year institutions and more than one-half of all baccalaureate degrees awarded in the U.S. each year go to students who either began their education at a community college or have some version of a two-year college experience. While the majority of American students attend two-year colleges, these institutions have not taken advantage of funding opportunities offered by NEH in the volume we would expect from a cohort of almost 1,200 institutions nationwide. While this is true in all Endowment programs, it is particularly striking in Challenge Grants where two-year colleges have not fared well in competitions that include the full range of humanities institutions.

With this in mind, and attentive to President Obama's interest in paying greater attention to community colleges—calling them “an undervalued asset in our country”—the Endowment invited two-year colleges to apply in a special Challenge Grants competition to strengthen their long-term humanities programs and resources, especially the study of world cultures and civilizations. We also encouraged applications for model humanities programs and curricula that could be replicated at other institutions. In addition, it was an opportunity for community colleges to broaden their base of financial support for the humanities.

During the three years of the Special Initiative for Two-Year Colleges, 89 applications were submitted, of which nine were supported. However, both the volume of applications and the quality of the proposed projects have declined over the years. The Endowment thus has decided to conclude this initiative and to provide special encouragement to two-year college applicants to submit proposals under the regular Challenge Grants program. We will offer special conditions for community college grantees, such as a reduced matching ratio of 2:1 and an extra year to raise the required match. In addition, the Endowment will continue to offer special encouragement to two-year colleges through active publicity efforts, including conducting webinars; sending e-mail blasts to college presidents, faculty, and department heads; participating in conferences; and advertising in the electronic newsletters of the Community College Humanities Association and the American Association of Community Colleges.

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.

Wake Forest University received a \$500,000 Challenge Grant to be matched with \$1.5 million in nonfederal funds to establish and endow a Humanities Institute that will strengthen and advance its historical commitment to humanistic teaching and research by promoting interdisciplinary collaborations among faculty, students, and community. In February 2013, a 2000 alumnus became the only person under 35 in the university's history to give a single seven-figure gift. Based on his experience as a Wake Forest student who majored in history, the donor wanted to affirm the central place the humanities have played in shaping his life. With his \$1 million gift, the Institute exceeded the challenge match more than two years earlier than required. "Not only has [the donor] given us the needed funds, he has made it clear that Wake Forest University values the liberal arts," said President Nathan O. Hatch. "It is comforting to know that the next generation of Wake Forest stewards is stepping forward in leadership and acting definitively toward preserving the very best of the Wake Forest education."

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 million, 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 second 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 Hiram College in Ohio; 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 challenge grant is the Center for Democratic Deliberation at Pennsylvania State University. The Endowment offered the center a challenge grant of \$334,000 in federal funds (to match \$1,002,000 in nonfederal gifts) to build on its existing capacities and pursue new research, education, and public outreach initiatives in four thematic areas: (1) deliberating across differences; (2) religion, science, and public deliberation; (3) deliberation and dissent in a democratic society; and (4) citizenship. The center will also partner with the Penn State Press to advance the book series, *Rhetoric and Democratic Deliberation*, and take the series into the realm of digital and interactive publication. By locating its work squarely in the realm of rhetorical studies and communication, the Center for Democratic Deliberation is building on solid humanities ground.

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 Tenement Museum on New York City’s Lower East Side recently received a \$500,000 NEH Challenge Grant—to be matched by \$1.5 million in nonfederal funds—to undertake renovation to prepare three floors of its recently acquired 103 Orchard Street building for exhibition, program, and administrative space, and to replace the roof and cornice. This will enable the museum to continue its presentation of American immigration history into the post-World War II period, documenting changes in immigration policy and immigrant life that shed light on important contemporary issues. Interpreting post-1945 immigration will extend the museum’s reach in two important ways. Chronologically, it will bring the museum’s stories into the realm of living memory, where oral history and archival evidence overlap. Spatially, it will extend the museum’s innovative place-based model to a second tenement building, constructed at a later date under different regulations, and allow opportunities to compare the changing conditions faced by immigrant families over time. It will also enable the museum to better serve visitors who identify with recent immigrant streams, something that will be of immediate benefit to the tens of thousands of public school students who visit annually.

Another example is the Friends of Peralta Hacienda Historical Park in Oakland, California, an organization that recently received a \$500,000 NEH Challenge Grant to be matched by \$1.5 million in nonfederal funds. This organization was formed in the late 1970s to preserve the headquarters of the Peralta land grant, obtaining National Register status for the 1870 Antonio Peralta House, and State Landmark status for the site, where the first non-indigenous house in the Oakland area was built in 1821. This group brings to life the story of the cultural, political, and ecological formation of the San Francisco Bay Area and connects this history to the refugee, immigrant, and other communities surrounding the park today. Funds would be used to build the Historic Core Adobe Area where the Peraltas’ 1821 and 1849 adobes once stood and to endow the Director of History position for the site. This nationally significant site tells the story of the successive cultural waves that have formed the unique character of the West Coast. Humanities scholars and community participants are working together in ways not often common in humanities projects. This is an opportunity to help build core humanities staff

and also to build the heart of the historical park, all to create a new model for historic house museums in which the humanities act as transformative agents in diverse urban communities.

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 helps 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 University of South Dakota, in Vermillion, South Dakota, is using a \$500,000 challenge grant (matched by \$1.5 million in nonfederal gifts) to preserve and enhance access to the National Music Museum's collection of 15,000 musical instruments and upwards of 150,000 library and archival items by renovating and expanding the museum's physical space. The museum's internationally significant collection includes two violins, two violas, and a cello (regarded as the oldest in existence) by Andrea Amati (c. 1505-1577), founder of the Cremonese school of violin-making; the only English-made Renaissance cittern known to survive; seventeen harpsichords, spinets, and virginals dating from the sixteenth through the eighteenth centuries, among which is one of the earliest harpsichords in existence, made in Naples about 1530; a robab (long-necked lute) from the Pamir region of central Asia made in the Islamic year 1025, (or 1616 CE); ten saxophones by the instrument's inventor, Adolphe Sax (1814-1894); and the most complete Javanese gamelan ensemble in the United States. Numerous scholars from across the nation and around the world visit the museum each year to study its important cultural treasures.

Protection of a 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—outgrew 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 renovated 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 the establishment of conservation centers and endowment for conservator positions 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. And it also holds an unparalleled collection of Native American art and artifacts, as well as historical manuscripts, documents, and maps. The annual interest on the \$1.6 million 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 \$300,000 challenge grant 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.

Arkansas State University received a \$500,000 NEH Challenge Grant currently being matched with \$1.5 million in nonfederal funds for the restoration of buildings at the Historic Dyess Colony, an agricultural resettlement colony during the New Deal era that aided in recovery from the Great Depression. The grant is assisting the university in completing restoration, rehabilitation, and reconstruction of Dyess Colony structures that will house programming and humanities activities. In 1934 the Historic Dyess Colony was created by President Franklin D. Roosevelt under the New Deal. In the winter of 1935, the Cash family moved from Cleveland County, Arkansas, to their first new home in Dyess Colony. Ray and Carrie Rivers Cash raised their children, including young J.R., on one of the 500 farmsteads. Much vibrant research and significant work has already taken place. NEH support is having a major impact in this distressed region and is assisting in creating national models for the highest standards of historic preservation and humanities interpretation. The Dyess Colony provides a significant opportunity to explore a period in our nation’s history that is becoming a dim memory for those who experienced the Great Depression. In addition to interpretation of the preserved resources, the university will conduct teacher workshops, offer interdisciplinary classes and other curriculum-related programs, screen films, hold discussions highlighting the Great Depression,

offer a Depression-era literature course, and present seminars on the ways the land and hard times influenced the region's music.

Another example of an institution of higher education offering opportunities for lifelong learning in the humanities using a challenge grant is Oklahoma Christian University. The university is using the annual interest from an \$800,000 endowment to expand the programs of the McBride Center for Public Humanities (formerly the McBride Center for Faith and Literature). The center—through public symposia and programs in literary studies, history, drama studies, and comparative religions—provides the general public with opportunities to analyze, discuss, and explore the human condition in the context of modern and ancient faith communities.

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 nonfederal 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.

The University of Nebraska received a \$500,000 challenge grant (to match \$1.5 million in nonfederal funds) to enhance the programs of its Center for Digital Research in the Humanities. The center, which has sponsored a variety of major digital projects and archives, including the Walt Whitman Archive (supported by an endowment created through a 2005 NEH We the People Challenge Grant), the Willa Cather Archive, the Omaha Indian Heritage site, Railroads and the Making of Modern America, and the Journals of the Lewis and Clark Expedition Online, among others, is using the grant to endow its mentoring and training programs, which include graduate student research assistantships, summer internships for students from outside the University of Nebraska, post-doctoral fellowships for research at the center, and an expanded version of its digital workshop program.

TREASURY FUNDS

FY 2015 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 2013, Endowment matching grants for humanities projects have stimulated approximately \$432 million in third-party donations. (In addition, NEH Challenge Grants have leveraged more than \$2 billion in institutional support.) In order to build on that record of success, we are requesting an appropriation of \$2.400 million for the Endowment's Treasury funds program in FY 2015.

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 2013, NEH matching grants, leveraging an equivalent amount in nonfederal giving, supported humanities activities of every kind. Awards of Treasury matching funds included the following:

- \$776,700 that enabled the 56 state and territorial humanities councils to provide federal matching support for projects conducted by local organizations and groups throughout the country.
- \$100,000 to Columbia University to support preparation of the "Encyclopedia Iranica," a multi-disciplinary reference work and research tool on Iranian history and civilization from prehistory to the present.
- \$54,000 awarded to the Association for Public Art in Philadelphia to support creation of a Museum *Without Walls: Audio*, a multiplatform interpretive audio program for 36 outdoor sculptures in that city.
- \$33,300 awarded to the Nebraska humanities council for *Nebraska Chautauqua: Free Land? 1862 and the Shaping of Modern America*, a three-year Chautauqua program in seven rural Nebraska communities on issues connected to significant

legislative acts that shaped the settlement of the region.

- \$130,000 to the Massachusetts Historical Society to support preparation for publication of volumes 17 and 18 of the *Papers of John Adams*, and volumes 11 and 12 of the *Adams Family Correspondence*.
- \$100,000 for a project at Rutgers University that is publishing *The Papers of Thomas A. Edison*.
- \$100,000 that will enable the Abraham Lincoln Presidential Library Foundation in Springfield, Illinois to prepare an online edition of *The Papers of Abraham Lincoln*.



NATIONAL ENDOWMENT FOR THE

Humanities

MISSION STATEMENT

The National Endowment for the Humanities serves and strengthens our nation by supporting high quality projects and programs in the humanities and by making the humanities available to all Americans.

NATIONAL ENDOWMENT FOR THE HUMANITIES

FY 2015 PERFORMANCE PLAN

I. INTRODUCTION

The National Endowment for the Humanities is pleased to present the agency's FY 2015 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 2015 goals and indicators relate to FY 2013-2017 strategic plan; FY 2013 and FY 2014 data align with the FY 2007-2012 plan.) FY 2015 performance data are consistent with the program activities currently planned at levels of the Endowment's FY 2015 Congressional request. FY 2014 performance data are consistent with the program activities currently planned at levels of the Endowment's FY 2014 appropriation. Also shown are performance results that relate to activities undertaken at the levels of the Endowment's FY 2013 appropriation.

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. In tandem with this effort, we are currently digitizing paper grant records that document all humanities projects that received NEH funding from the inception of the agency until the Endowment's first computer system went operational in FY 1980. To date, 12,000 of these historical records have been digitized. When this effort is completed, they too will be accessible to the public via the new eGMS database.

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. The Endowment will be pilot testing this new format in some of its grant programs in FY 2014.

II. PERFORMANCE GOALS AND INDICATORS

In the tables that follow, the objectives of the Endowment's strategic plan are expressed as goals of the NEH performance budgets for FY 2015 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 performance goals below all address the Endowment's primary strategic objective: **To advance knowledge and understanding in the humanities in the United States.** They are:

- Facilitate basic research and original scholarship in the humanities.
- Strengthen teaching and learning in the humanities in elementary and secondary schools and institutions of higher education.
- Preserve and increase access to cultural heritage resources that constitute the cultural and intellectual patrimony of the American people and that are important to research, education, and public understanding of the humanities.
- Provide opportunities for American citizens of all ages and wherever located to engage in lifelong learning in the humanities.
- Maintain and strengthen partnerships with the state humanities councils.
- Provide a focal point for development of the digital humanities.
- Strengthen the institutional base of the humanities through financial incentives provided by matching challenge grants.
- Stimulate third-party support for humanities projects and programs.
- Create program initiatives that advance knowledge and understanding in the humanities in the United States in new ways.

| II. Table A | | NATIONAL ENDOWMENT FOR THE HUMANITIES FY 2015 PERFORMANCE PLAN | |
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| PROGRAM DIVISION/ REQUIRED FUNDING | PERFORMANCE GOALS AND INDICATORS | FY 2015 PLANNED PERFORMANCE LEVELS | |
| RESEARCH PROGRAMS \$14,784,000 | A: Facilitate basic research and original scholarship in the humanities. | | |
| | 1) Provide support for fellowships and stipends that enable 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 165 individual scholars to make significant progress on important humanities research projects through fellowships and stipends. | |
| | 2) Support collaborative research projects on significant subjects in the humanities. | Support would be provided for 45 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 would ongoing support through NEH matching funds. | |
| | 3) Encourage international scholarly collaboration in the humanities. | Awards for 25 humanities fellowship programs at independent research institutions would support the work of 78 humanities scholars who are making significant contributions to scholarship in the humanities. | |
| | 4) Encourage the use of digital technologies in scholarly research and the dissemination of research findings. | Applicants would be encouraged to harness the vast potential of advanced digital technology in the conduct and dissemination of their research. | |
| | 5) Work in partnership with the National Science Foundation to support projects to record, document, and archive endangered languages worldwide, with a special emphasis on endangered Native American languages. | Seven projects would be supported through the Endowment’s 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. | |
| | 6) Support humanities scholarship and related course development by faculty at Historically Black Colleges and Universities, Hispanic-Serving Institutions, 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 2015 PLANNED PERFORMANCE LEVELS |
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| EDUCATION PROGRAMS \$13,265,000 | B: Strengthen teaching and learning in the humanities in elementary and secondary schools and institutions of higher education. | |
| | 1) Strengthen teaching and learning in the humanities in elementary and secondary schools and institutions of higher education. | <p>Support for 48 NEH summer seminars and institutes would enable 492 college teachers and 492 school teachers to revitalize their knowledge and teaching of the humanities. College teachers participating in seminars and institutes during the summer of 2016 would reach approximately 86,100 students annually; school teacher participants would reach approximately 61,500 annually.</p> <p>Support for 17 “Landmarks of American History and Culture” workshops to take place in the summer of 2016 would enable approximately 1,224 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 153,000 students.</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. Each participating faculty member would conduct the newly created course at least twice, with each iteration reaching approximately 25 students.</p> |
| | 2) Strengthen efforts to enhance the availability and quality of humanities teaching and learning in the nation’s community colleges, especially the study of diverse cultures and historical perspectives. | <p>Support for 6 NEH Bridging Cultures 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 190 students annually.</p> |
| | 3) Support efforts of faculty at Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges and Universities to deepen their knowledge in the humanities and strengthen their humanities offerings. | <p>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.</p> |

| PROGRAM DIVISION/ REQUIRED FUNDING | PERFORMANCE GOALS AND INDICATORS | FY 2015 PLANNED PERFORMANCE LEVELS |
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| CONT'D ED. | 4) Develop and support NEH's EDSITEment web portal as a means of enriching online teaching and learning resources available to teachers, students, and parents. | Special encouragement would be provided for projects that can produce materials for inclusion on EDSITEment, the Endowment's nationally recognized website for K-12 teachers seeking rich humanities resources on the Internet. |
| \$15,460,000 PRESERVATION AND ACCESS | C: Preserve and increase access to cultural heritage resources that constitute the cultural and intellectual patrimony of the American people and that are important to research, education, and public understanding of the humanities. | |
| | 1) Support the preservation of and expanded access to historically significant collections in libraries, archives, historical societies, and other cultural repositories. | Twenty-seven projects would preserve and/or provide access to 1,000 hours of recorded sound and video collections; 2,000 linear feet of archival documents; and 1,500,000 manuscripts, broadsides, oversize volumes, and other non-print materials. |
| | 2) Work in partnership with other institutions, such as the Library of Congress, to digitize and make more accessible historic U.S. newspapers, including newspapers printed in languages other than English. | Cooperative agreements would digitize hundreds of thousands of microfilm pages of historic newspapers. |
| | 3) Support the creation of research tools and reference works of major importance to the humanities. | 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. |
| | 4) Work in partnership with the National Science Foundation to support projects to record, document, and archive endangered languages worldwide, with a special emphasis on endangered Native American languages. | Three projects would support the creation of tools—such as bilingual dictionaries, grammars, and text collections—that document languages threatened with extinction. |

| PROGRAM DIVISION/ REQUIRED FUNDING | PERFORMANCE GOALS AND INDICATORS | FY 2015 PLANNED PERFORMANCE LEVELS |
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| PRESERV. AND ACCESS \$15,460,000 | 5) Support research that leads to new digital tools, technologies, national standards, best practices, and other methodologies for the preservation of collections and cultural resources. | Three projects would support the creation of new digital tools, technologies, national standards, best practices, and other methodologies for the preservation of collections and cultural resources. |
| | 6) Support the training of staff from the nation's cultural repositories in the appropriate procedures for preserving and enhancing access to humanities collections. | Six 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. |
| | 7) Provide support for basic preservation activities to small and mid-sized libraries, archives, museums, and historical organizations. | Projects supported would assist in preserving collections at 70 institutions in 30 states. Approximately 35 percent of the awards would go to first-time NEH grantees. |
| PUBLIC PROGRAMS \$13,684,000 | D: Provide opportunities for American citizens of all ages and wherever located to engage in lifelong learning in the humanities. | |
| | 1) Support efforts by museums and historical organizations to produce interpretive exhibitions and educational materials that convey significant humanities themes and topics. | Thirty grants would support exhibitions, web-based programs, and other public education programs would employ various delivery mechanisms at museums and historical organizations across the country. |
| | 2) Support substantive documentary films, radio programs, and online media presentations that advance public understanding of the humanities and promote citizen engagement in consideration of humanities issues and themes. | Thirty grants for television/radio projects would produce 105 broadcast hours and draw a cumulative audience of approximately 35.5 million people. |

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| | 3) Support high quality interpretative panel exhibitions and public programs that interpret the humanities at selected libraries, museums, and cultural organization across the nation through small grants. | Twenty-nine grants would be made to libraries, museums and cultural organizations that receive smaller versions of NEH-funded exhibitions through the NEH on the Road cooperative agreement to be used for additional public programming. |
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| PROGRAM DIVISION/ REQUIRED FUNDING | PERFORMANCE GOALS AND INDICATORS | FY 2015 PLANNED PERFORMANCE LEVELS |
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| PUBLIC PROG. | 4) Support humanities projects that make creative use of new technologies to enhance the quality and reach of public humanities programming. | Eleven 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. |
| \$42,528,000 FEDERAL/STATE PARTNERSHIP | E: Maintain and strengthen partnerships with the state humanities councils. | |
| | 1) Support state council efforts to develop locally initiated humanities programs for the people in each state. | Support for the programs and operations of 56 state humanities councils would make possible high quality locally initiated humanities programs throughout the nation, including 4,450 reading and discussion programs, 600 exhibitions, 1,250 literacy programs, 1,000 speakers bureau presentations, 750 teacher institutes and workshops, 1,350 conferences and symposia, 435 Chautauqua events, 1,425 media program events, 375 technology projects, 185 preservation projects, and 1,200 local history projects. |
| | 2) Encourage high quality council-conducted humanities programs in the various states. | Support for the programs and operations of 56 state humanities councils would make possible high quality council-conducted humanities programs throughout the nation, including 13,350 reading and discussion programs, 1,800 exhibitions, 3,750 literacy programs, 3,000 speakers bureau presentations, 2,250 teacher institutes and workshops, 4,050 conferences and symposia, 1,315 Chautauqua events, 4,275 media program events, 1,125 technology projects, 565 preservation projects and 3,600 local history projects. |
| | 3) Encourage state humanities councils in their efforts to create and support humanities-rich websites and digital projects. | Support for the programs and operations of 56 state humanities councils would make possible 1,800 high technology projects. |
| | 4) Support state humanities councils in ongoing collaborations with colleges and universities, museums, libraries, historical societies, and other institutions. | Ten thousand collaborations with colleges and universities, museums, libraries, historical societies, and other institutions would be conducted. |

| PROGRAM DIVISION/ REQUIRED FUNDING | PERFORMANCE GOALS AND INDICATORS | FY 2015 PLANNED PERFORMANCE LEVELS |
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| CONT'D | 5) Recognize and encourage council activities that promote civil discussion, particularly of issues that divide Americans. | Seventeen thousand programs to promote civil discussion are conducted. |
| \$4,400,000 OFFICE OF DIGITAL HUMANITIES | F: Provide a focal point for development of the digital humanities. | |
| | 1) Provide national leadership in spurring innovation and best practices in the digital humanities. | Twenty Digital Start-Up projects would set the pace for innovation within humanities research and education. These projects would receive extensive media coverage and have a national and international impact on how new scholarship is conducted. |
| | 2) Encourage and support innovative digital projects and programs that will enhance the way humanities research is conducted and the way the humanities are studied, taught, and presented in the United States. | Five national summer institutes training American scholars on digital methods for humanities research would be supported. These methods, including geospatial analysis, data mining, sound analysis, information retrieval and visualization, and others, would lead to new research across humanities domains. |
| \$8,500,000 CHALLENGE GRANTS | G: Strengthen the institutional base of the humanities through financial incentives provided by matching challenge grants. | |
| | 1) Encourage and support efforts of educational and cultural organizations to secure nonfederal sources of funding in support of humanities projects and programs. | Fifteen cultural and educational institutions would engage in long-range planning with the encouragement of an NEH Challenge Grant. |
| | 2) Leverage the private sector contributions of the nation's businesses, foundations, and philanthropic-minded individuals on behalf of humanities projects and programs. | |

| PROGRAM DIVISION/ REQUIRED FUNDING | PERFORMANCE GOALS AND INDICATORS | FY 2015 PLANNED PERFORMANCE LEVELS |
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| CHALLENGE GRANTS \$8,500,000 | 2) Encourage efforts of cultural and educational institutions to attract and increase nonfederal contributions to their humanities resources and activities. | By FY 2019, NEH Challenge Grants awarded in FY 2015 would generate more than \$20 million in nonfederal donations to recipient institutions in support of their humanities activities. |
| | 3) Support the efforts of cultural and educational institutions to use digital technologies, where appropriate, in their humanities activities. | The efforts of cultural and educational institutions to use digital technologies would be encouraged. |
| | 4) Encourage Historically Black Colleges and Universities, Hispanic-Serving Institutions, Tribal Colleges and Universities, and two-year colleges to take advantage of special Challenge grant opportunities designed with these institutions in mind. | Three Challenge Grants would be awarded to Presidentially-designated minority-serving institutions and two-year colleges. When completed, these challenges would leverage \$3 million in third-party support for these vital institutions. |
| PARTNERSHIPS AND FUND-RAISING \$2,900,000 | H: Stimulate third-party support for humanities projects and programs. | |
| | 1) Encourage and support efforts of educational and cultural organizations to secure nonfederal sources of funding in support of humanities projects and programs. | Fund-raising by recipients of an NEH matching award would generate more than \$2.4 million in third-party support for humanities projects. |
| | 2) Leverage the private sector contributions of the nation's businesses, foundations, and philanthropic-minded individuals on behalf of humanities projects and programs. | NEH partnerships with the private-sector would generate \$1.5 million for exemplary activities in the humanities. |

| PROGRAM DIVISION/ REQUIRED FUNDING | PERFORMANCE GOALS AND INDICATORS | FY 2015 PLANNED PERFORMANCE LEVELS |
|---|--|---|
| <p style="text-align: center;">NEW PROGRAM INITIATIVES</p> <p style="text-align: center;">\$3,500,000</p> | <p>I. Create program initiatives that advance knowledge and understanding in the humanities in the United States in new ways.</p> | |
| | <p>1) New initiatives and programs address the Endowment’s primary strategic objective—to advance knowledge and understanding in the humanities—in novel ways.</p> | <ul style="list-style-type: none"> • Through the Bridging Cultures 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 Bridging Cultures programs for the public, including community presentations of a Bridging Cultures 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 Bridging Cultures 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 Bridging Cultures themes and lay the groundwork for ongoing public programs; (9) 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; (10) and international collaborations that facilitate research and scholarly exchange among U.S. scholars and their counterparts elsewhere in the world. |

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 |
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| RESEARCH PROGRAMS \$14,752,000 | 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 will be provided for 161 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 45 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, 24 previously awarded grants would 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 24 humanities fellowship programs at independent research institutions will support the work of 76 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 2014 PLANNED PERFORMANCE LEVELS |
|---------------------------------------|---|--|
| EDUCATION PROGRAMS \$13,237,000 | 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 50 NEH summer seminars and institutes will enable 508 college teachers and 517 school teachers to revitalize their knowledge and teaching of the humanities. College teachers participating in seminars and institutes during the summer of 2015 will reach approximately 88,900 students annually; school teacher participants would reach approximately 64,625 annually.</p> <p>Support for 18 “Landmarks of American History and Culture” workshops to take place in the summer of 2015 will enable approximately 1,296 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 162,000 students.</p> <p>Support for 3 NEH Bridging Cultures at Community Colleges projects will enable community college faculty and administrators to participate in sustained programs of faculty and curriculum development. They will 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 will reach approximately 190 students annually.</p> <p>Support for 21 Enduring Questions projects will 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. 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 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 \$15,426,000 | 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 will 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-six projects will preserve and/or providing access to 927 hours of recorded sound and video collections; 1,630 linear feet of archival documents; and 2,205,502 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 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>Four awards will be made for regional and national education programs that are providing training for 309,226 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 \$15,426,000 | 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 will help 17 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 70 institutions in 30 states. Approximately 20 percent of the awards will go to first-time NEH grantees. |
| PUBLIC PROGRAMS \$13,654,000 | 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>Thirty television/radio projects will produce 105 broadcast hours and draw a cumulative audience of approximately 35.5 million people.</p> <p>Thirty exhibitions, reading, viewing, and discussion programs, web-based programs, and other public education programs will employ various delivery mechanisms at venues across the country.</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. | Twenty-nine grants will be made to museums that receive smaller versions of NEH-funded exhibitions through the NEH on the Road cooperative agreement to be used for additional public programming. Twenty-five grants will be made through the American Library Association (ALA) for the exhibition project <i>Dust, Drought, and Dreams Gone Dry: A Traveling Exhibit</i> and Public Programs for Libraries about the Dust Bowl and 50 grants through an interagency agreement with the Smithsonian Institution to humanities organizations that are hosting the traveling exhibition, <i>Changing America</i> . |

| PROGRAM DIVISION/ REQUIRED FUNDING | PERFORMANCE GOALS AND INDICATORS | FY 2014 PLANNED PERFORMANCE LEVELS |
|---|---|--|
| <p style="text-align: center;">NEW PROGRAM INITIATIVES</p> <p style="text-align: center;">\$7,882,000</p> | <p>E: To create new program initiatives that respond to needs and opportunities in American society.</p> | |
| | <p>1) New initiatives and programs that address important concerns and opportunities in the humanities are established.</p> | <ul style="list-style-type: none"> • \$3,494,000. Through the Bridging Cultures 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 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 Bridging Cultures programs for the public, including community presentations of a Bridging Cultures 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 Bridging Cultures 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 Bridging Cultures themes and lay the groundwork for ongoing public programs; (9) 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; (10) and international collaborations that facilitate research and scholarly exchange among U.S. scholars and their counterparts elsewhere in the world. • \$4,388,000. Funding will 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 will 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. |

| PROGRAM DIVISION/ REQUIRED FUNDING | PERFORMANCE GOALS AND INDICATORS | FY 2014 PLANNED PERFORMANCE LEVELS |
|--|---|--|
| NEW PROG. CONT. | 2) Agency-wide initiatives are developed in selected humanities areas. | Additional awards will be made through the NEH/NSF “Documenting Endangered Languages” special initiative. |
| \$8,357,000 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 will generate more than \$20 million in nonfederal donations to recipient institutions in support of their humanities activities. |
| \$42,435,000 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 17,900 reading and discussion programs, 2,500 exhibitions, 5,200 literacy programs, 4,200 speakers bureau presentations, 3,000 teacher institutes and workshops, 5,700 conferences and symposia, 1,850 Chautauqua events, 6,000 media program events, 1,500 technology projects, 790 preservation projects and 5,000 local history projects. |

| PROGRAM DIVISION/ REQUIRED FUNDING | PERFORMANCE GOALS AND INDICATORS | FY 2014 PLANNED PERFORMANCE LEVELS |
|---------------------------------------|--|--|
| 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 will develop of 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) 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 ACTUAL PERFORMANCE LEVELS | |
| RESEARCH PROGRAMS \$13,744,000 | 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 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 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, 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 supported 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 enabled 10 individual scholars who teach at historically black colleges and universities, Hispanic-serving insititutions, 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 ACTUAL PERFORMANCE LEVELS |
|---------------------------------------|---|--|
| EDUCATION PROGRAMS \$12,490,000 | 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 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. 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 provided 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 ACTUAL PERFORMANCE LEVELS |
|---|---|---|
| PRESERVATION AND ACCESS \$14,382,000 | 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 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-eight projects are preserving and/or providing 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 supported in part through the <i>We the People</i> and <i>Bridging Cultures</i> initiatives are digitizing hundreds of thousands of microfilm pages of historic newspapers.</p> <p>Support was 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 were 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 ACTUAL PERFORMANCE LEVELS |
|---|---|---|
| PRESERVATION AND ACCESS \$14,382,000 | 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 17 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 72 institutions in 30 states and Puerto Rico. Forty-four percent of the awards have gone to first-time NEH grantees. |
| PUBLIC PROGRAMS \$12,703,000 | 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-eight television/radio projects are producing 98 broadcast hours and will 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 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. | Twenty-two NEH on the Road grants were 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 Bridging Cultures Bookshelf. |

| PROGRAM DIVISION/ REQUIRED FUNDING | PERFORMANCE GOALS AND INDICATORS | FY 2013 ACTUAL PERFORMANCE LEVELS |
|---|--|---|
| NEW PROGRAM INITIATIVES \$10,075,000 | E: To create new program initiatives that respond to needs and opportunities in American society. | |
| | 1) New initiatives and programs that address important concerns and opportunities in the humanities are established. | <ul style="list-style-type: none"> • \$3,311,000. Through the <i>Bridging Cultures</i> initiative, funding was 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: 1) developed 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) provided small grants to libraries for the creation of reading and discussion programs in communities that receive the <i>Bridging Cultures</i> Bookshelf; 3) developed 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) stimulated new globally-focused humanities programs in America's community colleges; 5) supported documentary films that explore cultures outside of the United States within the new <i>Bridging Cultures</i> through Film: International Topics category; and 6) maintained a portfolio of international collaborations that facilitate humanities research and beneficial exchange of ideas with scholars around the world. • \$3,926,000. 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: 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. • \$2,838,000. Through <i>We the People</i>, funding was provided to support the teaching, study, and understanding of American history and culture. |
| | 2) Agency-wide initiatives are developed in selected humanities areas. | Additional awards were made through the NEH/NSF "Documenting Endangered Languages" special initiative. |

| PROGRAM DIVISION/ REQUIRED FUNDING | PERFORMANCE GOALS AND INDICATORS | FY 2013 ACTUAL PERFORMANCE LEVELS |
|---|---|---|
| CHALLENGE GRANTS \$7,920,000 | 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 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 \$38,320,000 | 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 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, 1,760 Chautauqua events, 22,700 media program events, 1,240 technology projects, 700 preservation projects and 4,900 local history projects. |
| PROGRAM DEVELOPMENT \$473,000 | 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. |

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|--|---|---|
| | <p>2) New programming, funding, and administrative partnerships are established with other agencies, foundations, and organizations, both public and private.</p> | <p>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.</p> |
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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 program appropriation 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 2015:

| <u>Performance Goal</u> | <u>Funding Required*</u> |
|--|--------------------------|
| 1. Facilitate basic research and original scholarship in the humanities. | \$14,784,000 |
| 2. Strengthen teaching and learning in the humanities in elementary and secondary schools and institutions of higher education. | \$13,265,000 |
| 3. Preserve and increase access to cultural heritage resources that constitute the cultural and intellectual patrimony of the American people and that are important to research, education, and public understanding of the humanities. | \$15,460,000 |
| 4. Provide opportunities for American citizens of all ages and wherever located to engage in lifelong learning in the humanities. | \$13,684,000 |
| 5. Maintain and strengthen partnerships with the state humanities councils. | \$42,528,000 |
| 6. Provide a focal point for development of the digital humanities. | \$4,400,000 |
| 7. Strengthen the institutional base of the humanities through financial incentives provided by matching challenge grants. | \$8,500,000 |
| 8. Stimulate third-party support for humanities projects and programs. | \$2,400,000 |
| 9. Create program initiatives that advance knowledge and understanding in the humanities in the United States in new ways. | \$4,000,000 |

* In FY 2015, the Endowment would allocate \$116,021,000 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 knowledgeably to 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

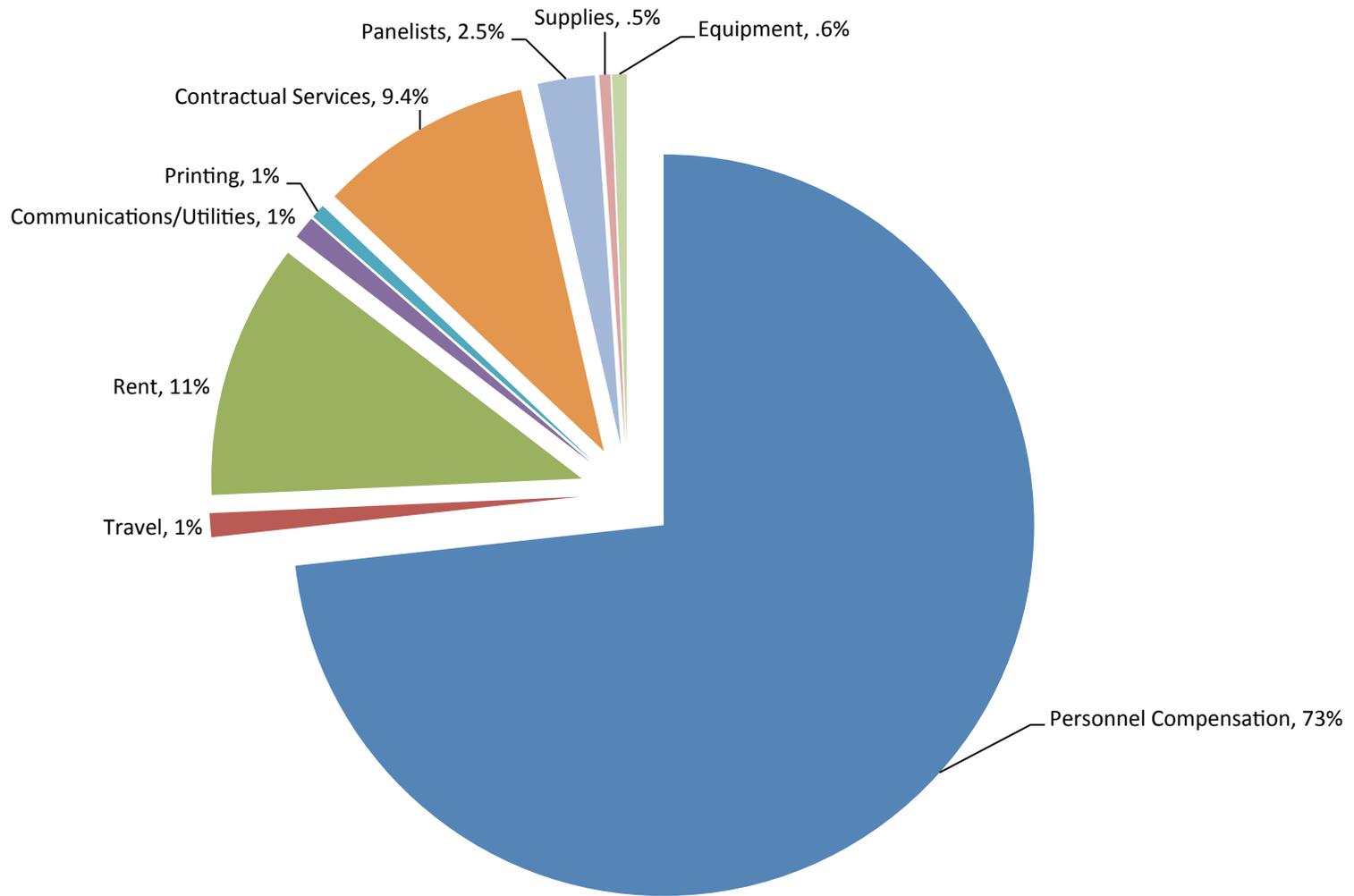
The Endowment will use a variety of means to collect and verify information that measures our progress in attaining our performance goals:

- **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.
- To systematize the information collected from grantee reports, NEH continues to develop an **outcomes database** for its grant programs. This database is capturing information about the short- and long-term results of funded projects. At present, it links information about 6,873 humanities research projects in the Endowment's grant

information database to bibliographic information about 4,809 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 2015 Administrative Budget \$27,000,000



Administrative Budget by Object Classification
(\$ in thousands)

| OBJECT CLASSES | | FY 2013 Actual | FY 2014 Estimate | FY 2015 Request |
|-----------------------|------------------------------------|---------------------------|-----------------------------|----------------------------|
| 11.1 | PERSONNEL COMPENSATION BENEFITS | 15,230 4,423 | 15,320 4,476 | 15,313 4,466 |
| 12.1 | TOTAL-PERSONNEL COMPENSATION | 19,653 | 19,796 | 19,779 |
| 21.0 | TRAVEL AND TRANSPORTATION | 248 | 260 | 280 |
| 23.1 | GSA RENT | 2,746 | 2,877 | 3,005 |
| 23.3 | COMMUNICATIONS AND UTILITIES | 266 | 385 | 270 |
| 24.0 | PRINTING | 175 | 170 | 170 |
| 25.1 | OTHER CONTRACTUAL SERVICES | 2,256 | 2,875 | 2,525 |
| 25.9 | PANELIST CONTRACTS | 748 | 680 | 670 |
| 26.0 | SUPPLIES | 115 | 160 | 129 |
| 31.0 | EQUIPMENT | 144 | 195 | 172 |
| | TOTAL | \$26,350 | \$27,398 | \$27,000 |

NEH ADMINISTRATIVE BUDGET

FY 2015 Request: \$27,000,000

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 2015 NEH is requesting \$27,000,000 in administrative funds to support the agency's program request of \$119,021,000.

Our FY 2015 administrative budget is \$398,000 lower than the amount we requested in our FY 2014 Congressional submission. This decrease reflects our continuing efforts to reduce expenses, wherever possible, in line with the president's message that executive agencies show financial responsibility and restraint. NEH is committed to limiting operational costs at a time when our nation continues to face budget challenges.

In FY 2014, NEH and its sister agency, the National Endowment for the Arts, will move from their long-time home at the historic Old Post Office Building (OPO) on Pennsylvania Avenue to a new building, the Constitution Center, in southwest Washington, DC. The GSA rent charges shown in this budget request reflect NEH's expected occupancy costs in the new building.

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 70 percent of agency administrative expenses. Of the remaining amount, a significant portion is taken up with

fixed costs—including annual rent payments to the General Services Administration, building security payments for the Constitution Center, and mandated transfers to other agencies for various electronic services, such as the government-wide Grants.gov online grant application portal.

There are a number of items in NEH’s administrative budget that are unique to grant-making agencies. 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 4,700 applications annually, resulting in the awarding of approximately 700 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. More than 800 scholars, teachers, museum curators, filmmakers, and other humanities professionals and experts serve on the more than 180 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 Washington, DC, to review applications to various grant programs—we also incur travel, lodging, and per diem expenses for each attending panelist. In FY 2014, we have instituted a pilot program of remote or “virtual” panels in a small number of NEH grant programs. If successful, we hope to broaden the pilot to include additional programs in FY 2015, which should lead to a reduction in the budget for panelist contracts.

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 \$96,000.

NEH also participates in the government-wide online grant application portal, Grants.gov. The transfer of funds to the Department of Health and Human Services, and administrative support provided internally for the Grants.gov program, will cost approximately \$215,000 in FY 2015.

Recent Administrative Highlights

NEH strives to attain the most value from its administrative resources, while at the same time ensuring the highest quality service to its customers. Among our administrative improvements in recent years are:

- 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 thousands of pre-1980 grant

records and make this information available on our website. We expect to complete this undertaking in FY 2014.

- In cooperation with the National Endowment for the Arts and the Institute of Museum and Library Services, 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. As a result of early developmental work on this system, a number of interactive features are already available to NEH and its grantees, including tracking of past and present grants, submission of financial and progress reports, processing of award offers, capturing of information on products and prizes that have resulted from an NEH grant, dedicated messaging, and help ticket resolution. More grantee-friendly features are in the pipeline for this time-saving technology. When completed in FY 2015, this cloud-based system—developed in-house—will provide the three participating agencies with state-of-the-art software to manage all aspects of their grant-making activity.
- The Endowment has developed a thorough IT security system to guard against outside cyber threats. We have recently implemented an updated and comprehensive risk management program that sets forth an agency-wide strategy for managing security and risk. The policy covers all of NEH's information systems and describes how the agency aligns its risk management framework with pertinent NIST guidelines. We have also 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 requirements.
- In conjunction with our upcoming relocation to the Constitution Center, NEH and the National Endowment for the Arts (NEA) are planning to consolidate certain administrative functions in order to realize cost savings and streamline operations. These consolidations will cover such core functional areas as information technology infrastructure, media operations, conference rooms, and various health and safety accommodations. For example, we will share the following rooms and functions in the new building with our NEA colleagues: data center, media room, lunch room, resting rooms, a room for nursing mothers, PIV card activation station, and grants management system. In addition, we will be informally sharing meeting/conference rooms and library. With these consolidations, we expect that the two agencies will realize some cost savings after the relocation is completed in FY 2014.

Budget Estimates in Detail
(\$ in thousands)

| | FY 2013 | FY 2014 | FY 2015 |
|--|----------------|----------------|----------------|
| PERSONNEL COMPENSATION AND BENEFITS | 19,653 | 19,796 | 19,779 |

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.

We estimate that our FY 2015 salary costs will be consistent with our FY 2014 levels, including the Administration's projected cost-of-living increase of 1% in FY 2015. We are working to control personnel costs by reducing the number of FTEs from the current level of 154 by filling open vacancies on a priority basis. Staffing costs will also be controlled by making most agency hires term appointments. The funding requested for FY 2015 will support an estimated 152 FTEs.

| | FY 2013 | FY 2014 | FY 2015 |
|----------------------------------|----------------|----------------|----------------|
| TRAVEL AND TRANSPORTATION | 248 | 260 | 280 |

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.

Since FY 2011, NEH has controlled staff travel expenses by reducing allocations for each of our offices and program divisions. Travel costs were further reduced in FY 2013 as part of our sequestration plan. We are projecting a slight increase in travel in FY 2014 and FY 2015, however, to accommodate the needs of a new Chairman of NEH.

| | FY 2013 | FY 2014 | FY 2015 |
|-----------------|----------------|----------------|----------------|
| GSA RENT | 2,746 | 2,877 | 3,005 |

The FY 2015 rent estimate reflects GSA guidance for the upcoming relocation of NEH to the Constitution Center building in southwest Washington, D.C.

| | FY 2013 | FY 2014 | FY 2015 |
|-------------------------------------|----------------|----------------|----------------|
| COMMUNICATIONS AND UTILITIES | 266 | 385 | 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 a one-year increase in our FY 2014 IT network costs—for our network security and external wiring systems—with the relocation to the Constitution Center. We will also fund wireless telecommunications, postage, and courier charges. We are estimating a resumption of current communications operating costs in FY 2015.

| | FY 2013 | FY 2014 | FY 2015 |
|-----------------|----------------|----------------|----------------|
| PRINTING | 175 | 170 | 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. Costs are expected to be maintained at their current levels in FY 2015.

| | FY 2013 | FY 2014 | FY 2015 |
|-----------------------------------|----------------|----------------|----------------|
| OTHER CONTRACTUAL SERVICES | 2,256 | 2,875 | 2,525 |

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 (PCAHA); and (8) interagency transfers in support of Grants.gov and the new Financial Management Line of Business program.

Noteworthy cost considerations in this object classification for FY 2015 include:

- The agency is incurring additional contractual expenses in FY 2014 to cover costs the purchase of new desktop computers, copiers, and audio-visual items for conference rooms. We expect our contractual services expenses to be lower in FY 2015.
- NEH will continue its participation in the Grants.gov program, as a partner agency with the Department of Health and Human Services. For FY 2015, NEH estimates that we will be assessed \$215,000 for our participation in Grants.gov.
- NEH will continue its 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 participant agencies. NEH estimates a participation fee of \$26,143 for this program in FY 2015.

| | FY 2013 | FY 2014 | FY 2015 |
|---------------------------|----------------|----------------|----------------|
| PANELIST CONTRACTS | 748 | 680 | 670 |

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. NEH panelists represent a diversity of disciplinary, institutional, and regional backgrounds and include scholars, teachers, historians, archivists, curators, media producers, and other humanities professionals. 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.

The Endowment is looking for ways to reduce the cost of its panel-review system by reducing the number of sitting panels that are convened at the agency. Each sitting panel costs NEH approximately \$5,250, which includes the cost of travel to Washington, per diem expenses, and a \$250 honorarium for each panelist. Beginning in FY 2014 and continuing in FY 2015, we plan to realize some savings by initiating a pilot program of “virtual” panels—for example, online reviews and teleconference panels. This trial program will allow us to determine if these types of panels can be effective without compromising the quality of the NEH grant-application review process. The estimated costs in both years reflect savings anticipated from this initial pilot program.

| | FY 2013 | FY 2014 | FY 2015 |
|-----------------|----------------|----------------|----------------|
| SUPPLIES | 115 | 160 | 129 |

The estimates in this object class provide for expendable supplies for 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. The FY 2013 estimate reflects reductions in costs as a result of the sequester and a reduction in supply inventory in anticipation of the move. We expect a one-time increase in expenses in FY 2014 due to the agency relocation and then a return to more typical levels in FY 2015.

| | FY 2013 | FY 2014 | FY 2015 |
|------------------|----------------|----------------|----------------|
| EQUIPMENT | 144 | 195 | 172 |

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 2013 were below prior-year spending levels as no major equipment upgrades were executed and sequester cuts were also in effect. In FY 2015, we expect to control equipment costs through our IT virtualization process, as well to realize some savings after the relocation of the Endowment is completed.

BUDGET ADDENDUM

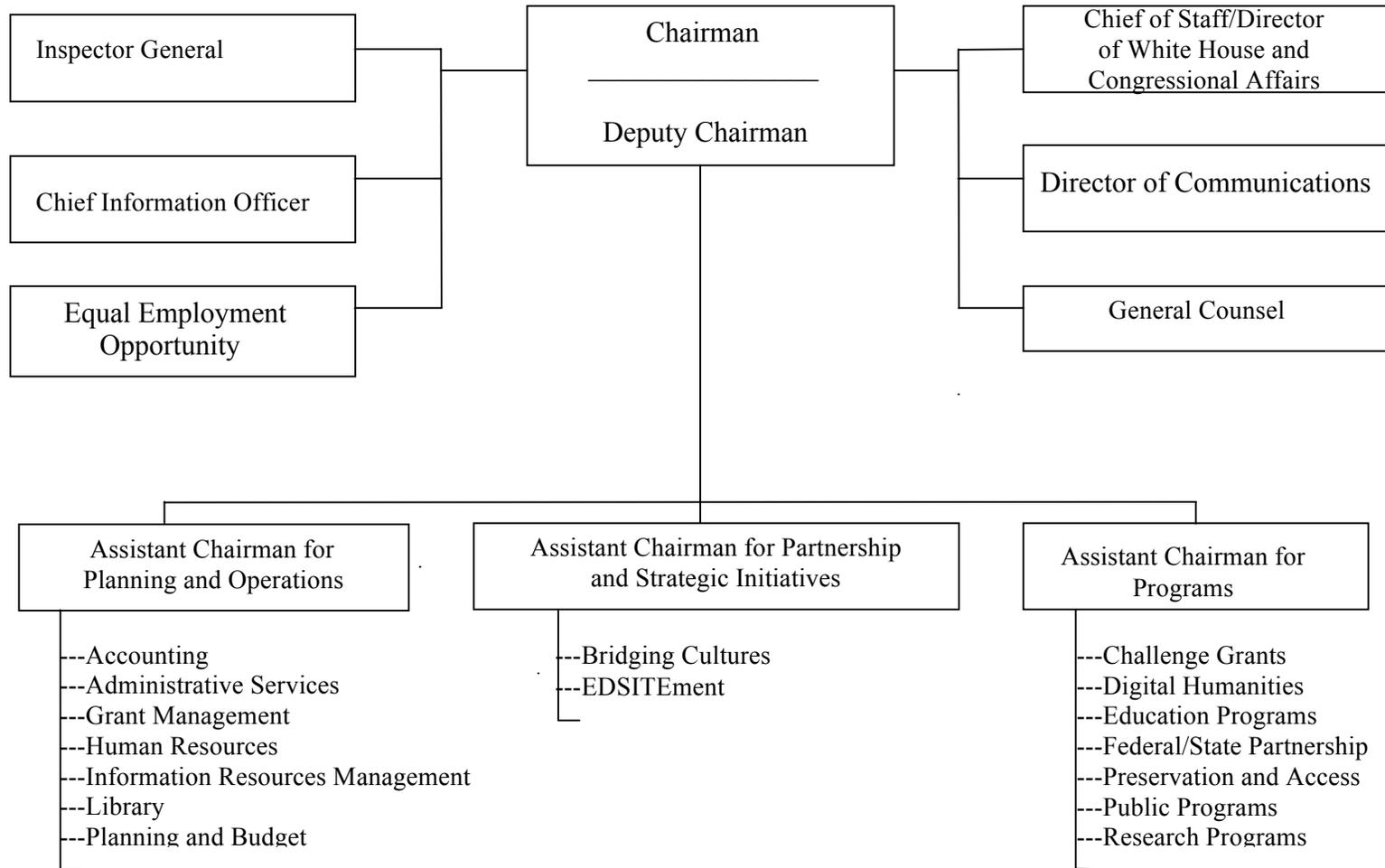
NEH Inspector General Budget Request

The budget for the operations of NEH’s Office of the Inspector General (OIG) is subsumed within the agency’s general administrative budget. Following legislative guidance found in 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 \$662,655, which will support all staff salaries and allow for full administrative and legal support of this office, including:

- Staff salaries and benefits totaling \$622,655 to support a staff of 5 FTEs;
- A travel budget of \$7,000 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;
- 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; and
- \$2,000 in continued support from the OIG for the Council of Inspectors General on Integrity and Efficiency.

National Endowment for the Humanities



March 4, 2014

