

NEH Application Cover sheet (HT-293887)

Institutes for Advanced Topics in the Digital Humanities

PROJECT DIRECTOR

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Field of expertise: Digital Humanities

INSTITUTION

Research Foundation of CUNY on behalf of the Graduate Center
New York, NY 10036-7207

APPLICATION INFORMATION

Title: *Open Education Publishing Institute: Collaborative Knowledge and Social Justice*

Grant period: From 2024-01-01 to 2025-08-31

Project field(s): Interdisciplinary Studies, General

Description of project: We propose the “Open Education Publishing Institute: Collaborative Knowledge and Social Justice” (OEPI), an advanced digital humanities summer institute that will help DH scholars create OER publications and classroom assignments that build out from the community-based concerns of their students and that consciously foreground diverse, non-white perspectives.

BUDGET

Outright request	250,000.00	Cost sharing	0.00
Matching request	0.00	Total budget	250,000.00
Total NEH request	250,000.00		

GRANT ADMINISTRATOR

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List of Project Personnel

Project Staff

Matthew K. Gold, CUNY Graduate Center, Project Director
Laurie Hurson, CUNY Graduate Center, Curriculum Co-Director
Krystyna Michael, Hostos Community College, Project Co-Director
Robin Miller, CUNY Graduate Center, Curriculum Co-Director
Janelle Poe, CUNY Graduate Center, Graduate Student OER Specialist
Lisa Rhody, CUNY Graduate Center, Summer Institute Operations Director
Terence Smyre, University of Minnesota Press, Manifold Specialist
TBD, CUNY Graduate Center, Manifold Graduate Fellow

Project Visiting Faculty

Sarah Aponte, CUNY Dominican Studies Institute/City University of New York
Gabi Baeza Ventura, University of Houston/Arte Público Press
Jim Casey, Pennsylvania State University
Robin DeRosa, Plymouth State University
Isabel Estrada, City College of New York
Jeff Gallant, Affordable Learning Georgia
Kelly Josephs, University of Miami
Karen Lauritsen, Open Education Network
Allison Levy, Brown University
Stacy Katz, Lehman College
Stefano Morello, CUNY Graduate Center
Courtney Murray, Pennsylvania State University
Juan Jesús Payán, Lehman College
Carolina Villaroel, University of Houston/Arte Público Press

Consultants

Zach Davis, Cast Iron Coding and Lead Developer, Manifold Scholarship
Boone Gorges, Lead Developer, CUNY Academic Commons
Jojo Karlin, New York University

The Open Education Publishing Institute: Collaborative Knowledge and Social Justice

Significance

In 2012, CUNY historian Steve Brier famously critiqued the field of digital humanities, wondering [where pedagogy could be found](#) in its scholarly practices. In the years since, DH scholars answered Brier's call by creating a number of initiatives and publications that consciously and intentionally engage DH classrooms. Among them, projects such as [Digital Pedagogy in the Humanities](#), an MLA Commons publication that collects remixable digital teaching artifacts, as well as the forthcoming [pedagogy-themed volume](#) in the *Debates in the Digital Humanities* series, have brought welcome attention to the extraordinary work that DHers do in the classroom.

In the meantime, a larger conversation in higher education has emerged around the creation of Open Educational Resources (OER). Focused largely on efforts to decrease textbook costs for students, OER initiatives in a number of states have offered universities funding to utilize and create zero-cost teaching materials. OER initiatives typically put more emphasis on the adoption of no-cost OER materials than on the creation of them; they tend to provide incentives to faculty to adopt OER content for their courses and to abandon costly textbooks that drive students into debt. Faculty thus often depend on repositories like MERLOT, Lumen Learning, or OER Commons and create custom "remixes" of that existing material to build out their own OER materials. OER repositories, however, have a significant problem: too many open textbooks and open textbook collections replicate the existing Western canon, reinscribing historical colonialist biases and white-male perspectives into new digital classroom spaces. As Lehman College scholar Anne Rice [has noted](#) about her search for OER materials for an undergraduate Africana Studies course, "open textbook collections such as Openstax, Open Textbook Library, and SUNY Open Textbooks offer few humanities textbooks and none in Africana studies."

Until conscious efforts are taken to diversify OER texts, they will continue to reflect the unconscious biases and structural inequalities of older generations of scholarship. What is needed to remedy this situation is an effort to bring together DH scholars, with their vibrant work on digital pedagogy and technology-focused criticism, and OER initiatives, with their ethos of open access materials, into a sustained, focused, and intentional project of creating antiracist, social-justice oriented publications. For these reasons, Graduate Center Digital Initiatives (GCDI) in partnership with the Teaching and Learning Center (TLC) at the CUNY Graduate Center propose the **"Open Education Publishing Institute: Collaborative Knowledge and Social Justice" (OEPI)**, an advanced digital humanities summer institute that will help DH scholars design OER publications and classroom assignments that build out from the community-based concerns of their students and that consciously foreground diverse, non-white perspectives.

The OEPI will provide an opportunity for the development of OER publications that harness the energy of the digital humanities and the capacity of interactive digital publishing to empower students as co-creators of knowledge. Building from DH practice that emphasizes active learning, place-based scholarship, and an engagement with new forms of digital publication, the OEPI will foster pedagogy that brings students in as co-creators of social-justice

oriented OER publications. The OEPI will extend the vibrant area of digital publishing to students and faculty alike, helping students gain transferable digital skills such as writing for public audiences and incorporating multimodal digital elements even as their work diversifies the OER canon. Crucially, the institute will encourage faculty to engage their students as co-authors and co-creators, fashioning publications that build out from the lives of students into the world. DH publication projects designed to incorporate the voices of students over time realize the pedagogical principles of active learning, whereby instructors guide students through the process of knowledge creation instead of imparting knowledge through passive means such as lectures. Further, this approach to OER creation works towards our goals of disrupting the canon by producing reusable materials that reflect the voices and interests of the United State's increasingly diverse student population.

The OEPI will build on CUNY's open infrastructure projects, offering participants the opportunity to create their publications on either [The CUNY Academic Commons](#) (or similar WordPress platform) or [Manifold](#). The CUNY Academic Commons, founded in 2009, is a WordPress-based publishing and networking platform that hosts over 40,000 members, 24,000 sites, and 2,000 courses; and Manifold is a publishing platform collaboratively created by the CUNY Graduate Center, the University of Minnesota Press, and Cast Iron Coding, which is [used by over 30 publishers](#), libraries, and digital humanities centers across the world.

Examples of the kinds of projects participants might create during the institute based on existing projects on the CUNY Academic Commons and Manifold include:

- Archive-based projects that digitize archival materials and provide new entry-points for engagement through collaborative annotation and the addition of multimedia resources such as [Let My People Know](#). *Let My People Know* is a digital edition of a biography of Wilfred Mendelson, one of thirteen City College of New York students, faculty, and staff volunteers who died fighting in support of Spain's democracy during the Spanish civil war. *Let My People Know* was edited collaboratively by Isabel Estrada, Stefano Morello (both of whom would be speakers at our institute), and students in the Spring 2022 course "Activism and the College Experience" at City College. This project represents the potential of collaborative publishing to break away from traditional learning materials in that it centers a little-studied text and brings diverse student voices into the material itself through collaborative annotation. The work of the Spring 2022 course can now be used and added to by future cohorts of students. It shows the potential of collaborative publishing to make archival materials interactive and bring them into the classroom in ways that activate student knowledge and enrich the library of OER materials. Other archival projects that can serve as models for our participants as they work with experts in the field such as speakers Jim Casey and Sarah Aponte include [June Jordan: "Life Studies." 1966-1976](#), ["I Teach Myself in Outline:" Notes. Journals. Syllabi & an Excerpt from Deotha](#), and [Dominican Bachata Music](#).
- Collections of multimodal resources curated with students on a particular topic, such as [Black Diasporic Visions: \(De\) Constructing Modes of Power](#). This project brings together course materials and includes reflections and resources created and curated by students exploring, as its description puts it, myriad "pathways for liberation formed by African people and people of African descent inside and outside of oppressive structures of

power, as well as the development of alternative visions and spaces.” Future students can contribute to these materials by collaboratively annotating them. *Black Diasporic Visions* evinces the ways collaborative publishing affords activities that impart transferable digital humanities skills at the same time as they produce interactive, remixable, and reusable course materials that decenter white perspectives and approaches.

- Digital ethnographies of students’ experiences like [Linguistic Landscapes: Unpacking Language Hierarchies](#). Linguistic Landscapes collects a series of oral histories and accompanying public-facing art projects developed in a first year community college Linguistics course. It explores the many language ecologies of Queens, a borough that is thought to be home to more than 800 languages. This place-based learning project illustrates the ways DH methodologies such as digital ethnographies can be applied to create publications that diversify the voices in OER publishing. Other similar examples include the [COVID-19 Oral History Project](#), and [Queer and Trans Prison Voices: A Podcast Archive on Prison Abolition](#).
- Many more examples can be found on [CUNY’s instance of Manifold](#) and the [CUNY Academic Commons](#).

The City University of New York is particularly well situated to host this institute because we have long supported open student publishing across our campuses. Most recently, with support from New York State OER funds and NEH funds for a grant centered on “Manifold in the Classroom,” we held an “[Open Education Publishing Institute](#)” for ten faculty members in the CUNY system to help them develop OER materials. Projects that emerged from that institute include [Disney Movies and Representation](#), [Theatre History II](#), [Survey of American Literature 1865 to Present \(Eng 3025\)](#), and [Basic Graphic Design Communication](#).

The Open Education Publishing Institute: Collaborative Knowledge and Social Justice will be built around five pillars that have guided our OER work at CUNY: accessibility, anti-racist pedagogy, open pedagogy, social justice, and students as knowledge creators. Our goal is to engage digital humanities faculty and staff in underfunded institutions who would otherwise not have the support to build robust OER and digital humanities projects. Put simply, we want to work with faculty who are excited to help their students bring their knowledge to the classroom and to create vibrant publications that extend that knowledge to new audiences. From critical editions to archival publications to life writing to essays that explore the neighborhoods in which students live and work, students can be engaged as co-creators and can learn to harness the power of their own expertise as they collaborate with classmates to build new publications for public audiences.

If funded, this will not be the first NEH ODH summer institute to focus on digital publishing; USC hosted “The Vectors-CTS Summer Institute on Digital Approaches to American Studies” in 2012, Middlebury College hosted a summer institute on multimodal publishing in 2017, and more recently, Brown University hosted an institute in 2021 on Born-Digital Scholarly Publishing: Resources and Roadmaps (multiple members of our own team participated in Brown’s 2021 institute and have committed to its 2024 proposal, and we likewise include a member of the Brown team in our own proposal). But Open Education Publishing Institute: Collaborative Knowledge and Social Justice will be the first among these institutes to focus

primarily on the classroom, on OER, and on engaging students as co-producers of knowledge in an effort to foster a new, more open and diverse era of open educational resource publishing.

Curriculum and Work Plan

The curriculum places equal emphasis on both pedagogy and technology to help institute participants create engaging and meaningful open learning experiences for their students. This curriculum builds on lessons learned in our Summer 2022 [Open Education and Publishing Institute](#). During the 2022 OEPI, ten CUNY faculty developed courses and teaching materials that embraced principles of open education; the materials and courses were accessible, public, and able to be remixed by other CUNY faculty. Several faculty created projects that brought students into the OER creation process, tasking them with activities such as rewriting open textbook chapters and sourcing multimodal resources to pair with course content. The 2022 OEPI combined informational sessions with co-working sessions, a format that provided time for faculty to refine their pedagogical approach and develop an advanced technology skill set that allowed them to leverage various digital platforms to create student-centered courses and materials.

The Open Education Publishing Institute: Collaborative Knowledge and Social Justice will take place in Summer 2024, and will combine virtual meetings with a 3-day, in-person intensive held in New York City at the CUNY Graduate Center. Fifteen participants will be offered \$4,200 stipends to cover travel, lodging, incidentals, and training time during the institute. On June 3, participants will attend our virtual Welcome Pre-meeting that will introduce the goals and curriculum for the Institute, and provide time to discuss plans and logistics. From June 12th-14th, participants will take part in a three-day intensive experience, hearing from a range of visiting faculty as they scope out their own projects. The morning sessions from 10am to 12:30pm will feature panel presentations from Project Faculty in the DH and open education fields. After lunch, the afternoon sessions from 1:30 to 5pm will feature roundtable discussions with Project Faculty followed by hands-on workshop sessions. On the first day, institute participants will be invited to consider “Pedagogies for the Digital Humanities & Open Education,” followed by a focus on “Empowering Students as Knowledge Creators” on Day Two, and “Open Platforms & DH Projects” on Day Three.

The goal of the three-day intensive is two-fold: we aim to foster a community of practitioners committed to engaging in a DH and open education praxis, and to support practitioners’ development of robust digital projects that, by design, encourage and incorporate student-produced content and knowledge. Being in person is critical for facilitating a robust exchange of ideas and allowing participants to connect in ways that are more challenging through online meeting platforms such as Zoom. Practitioners of both DH and Open Education emphasize the importance of community and contend that collaborative work often produces knowledge that is more accessible and inclusive. By blending in-person and virtual meetings, we will foster a community of practice that puts participants in conversation with other scholars in the field, and then provides time for participants to work virtually to develop their project with significant support from institute staff. This hybrid model creates an environment of sustained engagement over the course of the summer. The blended modalities of the curriculum set out to first foster deep exploration and discussion, bringing together the topics of open education and

the digital humanities, and then sets up multiple points and types of support throughout the virtual sessions. We have found that sustaining engagement over time, through various modalities, provides the right level of ongoing support for participants to craft projects that critically engage students in digital projects geared toward the production of public knowledge.

Following the In-person Intensive, participants will continue to collaborate virtually. From June 17-27th, Institute staff will host virtual coworking sessions, a technology workshop series, and affinity discussion groups. The Technology Workshop Series will focus on key applications, tools, and skills to support participants as they build their digital projects; the coworking sessions will include open hours where participants can log on to receive guidance and feedback from institute staff, and the Affinity Discussion groups will focus on common topics or questions that arise when developing digital, open education projects. Participants will be encouraged to join all sessions that align with their projects and goals, but will be required to attend at least one session of each type (coworking, technology workshop, affinity group) and two mentor meetings over the course of July and August. Drawing on our experiences from the 2022 Open Education and Publishing Institute, we found that combining group sessions with one-on-one meetings facilitates the exchange of ideas and possibilities for the digital projects, but also provides enough support that participants also have opportunities to work with staff to troubleshoot issues.

All participants will come together in an end-of-summer “Share-Back” meeting to report on the projects they plan to launch in fall 2024. This final summer meeting will function as a collaborative peer feedback session, where participants can learn from each other and offer advice before they go live with their projects. They will then be invited to participate in a public Project Showcase in January 2025. The Showcase will be held on Zoom so that attendees can join from across the country to learn more about how institute participants developed their open education DH projects in collaboration with their students. We will invite members of the CUNY DH and GC Data Visualization communities and participants will be encouraged to invite faculty and staff from their departments and other colleagues from their campus. Following the close of the summer institute, Institute staff will work with participants to find conference opportunities to present on their OER projects, increasing the network effect of the Institute experience.

The Institute and various components will be facilitated by a range of institute staff. In the first year, we will focus our efforts on continuing to build upon the infrastructure initiated in the 2022 OEPI through refinement of reading lists and ongoing curation of project examples that bridge open education, DH, and critical pedagogy. We will also use grant funds to support the development of key OER features on the CUNY Academic Commons and Manifold that will enrich participant projects. The Commons team will abstract and package code that has been prototyped on the CUNY Academic Commons to offer a Creative Commons Licensing tool for the wider Wordpress.org community. The Manifold team will optimize the “cite” button on the platform, which allows users to automatically generate a citation formatted according to a range of style guides. We plan to incorporate the use of these features into the summer institute.

During year one, curriculum co-directors will coordinate regular meetings with the Director, Co-Director, and Summer Institute Operations Director to plan the virtual and in-person portions of the OEPI. Additional meetings will be set up with the OER, Manifold, and WordPress specialists and Fellows listed in our staff section to integrate their roles into the institute workflow and determine technology development benchmarks that will support participants'

project development. The first year will culminate with the Institute in June 2024. See detailed agenda in the Curriculum and Work Plan document for a more detailed account.

During year two, we will continue to offer support and feedback to institute participants while also facilitating the dissemination of their work to wider networks. After participants collaborate with students on their DH and open education projects, we will host a showcase in January 2025 to share this work with our communities. We will raise the visibility of their efforts through social media, through a website on the CUNY Academic Commons, and through presentations at local events such as the CUNY Digital Humanities Initiative and The Teaching and Learning Center Mid-Winter Institute. Participants will have an opportunity to report back on their experiences working with institute staff to organize a local workshop or discussion that shares their project on their home campus.

Participants

The need for DH-specific OER training, support, and community building is high. We will solicit applications from DH practitioners, including faculty, librarians, staff, archivists, and graduate students, who are currently engaged or would like to engage in antiracist, open, and social justice oriented pedagogy at their institution. We believe that the skills learned during this institute will provide the participants with the foundation to support continued OER creation at their home institutions as well as inspire their colleagues to embrace OER and open, antiracist pedagogy. By providing participants with the tools and support they need to create engaging OER publications and projects, as well as a network of other participants and institute faculty, we will help shape the burgeoning field of OER publications by nurturing this self-propagating community oriented towards social justice.

In order to ensure that the institute attracts a diverse applicant pool, we will advertise it to departments, DH practitioners, the open educational community, OER coordinators, and libraries at a broad range of institutions, with special care to include historically black colleges and universities, as well as majority minority, and Hispanic-serving institutions. We will circulate our applications through disciplinary and scholarly society listservs such as the Modern Language Association, the Association for Computers in the Humanities, HASTAC, DH Slack, the DHSI listserv, and across our academic social networks, and will encourage our faculty to also advertise it through their own. We will post calls on sites such as Digital Humanities Now, DH+Lib, and H-Net.

Institutional Profile

The Graduate Center (GC) of the City University of New York (CUNY) is ideologically and geographically well situated to host this institute. The GC serves as the principal doctorate-granting institution of the CUNY system. It is a public research center devoted to the mission of fostering innovative research, rigorous scholarship, and interdisciplinary learning across 31 doctoral programs, 14 masters programs, and 30 research centers and institutes. The Graduate Center draws its faculty from across CUNY's 25 campuses, and these faculty draw connections between the GC's world-class research and CUNY's undergraduate students. CUNY spans 25 campuses, with eleven senior colleges, seven community colleges, and seven professional institutions, and enrolls more than 275,000 students a year, [40% of whom are first](#)

[generation college students, and 60% of whom report annual household incomes of less than \\$30,000.](#) CUNY serves the city of New York as a crucial engine of economic mobility for its working-class student population; as David Leonhardt put it [in the pages of *The New York Times*](#), the CUNY system has “propelled almost six times as many low-income students into the middle class and beyond as all eight Ivy League campuses, plus Duke, M.I.T., Stanford and Chicago, combined.” The GC’s dual mission to carry out top level graduate research on the one hand and foster social mobility for New York’s most under-resourced undergraduates on the other makes it the ideal setting for the OEPI and its commitment to antiracist pedagogy and social justice. The GC is located in midtown Manhattan in New York City, providing participants with easy access to a wide array of publicly-available archival materials at institutions such as the Schomburg Center for Research in Black Culture, the New York Historical Society, the Morgan Library and Museum, and the New York Public Library’s Stephen A. Schwarzman Building.

The OEPI will draw on the GC’s existing DH and digital pedagogy programs and initiatives, including the [Digital Research Institute](#), Masters programs in [Digital Humanities](#) and [Data Analysis & Visualization](#), the [Journal of Interactive Technology and Pedagogy](#), and the [Interactive Technology and Pedagogy Certificate Program](#). These programs evince the Graduate Center’s commitment to building a robust digital ecosystem that includes digital pedagogy, digital humanities research, and the development of tools and platforms for teaching and scholarly communication.

GCDI has a long history of developing grant-funded digital platforms into sustainable projects with an impact beyond the GC. It has maintained the Commons In A Box (CBOX) project since 2012, a platform for creating scholarly communities online currently used by the Modern Language Association for the NEH-supported MLA Commons and Humanities Commons. The GCDI has also collaborated with the University of Minnesota Press and Cast Iron Coding to develop Manifold, which is now in use as a publishing platform across the United States and abroad, since 2016. The GCDI has been awarded two previous NEH grants to support Institutes in Advanced Topics in DH since 2017, and will use the institutional and personal knowledge gained through those institutes to ensure that the OEPI is a success. For this grant, the GCDI will partner with the Graduate Center’s Teaching and Learning Center (TLC). Founded in 2015, the TLC prepares new college teachers for their entry into the classroom and guides developing teachers as they refine their practices. In addition to running workshops, seminars, and the annual [Teach@CUNY Summer Institute](#), TLC staff have developed a range of OER teaching materials including: [Teach@CUNY Handbook](#), [Visible Pedagogy](#), and the [TLC Workshop Archive](#). The TLC is uniquely positioned to work with the GCDI to develop a curriculum that fosters deep faculty engagement with critical pedagogical approaches and integrating technology into their teaching.

Reduced-rate hotel blocks will be reserved for participants at hotels near the GC. Prior to June 2024, participants will each be awarded \$4,200 stipends to cover their travel, accommodations, per diem, and incidentals. The GC will provide coffee service and snacks in the mornings and afternoons. Participants will be encouraged to bring their own laptops if they have them, but the GC will provide MacBook Pro laptops for any participants who need them (we have included costs for two laptops in our budget). The institute will take place in GC’s Science Center, a large mixed-use classroom space divided into three sections to

accommodate large lectures and Q & A sessions as well as break-out discussions, socializing, and breaks. The online portion of the institute will be conducted over Zoom and coordinated through a public website we will build on the CUNY Academic Commons.

Staff, faculty, and consultants

Project Staff

- **Matthew K. Gold, CUNY Graduate Center, Project Director; Associate Professor of Digital Humanities and English and Advisor to the Provost for Digital Initiatives**
Gold will oversee the intellectual direction of the institute. He will manage the work of the staff and faculty and provide instruction on digital publishing, drawing on his experience as director and Principal Investigator on the grants funding CUNY's two open digital publishing and networking platforms that will be used in this institute: CUNY Academic Commons and Manifold. Gold will run the institute and oversee the virtual sessions in 2024 as well as the showcase in January 2025.
- **Laurie Hurson, CUNY Graduate Center, Curriculum Co-Director; Assistant Director of Open Education**
Hurson will design and coordinate the curriculum of the institute along with Robin Miller. She brings four years experience crafting a broad range of open education workshops and programming, both online and in person, for faculty development across CUNY's 25 campuses, and she is also a member of the development team for the WordPress platform, CUNY academic Commons. She will serve as a staff mentor, organize all workshops, help run the in person intensive as well as the virtual sessions and showcase.
- **Krystyna Michael, Hostos Community College, Project Co-Director; Assistant Professor of English**
Michael will work with Matt Gold to direct the institute. She will contribute to the curriculum, oversee the logistics of the in-person intensive, and provide instruction on open pedagogy and digital skills. She will apply her prior experience as an instructional technology fellow and open education technologist, her current work as a member of the CUNY Academic Commons and the development team of Manifold, and her own digital publishing and open pedagogy practices in both in-person as well as online instruction and discussions. Michael will serve as a staff mentor, moderate in person and online discussions, help run the in-person intensive, and be involved in all activities and follow-up.
- **Robin Miller, CUNY Graduate Center, Curriculum Co-Director; Open Educational Technologist**
Miller will work with Laurie Hurson to write and execute the institute's curriculum. She will draw on her experience as a member of Manifold's development team, and her work for CUNY's instance, where she designs and implements online and in person training workshops, provides faculty support and development, and curates CUNY's Manifold instance. Miller will provide instruction on digital publishing, serve as a staff mentor for participants, and organize in person and virtual workshops and discussions.

- **Janelle Poe, CUNY Graduate Center, Graduate Student OER Specialist; Doctoral Student**

Poe will help run the institute and consult on its direction and practices.

- **Lisa Rhody, CUNY Graduate Center, Summer Institute Operations Director**

Rhody will consult on the institute's planning and will help run the in-person intensive. She brings experience running two NEH Institutes for Advanced Topics in Digital Humanities and as Director of the Digital Humanities Research Institute and Deputy Director of Digital Initiatives.

- **Terence Smyre, University of Minnesota Press, Manifold Specialist; Digital Projects Editor**

Smyre will train participants on Manifold and consult with participants on their projects. Smyre serves as Digital Projects Editor for Manifold, where he provides training and support for publishers across all Manifold instances.

- **TBD, CUNY Graduate Center, Manifold Graduate Fellow**

The Manifold Graduate Fellow will assist OEPI participants as they build out Manifold projects, working with them on formatting source texts; building out Manifold project pages; integrating assignments; and serving as a one-on-one consultant for participants throughout the project period.

Project Visiting Faculty (see attached biographical statements and letters of commitment for additional information about each faculty member and how they will contribute to the project)

- Sarah Aponte, CUNY Dominican Studies Institute/City University of New York
- Gabi Baeza Ventura, University of Houston/Arte Público Press
- Jim Casey, Pennsylvania State University
- Robin DeRosa, Plymouth State University
- Isabel Estrada, City College of New York
- Jeff Gallant, Affordable Learning Georgia
- Kelly Josephs, University of Miami
- Karen Lauritsen, Open Education Network
- Allison Levy, Brown University
- Stacy Katz, Lehman College
- Stefano Morello, CUNY Graduate Center
- Courtney Murray, Pennsylvania State University
- Juan Jesús Payán, Lehman College
- Carolina Villaroel, University of Houston/Arte Público Press

Consultants

- Zach Davis, Cast Iron Coding and Lead Developer, Manifold Scholarship
- Boone Gorges, Lead Developer, CUNY Academic Commons
- Jojo Karlin, New York University

Impact and evaluation

The impact of the OEPI will extend beyond its 15 participants and their individual projects. Bringing the participants together with faculty will generate an enduring network of DH practitioners invested in open pedagogy and changing the field of OER. We will use the CUNY Academic Commons to host and share our open access course modules, readings, and slides so that participants can draw on them in the future and others can use them to train faculty at their own institutions. On the Commons site, we will also display participants' biographies and encourage participants to post about their work in progress for the benefit of others engaged in similar projects. In January 2025, we will host a virtual showcase open to the public in which participants can share their completed projects and reflect on student contributions and the classroom experience. We will create a Slack space during the institute and leave it open as forums for continued exchange and collaboration after the institute, which we anticipate will be particularly useful as participants troubleshoot rolling these collaborative projects out in their classrooms. We will encourage participants in hosting OER workshops that share their work at their home institution, and encourage participants to share their work publicly at conferences. After the institute, we plan to write an article on the potential for networks of collaborative antiracist DH OER pedagogy to change the OER canon and the field's practices for submission to *Digital Humanities Quarterly* or another DH-related publication.

We will conduct evaluations before, during, and after the institute. Prior to the start of the institute, we will ask participants to fill out a preliminary survey that collects information about their goals and expectations. As part of our ongoing practice that we use in many of our events such as the [Digital Research Institute](#), we will collect exit tickets each day at the in-person intensive that will gauge participants' comprehension of and engagement with the topics covered and their perceived relevance to their projects. Staff will review these tickets every day and make any adjustments necessary to ensure the institute is productive and stimulating for everyone involved. We will conduct a final evaluation after the January 2025 showcase which will assess participants' satisfaction with the institute, acquired skills, and plans for sharing their work and strategies at their institutions and beyond.

Course Outline

Welcome and Pre-Meeting - June 3rd, 2024 *(Online)*

The Welcome and Pre-Meeting will introduce the goals and curriculum for the Institute, and provide time to discuss plans and logistics for the upcoming in-person intensive hosted at the Graduate Center, CUNY. The welcome meeting will occur on Zoom and offer participants a chance to meet one another briefly and ask questions as they plan to attend the intensive.

In-Person Intensive - June 12-14, 2024 *(In-Person - CUNY Graduate Center, NY)*

The three-day, in-person intensive institute will provide participants with an opportunity to develop the interpersonal relationships that will establish and sustain their community of practice after they complete the institute. During their time together, participants will be introduced to the foundational principles of the institute: accessibility, anti-racist pedagogy, open pedagogy, social justice, and students as knowledge creators.

June 12th | Pedagogies for the Digital Humanities & Open Education

On Day One of the Intensive, project Directors Matt Gold and Krystyna Michael will welcome participants to the institute and provide an overview of the days ahead, followed by a panel of Digital Humanities (DH) experts. In the afternoon we will hear from faculty who practice anti-racist and social justice-oriented pedagogies. The first day rounds out with an introduction to the open platforms by curriculum co-directors, Robin Miller and Laurie Hurson.

Morning Session | Bringing Open Education & Digital Humanities Together

- 10:00 AM | Welcome
- 10:15 AM | Institute Overview
- 10:30 AM | Panel: Pedagogical Approaches for DH and Open Education
 - Robin DeRosa, Matt Gold, & Krystyna Michael
- 11:30 AM | Q&A Discussion

Lunch Break | 12:00 - 1:30

- Participants will be given a list of suggested locations for lunch and space will be provided at the GC where they can eat, mingle, and work during the break

Afternoon Session | Anti-Racist, Social Justice Pedagogies & Digital Projects

- 1:30 PM | Introductions & Overview
- 1:45 PM | Roundtable: Developing a Critical Pedagogical Practice
 - Kelly Baker Josephs, Carolina Villarroel
- 3:15 PM | Introduction to Project Technologies & Sample Digital Projects
 - Laurie Hurson and Robin Miller: WordPress and Manifold
- 4:45 PM | Wrap Up & looking Ahead

June 13th | Empowering Students as Knowledge Creators

On Day Two, participants will hear from faculty who have engaged their students in OER and public knowledge creation. In the afternoon, participants will do a deep dive into the possibilities of archives and hear from several faculty who have created and used digital archives to make marginalized knowledges increasingly accessible. The day ends with a workshop on best practices in accessibility, copyright, and Creative Commons licenses.

Morning Session | Working with Students

- 10:00 AM | Welcome & introductions
- 10:15 AM | Panel: Creating Knowledge with and for Students
 - Isabel Estrada, Stefano Morello, Juan Jesús Payán
- 11:15 AM | Roundtable Discussion & Project Scoping

Lunch Break | 12:00 - 1:30

Afternoon Session | Creating Inclusive & Accessible Knowledge(s)

- 1:30 PM | Introductions
- 1:45 PM | Panel: Using Archives to Create Inclusive & Accessible Projects
 - Gabriela Baeza Ventura, Sarah Aponte, Jim Casey, Courtney Murray
- 3:15 PM | Accessibility, Copyright, and Creative Commons Licenses
 - Laurie Hurson, Robin Miller, and Stacy Katz
- 4:30 PM | Shareback & Brainstorming for Day Three

June 14th | Open Platforms & DH Projects

On the third and final day of the Intensive participants will learn about best practices for developing OER projects and have time to work on their projects.

Morning Session | Curating and Crafting Open Educational Resources

- 10:00 AM | Welcome & Overview
- 10:15 AM | Exploring OER Models with Project Faculty
 - Allison Levy, Karen Lauristen, Jeff Galant
- 11:30 AM | Shareback & Brainstorming for Afternoon Session

Lunch Break | 12:00 - 1:30

Afternoon Session | Project Working Session

- 1:30 PM | Working Session
- 4:15 PM | Developing a Project Timeline
- 4:45 PM | Wrap up, Review, and Looking Ahead

Virtual Collaborative Sessions - June 17 - June 27, 2024 *(Online)*

Post-Intensive Project Scoping

Following the Intensive, each participant will set up a one-on-one meeting with their Staff Mentor. Mentors will serve as the participant's first line of support and will provide guidance on technologies and pedagogies as participants develop their projects. During the project scoping session, participants will go over the project plans they developed during the intensive institute.

Technology Workshop Series: Mondays 1:00 - 3:00 PM

Institute staff will host a series of Wednesday workshops focused on developing advanced skills with the technologies needed to create digital projects. In this series, we will introduce key applications, tools, and skills that will support institute participants as they build their digital projects. Workshops may be added to this series if needed but currently include: Manifold, WordPress, Markdown, HTML, and CSS. Participants will be required to attend at least one of these sessions.

Coworking & Support Sessions: Tuesdays 1:00 - 3:00 PM

Institute staff will host four coworking sessions on Tuesday afternoons. These 2-hour zoom sessions provide time for participants to work on their projects, check in with their peers, and receive guidance and feedback from institute staff. Participants will be required to attend at least one of these sessions.

Affinity Discussion Groups: Thursdays 1:00 - 3:00 PM

Institute staff will host Affinity Discussion Groups on Thursdays throughout July. Each meeting will focus on a particular topic or address common hurdles faced when developing open educational, digital projects. Working groups may focus on: fostering student engagement with wider publics, producing OER & working with creative commons licensing, digital tools for "crowdsourcing" student knowledge, developing assignments to scaffold students' OER creation. Participants will be required to attend at least one of these group sessions

Ongoing Support & Project Kickoffs - August 2024 *(Online)*

One-on-One Support Meetings

Each participant will meet with a staff mentor at least twice during August as they develop their projects. Participants will also be able to check in with staff through our shared Slack space.

End of Summer Project Kickoff & Peer Feedback Meeting: August 5 2:00 - 4:00 PM

Participants will come together in an end-of-summer online meeting to "share back" the projects they plan to launch in their fall 2024 course. This final group meeting will function as a collaborative peer-feedback session, where participants can learn from each other and offer advice.

Showcase & Shareback - Spring 2025 *(Online)*

Institute Showcase

After participants run their Fall courses with their developed projects and student contributions, they will be invited to participate in a public Project Showcase. The Showcase will be held on Zoom so that attendees can join from across the country to learn more about how institute participants developed their open education DH projects.

Work Plan

		Tasks	Role Responsible
1/24 - 2/24	Outreach and Communication	Develop Institute Website to indicate institute will run in June 2024 Inform faculty and consultants of award and reminder of commitments.	Director & Co-Director
	Curriculum	Continue curriculum development: refine reading list, workshop materials; continue to curate project examples for use during the Institute	Curriculum Co-Directors, OER Specialist
	Budget	Work with CUNY Research Foundation to establish grant accounts. Hire graduate staff.	Director

		Tasks	Role Responsible
2/24 - 5/24	Outreach and Communication	Publicize the OEPI; share grant information via social media and listservs to recruit diverse pool Set up Slack team for communication between participants, faculty, and staff	Director & Co-Director, Summer Institute Ops Director
	Curriculum	Finalize curriculum and Institute schedule, panel foci Coordinate and host Institute staff meetings	Curriculum Co-Directors
	Event Planning	Plan logistics, contact hotels, reserve rooms at the Graduate Center	Staff
	Application & Evaluation	Send out Call for Proposals with information about grant awards and application process Open applications and select participants	Director & Co-Director, Curriculum Co-Directors, Summer Institute Ops Director
	Grant Administration	Collect essential information from participants to begin stipend process	Staff

Host institute June 2024 - August 2024 (see schedule above)

		Tasks	Role Responsible
8/24 - 12/24	Outreach and Communication	Publicize upcoming Project Showcase on social media, within programs across CUNY and wider networks	Director & Co-Director
	Curriculum	Provide ongoing support to participants, troubleshoot projects as projects go live in the Fall semester; Share initial projects developed by participants	Curriculum Co-Directors
	Event Planning	Prepare agenda and participant list for Project Showcase	Staff
	Campus Community Shareback Sessions	Provide support and consultation for participants as they begin figuring out how and when to host their home campus shareback session	Curriculum Co-Directors
	Grant Administration	Reconcile expenses from Institute. Follow up on budget.	Co-Director

		Tasks	Role Responsible
1/25 - 5/25	Outreach and Communication	Publicize Project Showcase within programs across CUNY and wider networks Share final projects on website and networks	Director & Co-Director
	Curriculum	Refine curriculum and release OER version on OEPI website	Curriculum Co-Directors
	Events	Host Project Showcase	All Staff
	Campus Sharebacks	Provide support and attend participants' home campus shareback session	Curriculum Co-Directors
	Grant Administration	Follow up on budget; begin writing final reports	Director & Co-Director

		Tasks	Role Responsible
6/25 - 8/25	Outreach and Communication	Update website with reports and final projects developed by participants	Curriculum Co-Directors
	Grant Administration	Write and refine final reports for submission	Director & Co-Director

List of Project Personnel

Project Staff

Matthew K. Gold (Project Director) is Associate Professor of English and Digital Humanities at The Graduate Center, CUNY, where he is Advisor to the Provost for Digital Initiatives, and where he directs the MA Program in Digital Humanities and the MS Program in Data Analysis and Visualization. With Lauren F. Klein, he co-edits the *Debates in the Digital Humanities* series at the University of Minnesota Press, and has recently co-edited [Digital Pedagogy in the Humanities](#) and the forthcoming *Debates in the Digital Humanities 2023*. His collaborative digital humanities projects, including Manifold Scholarship, the CUNY Academic Commons, and The Commons In A Box have been supported by grants from the NEH Office of Digital Humanities, the National Science Foundation, the U.S. Department of Education, the Mellon Foundation, the Alfred P. Sloan Foundation, the Carnegie Corporation, the Carroll and Milton Petrie Foundation, and the Ford Foundation. He is Past President of the Association for Computers and the Humanities, the US-based scholarly society for the digital humanities, and the Constituent Organization Board of the Association for Digital Humanities Organizations, the international association for DH organizations.

Laurie Hurson (Curriculum Co-Director) is the Assistant Director of Open Education in the Graduate Center's Teaching and Learning Center. In this role she supports faculty with integrating open pedagogical practices into their teaching and leads faculty development seminars on teaching with open educational resources and ethical uses of educational technology. She is also a member of the *Journal of Instructional Technology and Pedagogy* Editorial Collective and provides support for teaching with CUNY's WordPress installation, [The CUNY Academic Commons](#). She has a PhD in Environmental Psychology from the Graduate Center; her research explores undergraduate students' learning ecologies and how these resource networks shape student learning. She teaches professional development graduate seminars at the CUNY Graduate Center and Psychology courses at John Jay College.

Krystyna Michael (Project Co-Director) is Assistant Professor of English at Hostos Community College, CUNY. Prior to this faculty position, she was an Open Educational Technologist in the Graduate Center Digital Initiatives at the City University of New York, where she worked full-time on Manifold curriculum and faculty development. Krystyna holds a Ph.D. in Comparative Literature with a certificate in American Studies from The Graduate Center, CUNY. She has taught at several CUNY campuses and New York University's Gallatin School of Individualized Study. Krystyna is on the editorial collective for the open access *Journal of Instructional Technology and Pedagogy*, and is co-editor of Issue 15 and special Issue 21, which was devoted to OER. She is interested in the intersection of the digital humanities, American literature, and urban and domestic space, and has published articles and reviews in the *The Edith Wharton Review*, *The Journal of American Studies*, and *Postmedieval*, as well as in the edited collection *New Directions in Print Cultures* published by Bloomsbury Press.

Robin Miller (Curriculum Co-Director) is an Open Educational Technologist at The Graduate Center, CUNY, where she supports users from across the 25 campus CUNY system on the digital publishing platform Manifold and is a member of the GC Digital Initiatives (GCDI) team. Before joining GCDI, she was an Open Educational Resources (OER) librarian at the Ursula C. Schwerin Library at New York City College of Technology, CUNY. Robin holds a M.S. in Library and Information Science, with advanced certificates in Digital Humanities and Spatial Analysis & Design from Pratt Institute, School of Information.

Janelle Poe (Graduate Student OER Specialist) is a writer, Harlemitte, City College of New York MFA student, and a professional DJ. With an educational background in International Studies and a life as a black woman in America and abroad, she writes about the inherent intersectionality of injustice. A VONA (2010) participant, she is ever grateful for the leaders crafting space for the expression and amplification of marginalized voices. Combining her poetry with images by Sheryl Oppenheim, the two recently published a zine to raise funds for Black Lives Matter, entitled, *Black & White Studies* (Small Editions). *Aster(ix) Literary Journal* just published “Eyes of The Tiger,” her debut short story set in Harlem. She is currently at work on a collection of short stories and essays.

Lisa Rhody (Summer Institute Operations Director) is Director of the Digital Humanities Research Institute and Deputy Director of Digital Initiatives at The Graduate Center, CUNY. As Director of Digital Fellowship Programs, she leads 3 cohorts of graduate students: the GC Digital Fellows, Program Social Media Fellows, and Videography Fellows who work to extend and improve the critical use of digital technologies in research and teaching. Lisa is on the faculties of the M.A. in Liberal Studies, M.A. in Digital Humanities, M.S. in Data Analytics and Visualization, and Interactive Technology and Pedagogy Certificate programs at The Graduate Center, and serves as Director of Research Projects for the CUNY Academic Commons, an academic social network designed to support faculty initiatives and build community through the use of technology in teaching and learning. Previously, she was Associate Director of Research Projects at the Roy Rosenzweig Center for History and New Media. Lisa holds a Ph.D in English from the University of Maryland, College Park. Her research, which uses computational methods such as text mining and machine learning to explore 21st century poetry, has appeared in the *Journal of Digital Humanities*, *Debates in the Digital Humanities 2016*, and *PMLA*.

Terence Smyre (Manifold Specialist) is the Manifold Digital Projects Editor at the University of Minnesota Press, where he is working with production and editorial staff both in-house and throughout the publishing community to derive and document efficient means for publishers to make use of the Manifold platform (and iterative publishing models) in ways that are congruent with their existing procedures. During phase 2 of Manifold’s Mellon grant, he served as the primary trainer in the use of the platform, meeting in person with the staff of twenty presses or institutions who elect to install their own instances of Manifold. Additionally, Terence is working to instill within the university press community more robust means of making content accessible--alongside and through the work Benetech and others. His fifteen year career in scholarly publishing includes time in Marketing; Acquisitions; Journals; and Editorial, Design,

and Production departments at the University of Wisconsin and the University of Nebraska presses. Presently he is a member of the W3C's EPUB3 Community Group and served on the ORCID in Books Workflows Task Force.

TBD (Manifold Graduate Fellow) will be hired through the CUNY Graduate Center's doctoral fellowship process. The Manifold Digital Fellow will focus on supporting faculty development of digital texts and open publishing projects on CUNY's Manifold instance. The Fellow will consult with teachers and publishers using Manifold to create OERs and will serve as an active member of the Manifold team. The fellow will also create documentation and quick guides on best practices for creating OER and facilitating student-centered, collaborative projects on the Manifold platform.

Project Visiting Faculty

Sarah Aponte (CUNY Dominican Studies Institute/City University of New York) is Chief Librarian of the CUNY Dominican Studies Institute Library at The City College of New York and Professor at The City College Libraries, teaching courses on Dominican Studies and bibliographical instruction. She founded the Dominican Library in 1994 with donations of books and other materials by the Council of Dominican Educators. She holds an M.L.S. in Library and Information Sciences from Queens College; an M.S.Ed. in Higher Education Administration from Baruch College; a B.A. in International Studies from the City College of New York; and an A.A. in Liberal Arts from Hostos Community College. She created and maintains this [Dominican Studies Research Guide](#) to provide links to useful databases, books, web sites, journal articles, and films in the interdisciplinary field of Dominican Studies.

Gabi Baeza Ventura (University of Houston/Arte Público Press) is Associate Professor of Hispanic Literature in the Hispanic Studies at the University of Houston, where she teaches courses on US Latina/o literature for graduate and undergraduate students. She is also Executive Editor for Arte Público Press, where she supervises the production of up to thirty books a year. Her publications include a monograph on the representation of Mexican women in Spanish-language newspapers in the United States, two anthologies on US Latina/o literature, and an edited volume on the poetry of a renowned Chicana poet, Angela de Hoyos. She has also translated over 30 books for children and young adults from Spanish to English. She and her colleague, Carolina Villarroel, are co-PIs on an Andrew W. Mellon Foundation grant to establish the first program on US Latino/o digital humanities in Texas and the nation.

Jim Casey (Pennsylvania State University) is an Assistant Professor of African American Studies, History, and English at Penn State University. He is the managing director of the Center for Black Digital Research. He earned his PhD in English from the University of Delaware and held a postdoctoral fellowship at the Center for Digital Humanities at Princeton University. Casey specializes in nineteenth-century African American Studies, periodicals, and print culture, with particular emphasis on the early Black press. He is currently completing a book project on The Invention of Editors. He is co-editor, with P. Gabrielle Foreman, of *The Colored Convention*

Movement: Black Organizing in the Nineteenth Century (UNC Press 2021). He is vice-president/president-elect of the Research Society for American Periodicals. Dedicated to collaborative scholarship, his work spans current and emerging areas of Black digital humanities and public humanities. Recent publications and ongoing projects focus on critical data studies, archives, and crowdsourcing. Among other projects, he is co-founder and co-director of [Colored Conventions Project](#) and [Douglass Day](#).

Robin DeRosa (Plymouth State University) is a professor and an internationally-known advocate for Open Education. Her research and activism focus on increasing public access to knowledge, critically rethinking the profit motive in education, and piloting new architectures for programs and institutions that empower and center learners in their design. Robin is Director of Interdisciplinary Studies at Plymouth State University, part of the University System of New Hampshire. She is also an editor for Hybrid Pedagogy, an open-access, peer-reviewed journal that combines the strands of critical pedagogy and digital pedagogy to arrive at the best social and civil uses for technology and new media in education, and she has taught courses for the Digital Humanities Summer Institute and Digital Pedagogy Lab. A leader in the movement to develop a social justice orientation for pedagogies and practices related to Open Educational Resources (OER) and Connected Learning, Robin's work interrogates and inspires, and offers possibilities for a commons-oriented approach to educational innovation.

Isabel Estrada (City College of New York) is an Associate Professor of Iberian and Latin American Cultures at City College of New York. She is the author of *El documental cinematográfico y televisivo contemporáneo: memoria, representación y formación de la identidad democrática española* (Tamesis 2013), which examines how a selected group of documentaries made since 1995 for both film and television inform the debate centered on the so-called "recuperation of memory" of the Spanish Civil War and dictatorship. She is currently working on a book manuscript entitled *Expanding Spanish Cinema: New Forms of Social Life in the Twenty-First Century*. This research project addresses the 2008 financial and political crisis in Spain in order to explain both how the situation has been portrayed by a new generation of filmmakers, and how their practices attempt to create new forms of social life. She has published articles in refereed journals such as Modern Language Notes, Journal of Spanish Cultural Studies, Studies in Hispanic Cinemas, Hispanic Review, Bulletin of Spanish Studies, España Contemporánea, Catalan Review, and Revista Hispánica Moderna. She has also contributed to the volumes *Approaches to Teaching the Works of Carmen Martín Gaité* (2013), *Perceptions of the Holocaust in Modern Spanish Culture* (Leipzig Studies on Jewish History and Culture, 2009), and *Historias de la pequeña pantalla: Representaciones históricas en la televisión de la España democrática* (2008).

Jeff Gallant (Affordable Learning Georgia) is the Program Director for Affordable Learning Georgia, an initiative of the University System of Georgia to reduce the cost of textbooks for students system-wide with strategies including grant programs, pilots, training programs, repositories, publishing partnerships, and cross-institution collaborative projects. He often represents Affordable Learning Georgia externally at meetings, conferences, and site visits, and

has guided and mentored Affordable Learning Georgia Champions from each state institution in Georgia.

Kelly Josephs (University of Miami) is an Assistant Professor of English at the University of Miami. She specializes in Anglophone Caribbean Literature and Digital Humanities. She is author of *Disturbers of the Peace: Representations of Insanity in Anglophone Caribbean Literature* (University of Virginia Press, 2013), co-editor of *The Digital Black Atlantic* (University of Minnesota Press, 2021), and co-organizer of the annual Caribbean Digital conferences. She was the 2016-17 Sterling Brown Professor of Africana Studies at Williams College and a 2018-19 Scholar-in-Residence at the NYPL Schomburg Center for Research in Black Culture. She is Co-PI of the Caribbean Digital Scholarship Collective and Director of the Caribbean Digital Scholarship summer institute.

Karen Lauritsen (Open Education Network) is Publishing Director at the Open Education Network. She has worked with educational communities for more than 20 years and is dedicated to open knowledge production and sharing. As publishing director she develops strategies to increase open textbook publishing in higher education and oversees the Open Textbook Library.

Allison Levy (Brown University) is Director for Brown University Digital Publications. Serving in this role since 2017, she brings together key organizational, academic, and technological resources across the University to support new forms of faculty-driven scholarship, namely, born-digital, longform, multimodal works intended for publication by a university press. Beyond the Brown campus, she spearheads efforts at the industry level to advance the conversation around the development, evaluation, and publication of digital scholarship in the humanities. Levy, who holds a PhD in history of art from Bryn Mawr College, has served as founding editor of two scholarly book series and currently serves as co-chair of the College Art Association's Committee on Research and Scholarship.

Stacy Katz (Lehman College) is an Associate Professor and Open Resources Librarian-STEM Liaison at Lehman College, CUNY. She initiated, developed, and oversees the Open Educational Resources (OER) initiative for the college. Stacy's research to date has focused on OER, particularly how librarians develop and support OER initiatives, faculty professional development in OER, and student views on OER. Stacy is a facilitator for the Rebus Textbook Success Program, as well as a 2018-2019 OER Research Fellow and 2019 Institute for Research Design in Librarianship Scholar. Her research has appeared in peer-reviewed journals such as *Open Praxis*, *Journal for Multicultural Education*, and the *New Review of Academic Librarianship*. To promote the research on OER within the City University of New York, she developed and maintains [the CUNY OER Bibliography](#). Stacy presents locally, regionally, nationally, and internationally on Open Education and librarianship.

Stefano Morello (CUNY Graduate Center) is a doctoral candidate in English with a certificate in American Studies at The Graduate Center, CUNY and a Teaching Fellow at Queens College, CUNY. His academic interests include American Studies, pop culture, poetics, and digital

humanities. His dissertation, “Let’s Make a Scene! East Bay Punk and Subcultural Worlding,” explores the heterotopic space of the East Bay punk scene, its modes of resistance and (dis-)association, and the clashes between its politics and aesthetics. He serves as co-chair of the Graduate Forum of the Italian Association for American Studies (AISNA) and is a founding editor of its journal, JAm It! (Journal of American Studies in Italy). As a digital humanist, Stefano focuses on archival practices with a knack for archival pedagogy and public-facing initiatives. He created the East Bay Punk Digital Archive, an open access archive of East Bay punk-zines, and worked as a curator and consultant for Lawrence Livermore’s archive at Cornell University. He was a Wellcome Trust Transdisciplinary Fellow in 2019-2020.

Courtney Murray (Pennsylvania State University) is a dual-Title PhD student in the Departments of English and African American Studies and a Scholar with the Center for Black Digital Research (CBDR) at The Pennsylvania State University. Her research focuses on 19th c. African American Diasporic archives and literature and how those texts engage with Black feminisms, space/time, fugitivity, and liberation. At the CBDR, she further expands her research with Black Digital Humanities methods. In addition, she has served on the Colored Convention Project’s Douglass Day Zooniverse crowdsourcing development team, Douglass Day Communication and Outreach committee, and Digital Archives Committee.

Juan Jesús Payán (Lehman College) is an Assistant Professor in the Department of Languages and Literatures at Lehman College. He has two Ph.D.’s, one in Hispanic Philology from the University of Cádiz (Spain), and the other in Hispanic Languages and Literatures from the University of California, Los Angeles. His current research focuses on the interplay between the modern fantastic and national identity from the 19th-century onwards. His most recent publications explore the cross-fertilization of literature and painting in the development of fantastic aesthetics, and shed light on neglected authors of the period, such as Luis García de Luna, Martín Zapata, and Jorge Montgomery.

Carolina Villarroel (University of Houston/Arte Público Press) is a certified archivist who coordinates the work of the Recovery board and staff, as well as Digital Humanities services and products.

Consultants

Zach Davis (Lead Developer, Manifold Scholarship) is the co-founder and majority partner at Cast Iron Coding, a web application development studio in Portland, Oregon. Cast Iron Coding has developed websites and bespoke web applications for well-known organizations since 2004, including the Carnegie Corporation of New York, the Sloan Foundation, the Geraldine R. Dodge Foundation, the Modern Languages Association, the Hammer Museum in Los Angeles, Fidelity Investments, IBM, and Symantec. Zach holds a Ph.D. in English from the CUNY Graduate Center with a certificate in Early Modern Studies. From 1999 to 2004, Zach taught English and composition at Baruch College and Queens College, CUNY. During this time, he was also involved in the early development of the Macaulay Honors College instructional

technology fellows program. Zach and his team at Cast Iron Coding have participated in a number of high-profile projects in the digital humanities including the CUNY Academic Commons, Commons In A Box, the MLA Commons, UMW Blogs at Baruch College, and the online edition of Debates in the Digital Humanities. With nearly fifteen years of development experience, Zach is well-versed in object-oriented and functional programming paradigms in Ruby, PHP, and JavaScript, and has a strong experience in the oversight and implementation of large-scale web projects. Zach works with the rest of the Manifold team to articulate the high-level direction, design and strategy of the Manifold project. Additionally, he manages the Cast Iron team and leads them in the discovery process, creating wireframes and UI prototyping, visual design, and manages the agile development process.

Boone Gorges (Lead Developer, CUNY Academic Commons) is a longtime leader in the WordPress community, BuddyPress Lead Developer, free software advocate, and former academic. His unusual mix of development skills and academic experience gives him unique insight beyond writing code; Boone creates strategies for embedding free software platforms like WordPress into scholarly and educational institutions, leads multiple technical projects, and works with clients to give back to the free software commons. He is a WordPress Core Committer, BuddyPress Lead Developer, and a WordPress Component Maintainer of Taxonomy and Query. He has written more than 45 WordPress and BuddyPress Plugins and is a Team Representative of the WordPress.org Plugin Review Team.

Jojo Karlin (New York University) is the Digital Scholarship Specialist at New York University, where she coordinates the NYU Digital Humanities Seed Grants and Graduate Student Fellowship, and manages NYU's Manifold service. Previously the Manifold Graduate Fellow at the Graduate Center, CUNY, she received her PhD in English from the Graduate Center, winning the 2021 Dissertation Showcase prize for her illustrated dissertation, *Yours Sincerely, Virginia Woolf: Virginia Woolf's Poetics of Letter Writing*. She serves on the Journal of Interactive Technology and Pedagogy Editorial Collective. At NYU Libraries, Jojo focuses on open scholarship and digital humanities, and has been developing her research practice of visual notetaking.

CUNY DOMINICAN STUDIES INSTITUTE ARCHIVES & LIBRARY

February 10, 2023

Matthew K. Gold
Associate Professor of English and Digital Humanities
The Graduate Center, CUNY
365 5th Ave
New York, NY 10016

Dear Professor Gold,

I am thrilled for the invitation to participate in this fantastic institute proposal for the National Endowment for The Humanities Institute for Advanced Topics in the Digital Humanities, "Open Education Publishing Institute: Collaborative Knowledge and Social Justice." I look forward to the discussions around open and antiracist pedagogy that reflect my practices as an educator and librarian.

Please accept this letter as confirmation of my interest to participate in your institute in the summer of 2024. I look forward to speaking about my experience creating digital collections from archival materials from the CUNY Dominican Studies Institute at City College.

If you need anything else from me, please do not hesitate to reach out, and I look forward to the opportunity to participate in your NEH institute.

Sincerely,



Sarah Aponte
Professor, The City College of New York
Chief Librarian, CUNY Dominican Studies Institute



U N I V E R S I T Y *of* H O U S T O N

DEPARTMENT OF HISPANIC STUDIES

February 9, 2023

Matthew K. Gold
Associate Professor of English and Digital Humanities
The Graduate Center, CUNY
365 5th Ave, New York, NY 10016

Dear Dr. Gold,

I am pleased to write in support of your application to the National Endowment for the Humanities Institute for Advanced Topics in the Digital Humanities. I have enjoyed working with your team on the Manifold instance for *Arte Público Press* and look forward to the opportunity to work with you again on this project.

I will be happy to give a lecture on my experience as executive editor of *Arte Público Press* and co-founder of the Digital Humanities Research Center for US Latino/a Studies. I would particularly be eager to share the archival work that *Arte Público* has done in projects that recover U.S. Latino literary heritage.

Your narrative describes an Institute that will make a real impact on Digital Humanities Pedagogy, and I am excited to be a part of it. I look forward to the opportunity to participate in this project.

Sincerely,

A handwritten signature in blue ink, appearing to read 'gbv'.

Dr. Gabriela Baeza Ventura
Associate Professor of Spanish, Department of Hispanic Studies
Executive Editor, *Arte Público Press*, University of Houston
Co-founder US Latino Digital Humanities Center, University of Houston



PennState

Center for Black Digital Research, #DigBlk
The Pennsylvania State University
W317 Pattee Library
University Park, PA 16801-1807

digblk@psu.edu
digblk.psu.edu

Matthew K. Gold
Associate Professor of English and Digital Humanities
The Graduate Center, CUNY
365 5th Ave
New York, NY 10016

Dear Dr. Gold,

Thank you for inviting Courtney Murray and me to participate in “Open Education Publishing Institute: Collaborative Knowledge and Social Justice,” a National Endowment for the Humanities Institute for Advanced Topics in the Digital Humanities. We are delighted for this opportunity to support the CUNY Graduate Center’s long track record of extraordinary Institutes and its exemplary leadership in OER.

We are excited to give a lecture on our experiences leading the Colored Conventions Project and Douglass Day. These two grant-funded projects aim to bring new digital life to buried histories of early Black print and political organizing. Over the past ten years, we have engaged tens of thousands of students and community members in co-creating accessible resources for learning about forgotten Black histories. Our work extends from digital collections and crowdsourcing to scholarly communications and community partnerships, along with related work on K-12 curricula and public arts programs. We will provide a behind-the-scenes view of these projects, along with reflections on our guiding principles and lessons learned. We are committed to the idea that OER are a vital front in the fight for social and racial justice today.

Please let us know if there is anything further that you might need from us. We look forward to joining you for this important NEH Institute.

Sincerely,

Jim Casey

Assistant Professor of African American Studies, History, and English
Associate Director, Center for Black Digital Research
Pennsylvania State University

Courtney Murray

#DigBlk Scholar
PhD Student in English and African American Studies
Pennsylvania State University



Learning & Libraries

Matthew K. Gold
Associate Professor of English and Digital Humanities
The Graduate Center, CUNY
365 5th Ave, New York, NY 10016

Dear Dr. Gold,

Thank you for the kind invitation to participate in "Open Education Publishing Institute: Collaborative Knowledge and Social Justice," a National Endowment for the Humanities Institute for Advanced Topics in the Digital Humanities. Your overview suggests this will be a fascinating and pertinent experience for participants, and you and your team are perfectly positioned to organize the event.

I would be happy to contribute a lecture on open pedagogy and Open Educational Resources to your institute, sharing my experience supporting learner-driven architectures for projects, courses, partnerships, and programs.

I am excited to participate in your institute, which promises to produce radically student-centered pedagogy that makes academic scholarship more relevant and accessible to the public.

I hope that this letter has conveyed my strong support of this project.

Sincerely,



Robin DeRosa
Director



Matthew K. Gold
Associate Professor of English and Digital Humanities
The Graduate Center, CUNY
365 5th Ave, New York, NY 10016

February 11, 2023

Dear Matt Gold,

Thank you for the opportunity to participate in your proposed National Endowment for The Humanities Institute for Advanced Topics in the Digital Humanities, "Open Education Publishing Institute: Collaborative Knowledge and Social Justice." The institute is focused on the kind of antiracist, student-centered pedagogy that I practice in my own work as an educator, and I am thrilled to be invited to participate.

With this letter I confirm my interest in participating in the institute during the summer of 2024. I am excited to speak about my experience creating collaborative digital projects with my students at City College, CUNY.

Please do not hesitate to reach out if you need anything else from me, and I look forward to the opportunity to take part in your NEH institute.

Sincerely,

A handwritten signature in black ink, appearing to read "Isabel Estrada", with a stylized flourish at the end.

Isabel Estrada
Associate Professor of Iberian and Latin American Cultures



Matthew K. Gold
Associate Professor of English and Digital Humanities
The Graduate Center, CUNY
365 5th Ave
New York, NY 10016

Dear Dr. Gold,

I look forward to the opportunity to participate in “Open Education Publishing Institute: Collaborative Knowledge and Social Justice,” a National Endowment for the Humanities Institute for Advanced Topics in the Digital Humanities. The curriculum you have planned will support faculty as they create meaningful publications and assignments that have the capacity to serve as models at their home institutions, and I am excited to participate by sharing a lecture.

I am the Program Director of Affordable Learning Georgia, an initiative of the University System of Georgia to reduce the cost of course materials for students and enhance the discovery of library materials. We were one of Manifold’s original pilot presses, a program funded by an Andrew W. Mellon grant, and it would be great to work with this team again and share my experiences with building an OER library on a Manifold instance.

Please accept this letter as an indication of my strong support for your application and I look forward to working with you again!

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Gallant".

Jeff Gallant
Affordable Learning Georgia, Program Director



13 February 2023

Matthew K. Gold
Associate Professor of English and Digital Humanities
The Graduate Center, CUNY
365 5th Ave, New York, NY 10016

Dear Dr. Gold,

Thank you very much for the invitation to participate in “Open Education Publishing Institute: Collaborative Knowledge and Social Justice,” a National Endowment for the Humanities Institute for Advanced Topics in the Digital Humanities. I am excited for the possibility to share my experience in DH publishing with the institute participants.

Drawing on my research on and praxis at the intersections between the Digital Humanities and Caribbean cultural studies, I realize there is a deep and unmet need for aligning Open Education with antiracist values and social justice. I believe the proposed CUNY summer institute will help meet that challenge by developing a radically student-centered pedagogy and making academic scholarship more relevant and accessible to the public.

This letter confirms my strong support for your proposal; I look forward to working with you on this project.

Sincerely,

Kelly Baker Josephs
Professor of English
University of Miami



LEONARD LIEF LIBRARY

250 Bedford Park Blvd West
Bronx, NY 10468

Phone: 718-960-8577
Fax: 718-960-8952
www.lehman.edu

Matthew K. Gold
Associate Professor of English and Digital Humanities
The Graduate Center, CUNY
365 5th Ave, New York, NY 10016

Dear Professor Gold,

I am excited for the opportunity to participate in your proposed National Endowment for The Humanities Institute for Advanced Topics in the Digital Humanities. "Open Education Publishing Institute: Collaborative Knowledge and Social Justice" promises to promote the kind of antiracist, social justice focused, and student-centered pedagogy that I practice in my own work as an educator and OER librarian.

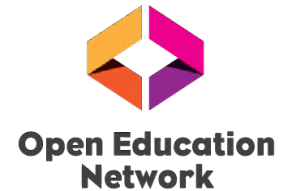
I look forward to speaking about my OER and antiracist pedagogy work at Lehman College, CUNY and this letter confirms my interest in participating in your institute in the summer of 2024.

Please do not hesitate to reach out if you need anything else from me, and I look forward to the opportunity to participate in your NEH institute.

Sincerely,

A handwritten signature in black ink, appearing to be "Stacy Katz".

Stacy Katz
Associate Professor, Open Resources Librarian-STEM Liaison



Matthew K. Gold
Associate Professor of English and Digital Humanities
The Graduate Center, CUNY
365 5th Ave.
New York, NY 10016

Dear Dr. Gold,

Thank you for the exciting invitation to participate in "Open Education Publishing Institute: Collaborative Knowledge and Social Justice", an NEH Institute for Advanced Topics in the Digital Humanities. Your overview suggests that the event will be a pertinent and motivating experience for participants. You and your team are well positioned to organize the experience and inspire pedagogical innovation.

Please accept this letter as confirmation of my interest in participating in the proposed 2024 program. I look forward to leading a session informed by my experience as Publishing Director at the Open Education Network, a community of more than 300 members representing nearly 1,400 institutions dedicated to working together to make higher education more equitable and accessible.

Please let me know if there is anything more I can offer. I look forward to the opportunity to participate in the NEH Institute.

Sincerely,

A handwritten signature in blue ink, appearing to read "K. Lauritsen".

Karen Lauritsen
Publishing Director
Open Education Network



Brown University Library
10 Prospect Street, Box A
Providence, RI 02912

February 10, 2023

Matthew K. Gold
Associate Professor of English and Digital Humanities
The Graduate Center, CUNY
365 5th Ave
New York, NY 10016

Dear Dr. Gold,

I am excited to support your proposal to the National Endowment for the Humanities (NEH) for an Institute for Advanced Topics in the Digital Humanities. It was a pleasure hosting you at our Advanced Topics Institute, "Born-Digital Scholarly Publishing: Resources and Roadmaps," last summer, and I would be pleased to participate in your Institute in the summer of 2024.

"Open Education Publishing Institute: Collaborative Knowledge and Social Justice" promises to bring together educators devoted to the ways digital publishing can foster innovative OER work. As we have discussed, the most exciting element of this proposal is its dedication to equity and inclusiveness in higher education. As Director of Digital Publications at Brown University, I would be happy to give a lecture sharing Brown's experience as a Manifold Pilot Press, in particular the work we did on "Race & in America," a multimedia project series exploring the legacy of anti-black racism in the United States.

Please accept this letter as confirmation of my enthusiasm about participating in your institute.

Sincerely,

Allison Levy
Brown University Digital Publications
Director

The City College
of New York

Division of Humanities and the Arts

Stefano Morello
Digital Humanities Fellow
5/225 North Academic Center
160 Covenant Avenue
New York, NY 10031

Matthew K. Gold
Associate Professor of English and Digital Humanities
The Graduate Center, CUNY
365 5th Ave, New York, NY 10016

Dear Matt Gold,

I am excited to participate in your proposed National Endowment for The Humanities Institute for Advanced Topics in the Digital Humanities. “Open Education Publishing Institute: Collaborative Knowledge and Social Justice” promises to promote the kind of radical student-centered pedagogy that I practice in my work as an educator, archivist, and public humanist.

This letter confirms my interest in participating in your institute in the summer of 2024. I look forward to contributing a lecture on my experience creating collaborative publishing projects with my students at CUNY.

Don’t hesitate to reach out if you need anything else from me, and I look forward to the opportunity to participate in your NEH institute.

Sincerely,

Stefano Morello

A handwritten signature in black ink, appearing to read 'Stefano Morello', written in a cursive style.



LEHMAN
COLLEGE

SCHOOL OF
ARTS AND HUMANITIES

Carman Hall, Room 259
250 Bedford Park Blvd West
Bronx, NY 10468

Phone: 718-960-8675
Fax: 718-960-8548
www.lehman.edu

Matthew K. Gold
Associate Professor of English and Digital Humanities
The Graduate Center, CUNY
365 5th Ave, New York, NY 10016

Dear Dr. Gold,

I am thrilled to receive your invitation to participate in Open Education Publishing Institute: Collaborative Knowledge and Social Justice, an Institute for Advanced Topics in the Digital Humanities. The Institute will be an exciting way to keep developing an OER community engaged in social justice work with their students.

Social justice and antiracist pedagogy are the foundation of all my courses. I will be honored to share my own experience working with Lehman College students to create non-English based OER either as part of a panel or an individual talk. I strongly believe in valuing students as knowledge creators, and I am encouraged for the work that will be created during the institute.

I am grateful for the opportunity to share some of the lessons learned while developing Open Educational Resources for my students at Lehman College, and I look forward to collaborating with you to plan the session!

Kind regards,

Juan Jesús Payán (he/him/él)
Assistant Professor
Department of Languages and Literatures
Lehman College, CUNY



February 13, 2023

Matthew K. Gold
Associate Professor of English and Digital Humanities
The Graduate Center, CUNY
365 5th Ave, New York, NY 10016

Dear Dr. Gold,

Thank you for the invitation to participate in your institute. I am happy to confirm my support of your application to the National Endowment for the Humanities Institute for Advanced Topics in the Digital Humanities. Working with your team on the Manifold instance for Arte Público Press has been a pleasure and I look forward to the opportunity to work with you again on this institute.

I am excited to speak about my experience as Brown Foundation Director of Research & Co-Founder of Recovering the US Hispanic Literary Heritage's US Latino Digital Humanities Center (USLDH). I would particularly be eager to share the archival work that Arte Público has done in projects that recover and make available the U.S. Latino literary heritage.

Your narrative describes an Institute that will make a real impact on Digital Humanities Pedagogy, and I am excited to be a part of it. I look forward to the opportunity to participate in this project.

Sincerely,

Carolina Villarroel, Ph.D., CA
Brown Foundation Director of Research
Recovering the US Hispanic Literary Heritage Program
Co-Founder US Latino Digital Humanities Center (USLDH)

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1131988190A1

DATE:08/26/2020

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
04/14/2020

RFCUNY - Graduate Center
230 West 41st Street
New York, NY 10036-

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2020	06/30/2023	53.00	On-Campus	Research
PRED.	07/01/2020	06/30/2023	42.00	On-Campus	Other Sponsored Programs
PRED.	07/01/2020	06/30/2023	26.00	Off-Campus	All Programs
PROV.	07/01/2023	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2023.

*BASE

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations), that portion of each subaward in excess of \$25,000; hospitalization and other fees associated with patient care whether the services are obtained from an owned, related or third party hospital or other medical facility; rental/maintenance of off-site activities; student tuition remission and student support costs (e.g., student aid, stipends, dependency allowances, scholarships, fellowships).

ORGANIZATION: RFCUNY - Graduate Center

AGREEMENT DATE: 8/26/2020

SECTION II: SPECIAL REMARKS

NA

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

1. These indirect cost rates apply when grants or contracts are awarded jointly to the Research Foundation of City University of New York and Graduate Center.

2. An off-campus site is one which does not benefit from either the building or equipment of the City University. Projects are not apportioned between their on-site and off-site components. If 50% or more of the indirect cost base costs of the project are determined to be on-site, the entire project is considered on-site. If less than 50% of the indirect cost rate base costs are determined to be on-site, the entire project is considered off-site.

3. Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs.

4. Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year, and an acquisition cost of \$5,000 or more per unit.

5. The next F&A cost rate proposal based on actual costs for the fiscal year ending 06/30/2022 is due in our office by 12/31/2022.

The one year rate extension of the indirect cost rate was granted in accordance with the OMB Memorandum M-20-17.

ORGANIZATION: RFCUNY - Graduate Center

AGREEMENT DATE: 8/26/2020

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

RFCUNY - Graduate Center

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Darryl W. Mayes - S

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

8/26/2020

(DATE) 5680

HHS REPRESENTATIVE:

Edwin Miranda

Telephone:

(212) 264-2069

Components of Published Facilities and Administrative Cost Rate

Institution: RFCUNY - Graduate Center
FY Covered by Rate: Fiscal Years Ending 6/30/20 to 6/30/23
Predetermined Rates

<u>Rate Component</u>	<u>FY 20-23</u>
1. a. Depreciation - Bldgs & Improvements	<u>6.40%</u>
b. Depreciation - Equipment	<u>0.67%</u>
2. Interest	<u>0.00%</u>
3. Operation & Maintenance	<u>16.95%</u>
4. General Administration	<u>0.00%</u> *
5. Departmental Administration	<u>26.00%</u> *
6. Sponsored Projects Administration	<u>0.00%</u> *
7. Library	<u>2.98%</u>
8. Other	<u>0.00%</u>
Published Rate - Research (On-Campus)	<u>53.0%</u>

* Reflects provisions of revised OMB Circular A-21, Sections G.8.a and G.10.
dated May 8, 1996.

Name : Lisa DeStefano

Title: Director of Research Policy & IDC

Date: 9/29/2020

Components of Published Facilities and Administrative Cost Rate

Institution: RFCUNY - Graduate Center
FY Covered by Rate: Fiscal Years Ending 6/30/20 to 6/30/23
Predetermined Rates

<u>Rate Component</u>	<u>FY 20-23</u>
1. a. Depreciation - Bldgs & Improvements	<u>3.12%</u>
b. Depreciation - Equipment	<u>0.33%</u>
2. Interest	<u>0.00%</u>
3. Operation & Maintenance	<u>7.88%</u>
4. General Administration	<u>0.00%</u> *
5. Departmental Administration	<u>26.00%</u> *
6. Sponsored Projects Administration	<u>0.00%</u> *
7. Library	<u>4.67%</u>
8. Other	<u>0.00%</u>
Published Rate - Other Spons. Programs (On-Campus)	<u>42.0%</u>

* Reflects provisions of revised OMB Circular A-21, Sections G.8.a and G.10.
dated May 8, 1996.

Name : Lisa DeStefano

Title: Director of Research Policy & IDC

Date: 9/29/20

Components of Published Facilities and Administrative Cost Rate

Institution: RFCUNY - Graduate Center
FY Covered by Rate: Fiscal Years Ending 6/30/20 to 6/30/23
Predetermined Rates

<u>Rate Component</u>	<u>FY 20-23</u>
1. a. Depreciation - Bldgs & Improvements	<u>0.00%</u>
b. Depreciation - Equipment	<u>0.00%</u>
2. Interest	<u>0.00%</u>
3. Operation & Maintenance	<u>0.00%</u>
4. General Administration	<u>0.00%</u> *
5. Departmental Administration	<u>26.00%</u> *
6. Sponsored Projects Administration	<u>0.00%</u> *
7. Library	<u>0.00%</u>
8. Other	<u>0.00%</u>
Published Rate - All Programs (Off-Campus)	<u>26.0%</u>

* Reflects provisions of revised OMB Circular A-21, Sections G.8.a and G.10.
dated May 8, 1996.

Name : Lisa DeStefano

Title: Director of Research Policy & IDC

Date: 9/29/2020

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001

Expiration Date: 12/31/2022

UEI: (b) (4)

Enter name of Organization: Research Foundation of CUNY on behalf of the Graduate Center

Budget Type: ☒ Project ☐ Subaward/Consortium

Budget Period: 1 Start Date: 01/01/2024 End Date: 12/31/2024

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
	Matthew		Gold		(b) (6)			0.80	(b) (6)	(b) (6)	(b) (6)
Project Role: PD/PI											
	Krystyna		Michael		(b) (6)			0.75	(b) (6)	(b) (6)	(b) (6)
Project Role: Co-PI											

Additional Senior Key Persons: Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person 22,913.00

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
	Post Doctoral Associates						
1	Graduate Students	1.00			3,520.00	294.00	3,814.00
	Undergraduate Students						
	Secretarial/Clerical						
1	Manifold Fellow	3.00			30,000.00	2,502.00	32,502.00
1	Lisa Rhody	1.00			(b) (6)	(b) (6)	(b) (6)
1	Robin Miller	1.00			(b) (6)	(b) (6)	(b) (6)
1	Laurie Hurson	1.00			(b) (6)	(b) (6)	(b) (6)
5	Total Number Other Personnel						
Total Other Personnel							63,402.00
Total Salary, Wages and Fringe Benefits (A+B)							86,315.00

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>
Additional Equipment: <input type="text"/>	<div><div>Add Attachment</div><div>Delete Attachment</div><div>View Attachment</div></div>
Total funds requested for all equipment listed in the attached file	<input type="text"/>
Total Equipment	<input type="text"/>

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	<input type="text" value="1,200.00"/>
2. Foreign Travel Costs	<input type="text"/>
Total Travel Cost	<input type="text" value="1,200.00"/>

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text"/>
2. Stipends	<input type="text" value="63,000.00"/>
3. Travel	<input type="text"/>
4. Subsistence	<input type="text"/>
5. Other <input type="text"/>	<input type="text"/>
<input type="text"/> Number of Participants/Trainees	
Total Participant/Trainee Support Costs	<input type="text" value="63,000.00"/>

F. Other Direct Costs**Funds Requested (\$)**

1. Materials and Supplies	
2. Publication Costs	
3. Consultant Services	39,885.00
4. ADP/Computer Services	4,900.00
5. Subawards/Consortium/Contractual Costs	
6. Equipment or Facility Rental/User Fees	
7. Alterations and Renovations	
8. <input type="text"/>	
9. <input type="text"/>	
10. <input type="text"/>	
11. <input type="text"/>	
12. <input type="text"/>	
13. <input type="text"/>	
14. <input type="text"/>	
15. <input type="text"/>	
16. <input type="text"/>	
17. <input type="text"/>	
Total Other Direct Costs	44,785.00

G. Direct Costs**Funds Requested (\$)****Total Direct Costs (A thru F)**

195,300.00

H. Indirect Costs

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Salary & Wages	42.00	86,116.00	36,169.00
Total Indirect Costs			36,169.00

Cognizant Federal Agency
(Agency Name, POC Name, and
POC Phone Number)

I. Total Direct and Indirect Costs**Funds Requested (\$)****Total Direct and Indirect Institutional Costs (G + H)**

231,469.00

J. Fee**Funds Requested (\$)****K. Total Costs and Fee****Funds Requested (\$)****Total Costs and Fee (I + J)**

231,469.00

L. Budget Justification

(Only attach one file.)

RESEARCH & RELATED BUDGET - Budget Period 2

OMB Number: 4040-0001

Expiration Date: 12/31/2022

UEI: (b) (4)

Enter name of Organization: Research Foundation of CUNY on behalf of the Graduate Center

Budget Type: ☒ Project ☐ Subaward/Consortium

Budget Period: 2 Start Date: 01/01/2025 End Date: 08/31/2025

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
	Matthew		Gold		(b) (6)			0.27	(b) (6)	(b) (6)	(b) (6)
Project Role: PD/PI											
	Krystyna		Michael					0.25	(b) (6)	(b) (6)	(b) (6)
Project Role: Co-PI											

Additional Senior Key Persons: Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text" value="1"/>	<input type="text" value="Robin Miller"/>	<input type="text" value="1.00"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="(b) (6)"/>	<input type="text" value="(b) (6)"/>	<input type="text" value="(b) (6)"/>
<input type="text" value="1"/>	<input type="text" value="Laurie Hurson"/>	<input type="text" value="1.00"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="(b) (6)"/>	<input type="text" value="(b) (6)"/>	<input type="text" value="(b) (6)"/>
<input type="text" value="2"/>	Total Number Other Personnel	Total Other Personnel					<input type="text" value="5,418.00"/>
Total Salary, Wages and Fringe Benefits (A+B)							<input type="text" value="13,056.00"/>

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>
Additional Equipment: <input type="text"/>	<input type="text"/>
<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>
<input type="button" value="View Attachment"/>	
Total funds requested for all equipment listed in the attached file	<input type="text"/>
Total Equipment	<input type="text"/>

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	<input type="text"/>
2. Foreign Travel Costs	<input type="text"/>
Total Travel Cost	<input type="text"/>

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text"/>
2. Stipends	<input type="text"/>
3. Travel	<input type="text"/>
4. Subsistence	<input type="text"/>
5. Other <input type="text"/>	<input type="text"/>
<input type="text"/> Number of Participants/Trainees	<input type="text"/>
Total Participant/Trainee Support Costs	<input type="text"/>

F. Other Direct Costs**Funds Requested (\$)**

1. Materials and Supplies	
2. Publication Costs	
3. Consultant Services	
4. ADP/Computer Services	
5. Subawards/Consortium/Contractual Costs	
6. Equipment or Facility Rental/User Fees	
7. Alterations and Renovations	
8. <input type="text"/>	
9. <input type="text"/>	
10. <input type="text"/>	
11. <input type="text"/>	
12. <input type="text"/>	
13. <input type="text"/>	
14. <input type="text"/>	
15. <input type="text"/>	
16. <input type="text"/>	
17. <input type="text"/>	
Total Other Direct Costs	

G. Direct Costs**Funds Requested (\$)****Total Direct Costs (A thru F)** 13,056.00**H. Indirect Costs**

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Salary & Wages	42.00	13,056.00	5,475.00
Total Indirect Costs			5,475.00

Cognizant Federal Agency
(Agency Name, POC Name, and
POC Phone Number)

I. Total Direct and Indirect Costs**Funds Requested (\$)****Total Direct and Indirect Institutional Costs (G + H)** 18,531.00**J. Fee****Funds Requested (\$)****K. Total Costs and Fee****Funds Requested (\$)****Total Costs and Fee (I + J)** 18,531.00**L. Budget Justification**

(Only attach one file.)

		30,551.00
		68,820.00
Total Number Other Personnel	7	
		99,371.00
		1,200.00
Domestic	1,200.00	
Foreign		
		63,000.00
Tuition/Fees/Health Insurance		
Stipends	63,000.00	
Travel		
Subsistence		
Other		
Number of Participants/Trainees		
		44,785.00
Materials and Supplies		
Publication Costs		
Consultant Services	39,885.00	
ADP/Computer Services	4,900.00	
Subawards/Consortium/Contractual Costs		
Equipment or Facility Rental/User Fees		
Alterations and Renovations		
Other 1		
Other 2		
Other 3		
Other 4		
Other 5		
Other 6		
Other 7		
Other 8		
Other 9		
Other 10		

208,356.00
41,644.00
250,000.00
250,000.00

Budget Justification

A. Salaries and Wages

- a. Summer salary is requested for the PI and Co-PI. Fringe benefits are calculated at 27.3%
- b. Part-time salaries are requested for Curriculum Co-Directors, the Summer Institute Operations Director, a Graduate student OER Specialist, and a Manifold Graduate Fellow. Fringe benefits are calculated at 8.34%

B. Travel

Trip to Washington, DC from NY for NEH Project Directors meeting - \$1,200.

C. Participant/Trainee Support:

Stipends for the 15 Institute Participants - \$63,000

Fifteen institute participants will be offered \$4,200 stipends which are intended to cover travel, lodging, and training time during the institute. Participants have not been individually identified, so expenses were calculated to include a mix of regional and national participants.

D. Other Direct Costs:

Materials and Supplies: Computer and Office Supplies budget will be used to purchase 2 laptop computers for use by staff and participants during the institute, as well as printing and promotional materials: \$4900

Consultants:

WordPress Development – Boone Gorges \$5,685 will develop custom OER WordPress functionality for OER participants

Jojo Karlin - \$3000 – OER Consultant

Manifold Digital Services \$10,000 – hosting costs for Manifold participant project hosting

Cast Iron Coding - \$10,000 – OER-related feature development for Manifold to support summer institute

Faculty honoraria – \$11,200.00 -- 14 Visiting faculty will be paid honoraria of \$800 each for presentations made during the institute

E. Other Direct Costs: The Graduate Center has obtained a federally negotiated indirect rate of 42% of salary and wages.