

NEH Application Cover Sheet (CHA-261900)

Infrastructure and Capacity Building Challenge Grants

PROJECT DIRECTOR

Ms. Jana L. Moore
Assoc. Dean for Acad. & Instructional Support
Box 929
Yuma, AZ 85366-0929
USA

E-mail: jana.moore@azwestern.edu
Phone: 928.317.6052
Fax: 928.317.6012

Field of expertise: English

INSTITUTION

Yuma/La Paz Counties Community College District
Yuma, AZ 85366-0929

APPLICATION INFORMATION

Title: *Project Impact*

Grant period: From 2018-10-01 to 2022-09-30

Project field(s): Interdisciplinary Studies, General; Arts, Other; Interdisciplinary Studies, Other

Description of project: PROJECT IMPACT will build infrastructure and increase capacity-building at the sole academic library in Southwest Arizona that serves scholars at Arizona Western College and Arizona's 3 public university. NEH Challenge Grant funding will establish a Conservation Lab and Digital Humanities Center that will support intellectually transformative thoughts and behaviors that will continue to grow over time. The development of the Conservation Lab will allow scholars to practice the craft of arts preservation and cataloging while preserving local art collections. The establishment of a Digital Humanities Center will provide a large population of low-income, first-generation, Hispanic scholars access to multimedia, multidisciplinary learning space dedicated to preserving the region's unique intellectual content of materials, disseminating local knowledge to a wider audience, and acting as a transformational tool to produce new ways of interacting, expressing, and creating knowledge.

BUDGET

| | | | |
|-----------------------|------------|-----------------------|--------------|
| Fiscal Year #1 | 150,535.00 | Total from NEH | 500,000.00 |
| Fiscal Year #2 | 280,908.00 | Non-Federal | 500,000.00 |
| Fiscal Year #3 | 41,054.00 | Total | 1,000,000.00 |
| Fiscal Year #4 | 27,503.00 | Matching Ratio | 1 to 1 |

GRANT ADMINISTRATOR

Ms. Susan J. Dempsey-Spurgeon
Box 929
Yuma, AZ 85366-0929
USA

E-mail: susan.dempsey@azwestern.edu
Phone: 928.344.7726
Fax: 928.317.6012



INTRODUCTION. In response to the National Endowment for the Humanities' (NEH) Infrastructure and Capacity Building Challenge Grant, Arizona Western College (AWC) is requesting funding for PROJECT IMPACT – a unique opportunity to make an extraordinary impact on a large population of low-income, Hispanic, 1st-generation college students in Southwest Arizona (SW AZ). This proposal is the result of *two-years of targeted project planning* and *one-year of concentrated institutional strategic planning efforts* between the College and its stakeholders.

PROJECT IMPACT concentrates on achieving region-wide *long-term goals* of increasing student success while inspiring students to engage interdisciplinary discovery, critical thinking, and a better understanding of our world.

SIGNIFICANCE AND INTELLECTUAL QUALITY

The increased mobility of information and expansion of a growing knowledge-based economy, emphasizes the need for the development of multidisciplinary skills with a focus on the importance of the humanities and social sciences [1,2]. Accordingly, PROJECT IMPACT has been collaboratively designed to develop and enhance scholarly infrastructure with the purpose of engaging faculty and students, at 4 postsecondary institutions, in humanities-based 21st Century learning experiences while fostering inter- and intra-institutional collaborations that encourage disciplinary innovation, foster inclusion and diversity, and promote the social value of the humanities; through the incorporation of a Conservation Lab and Digital Humanities Center, in **SW AZ's only academic library**, that will enrich student learning, digitally share local collections, and protect unique regionally relevant documents.

Libraries are the heart of any institution. They influence faculty productivity and student outcomes in 3 key areas: resources, services, and place (or space) as well as provide a rare opportunity to create programs "*in which cross-disciplinary, multi-institutional, collaborative work can happen, be housed, and have a role as part of the library's expanding digital collections*" [3,4]. While at the same time, contributing to student learning and engagement, improving critical thinking skills, and playing a crucial role in student persistence, grades, and academic achievement [5,6]. Because libraries have an innate ability to address students' academic needs throughout their scholarly careers, it is unsurprising that evidence has shown significant *correlations between libraries, student retention, and graduation* [3, 7,8,9]. In fact, recent internal analysis indicates a 10% increase in retention for students participating in AWC Library Instruction courses [10]. Additionally, *libraries have been found to specifically address technology access gap issues associated with low-income and Hispanic postsecondary students* [11,12].



As noted in a recent Library of Congress' assessment of digital scholarship labs, best practice indicates that by the library offering a lab it extends "its existing collection specialties, leverages existing digital collections, and through collaboration, maximize impact while avoiding overlap with other institutions (4,13). This especially true on the AWC main campus, which is also a **University Learning Center** and the **library functions as the central academic support for SW AZ postsecondary education; serving AWC students** (approximately 12,000 annually); as well as **Northern Arizona University –Yuma (NAU-Y)**, **Arizona State University (ASU)**, and **University of Arizona (UA)** students. Which equates to nearly 120,000 visitors and 17,700 assistance questions annually. Thus, it is not surprising that the library has a significant demand for digital resources to meet 21st Century user needs and that address the changing needs of academia.

The region's perpetual economic distress and generational poverty has left SW AZ's college students at a distinct disadvantage with their peers. Thus, PROJECT IMPACT will address humanities studies at some of the most primary levels. So our vulnerable students will have access to some of the same opportunities as their peers in other areas of the state and nation. **Access is the core underpinning this project.** Economic hardships and geographic isolation have left many students with limited life experiences and a narrow understanding of the human environment and our diverse heritage. In order for SW AZ's large population of low-income scholars to thrive both academically and professionally in today's fast-paced global environment they must have meaningful and relevant learning experiences.

Challenge Grant funding will allow the College's library to move from a passive repository of knowledge to a dynamic and transformative learning center that provides scholars with the *tools to: interact with various forms of creative understanding in more innovative ways, so as to "produce and reproduce knowledge in newer and deeper ways, and enable students to discharge the offices of life with usefulness and reputation amid our technology driven world"* [14]. Accordingly, PROJECT IMPACT will develop two active learning spaces, a *Conservation Lab (CL)* and a *Digital Humanities Center (DHC)*, that will ultimately be embedded into the library's broader faculty and student service spectrum to support scholarly transformative thoughts and behaviors that will continue to grow over time [4].

Conservation Lab. The establishment of a Conservation Lab will offer AWC Fine Arts faculty and students fundamental resources needed to teach and learn about preserving and restoring art collections while enhancing academic offerings. In 2017, City of Yuma budget cuts resulted in the termination of funding for the Yuma



Fine Arts Association (YFAA) and the small-scale exhibition of the Yuma Fine Arts Collection at the Yuma Arts Center. Which ultimately resulted in the dissolution of YFAA and due to a long-term relationship between the AWC fine arts professors and the AWC Foundation, YFAA transferred ownership of the entire Collection to the Foundation.

Established in 1950, YFAA spearheaded local arts engagement and acted as a forum through which artists and community members could gather, create, and learn. In 1961, the Association acquired gallery space and began the establishment of the Yuma Fine Arts Collection. Founding member Louise Tester was YFAA's first Executive Director, the second Executive Director of the Arizona Commission on the Arts (1969-1980), and an important figure in the professionalization of arts in Arizona. Thus, the pieces in the Collection represent not only artwork from the southwest region, but as a whole they tell the story of the development of arts in Arizona. The Collection includes prints, paintings, photographs, and sculptures. Many of the pieces were donated or procured from the Southwest Invitational, which was hosted by YFAA for many years. As the YFAA expanded their gallery space, the collection grew to include international pieces from the Renaissance and the Early Modern era. To date, the collection includes approximately 150 acrylic, mixed media, lithography, oil, 3D artworks, digital photography, water colors, and other artworks from local, regional, and global artists.

At the time of ownership transfer in 2017, some campus gallery space was designated to showcase collection pieces, and other pieces were exhibited in public spaces on campus and in town. The majority of the collection remains in storage at AWC, uncatalogued and inaccessible to the community. Additionally, many of the pieces were damaged in 1993 when YFAA's historic gallery burned to the ground and while the City of Yuma supported showings of the Collection, much of the Collection remained damaged and inadequately stored.

As stewards of the collection, the Foundation has partnered with Julie Floss, AWC Fine Arts Faculty, to choose 50 of the most regionally, historically, and artistically significant pieces to focus on for dedicated preservation, cataloguing, and educational use. A conservation lab in AWC's library, the hub of the College, will provide workspace for scholars to practice the craft of arts preservation in a hands-on learning lab, as well as open the door to interdisciplinary and multi-institutional opportunities (e.g., digitally linking locally relevant art to historical materials). Once the Collection is properly restored and preserved, not only can it be exhibited more substantially throughout the campus - making the art collection an integral part of campus daily life – it can also be digitized, for use by an



expanded audience so that other scholars can have access to these items for cultural, historical, and artistic study.

AWC envisions long term curriculum development to incorporate preservation and cataloguing learning labs into curatorial management courses. The Fine Arts Faculty have discussed plans to slowly expand the Collection with student art, and by reinstating the Southwest Invitational (last held in Yuma in 2013). As the collection expands its preservation needs will continue to be met with access to an on-campus lab. Students can also develop preservation projects in addition to the new work they currently produce in Fine Arts courses. Their new knowledge and skills can reach into the community and bolster the region's preservation of historical art and archival documents. Tina Clark, the City of Yuma's historian, has pledged her support for the conservation lab and DHC (*letter attached*), and conceives of future workshops for the campus and Yuma community on the area's unique border history.

Digital Humanities Center. The joint-use Center will be a self-service multimedia, multidisciplinary learning space dedicated to: (1) Preserving the unique intellectual content of materials relevant to SW AZ by converting content to a digital form and disseminating it to a much wider audience; and (2) Acting as a transformational tool for scholars to produce new ways of interacting, expressing, and creating knowledge [4, 13].

Accordingly, the DHC is comprised of three primary components, an open access **Digital Scholarship Lab** (DSL), consultation rooms for scholarly support, and a secure access **Digital Analysis Lab** (DAL; by appointment) that will provide the resources needed to expand access to SW AZ collections by providing unique digital resources, engaging users across boundaries, and encouraging cross-disciplinary, multi-institutional, collaborative work.

The DSL will provide a support mechanism for e-research and digital scholarship, bring together and make available expensive technologies, and provide scholars the wherewithal to explore digital technologies in their research. The DSL is designed to address large and small groups as well as individual scholar workspace needs. Large group space will be used to offer workshops (e.g., data visualization), co-curricular programs in audio, video, computation and design, videoconferencing with peers at state universities, and offer scholars expertise from guest speakers. Small group and individual workspace will allow faculty, students, supplemental instructors, and tutors study locations, access to reserved materials, computing equipment, and content creation tools.

The consultation rooms will be flexible learning spaces for scheduled and unscheduled consults by trained project/library staff to support and guide scholars on the integration of digital tools and methods into research,



teaching, and publication practices as well as provide a place for faculty and students to develop projects. The DAL will provide scholars the resources to digitize and analyze audio and video formats; create, edit, and transfer media, conduct audio production and video editing, as well as access to a green screen wall for filming special effects.

PROJECT IMPACT will focus on the digitization and dissemination of five unique resources germane to SW AZ: (1) The Southwest Border Collection - a compilation of literature and poetry by local area authors, from both sides of the border voicing important cultural order issues and realities (predominately in Spanish; 52% of local residents do not speak English at home [15]); (2) The digitization of projects created by students studying in the humanities disciplines will be collected, digitized, and made available to current and future scholars. Projects include documents, 3-D dioramas, art pieces, and audio files (e.g., oral histories); (3) Special collections that preserve the area's local history and culture (e.g., history, anthropology, linguistics, and religion); (4) Local culturally pertinent materials (e.g., literature, art, history); and (5) The College's documents of significance (e.g., historical newspaper clippings and ephemera, anthropology) related to AWC's inception and early history. The digitization of these materials will not only preserve them in perpetuity but will also make them available, via a database, to a wide range of scholars throughout the world. Additionally, local historians, archivists, and current and future college and university students and faculty will use these digital resources to gain knowledge about SW AZ and its people.

PROJECT IMPACT will establish the DHC as a service environment with long-term supports such as instructional workshops, co-curricular programs in audio, video, computation and design, one-on-one and group mentoring in digital humanities, resources and opportunities for collaboration, support for digital humanities based cross-disciplinary andragogy and instructional design (e.g., integrating computer-based textual, bibliographic, image, and video information into research, studies, and teaching), and access to various technologies.

The Center will be a service unit within the library that is staffed with individuals with specialized skills, provides resources to address known and future opportunities to make research more effective, acts as a forum for scholars and partners to share information and innovative developments in digital scholarship, and provides training, references support, and tool review and support.

APPROPRIATENESS OF RESOURCES & PLANS

As the epicenter of post-secondary education in SW AZ, the College plays a vital role in the development



and dissemination of humanities knowledge and the academic library even more so; with its joint-use function with AZ's 3 public universities and role within the community. Accordingly in 2017, AWC undertook an inclusive strategic planning process including 2,600 participants encompassing a diverse group of stakeholders (e.g., students, faculty, staff, partners, industry representatives). Which resulted in the clear delineation of the College's long-term priorities that were captured in a newly approved Mission, Vision, and 4 Strategic Directives: Mission - *Transforming lives through education and partnerships to create thriving communities*; Vision - *Cultivating generations who value knowledge, foster independence, eliminate poverty, and create vital, equitable and sustainable communities*; and 4 Strategic Directives – Agility, Technology, Accessibility, and Prosperity which focus on enhanced student learning experiences that *eliminate cultural, financial, time, and place barriers to education*. These articulated organizational beliefs are a prime example of the College's commitment to the dissemination of humanistic knowledge and directly align with the institutionalization of PROJECT IMPACT objectives and outcomes.

Building on AWC's strong history with the U.S. Department of Education Hispanic-Serving Institution capacity-building programs (e.g., Title V, Title III), PROJECT IMPACT will strategically leverage institutional resources with NEH direct expenditure funds (\$500,000) and local match funds (\$500,000) to embed project outcomes in AWC institutionalized practices by the end of the project. Accordingly, Jana Moore (*leveraged resource*), the AWC Associate Dean for Academic and Instructional Support who directly oversees the academic library, will act as the **Project Director** (PD). Jana has over 10 years' experience in project development and management, significant experience working with and teaching (reading and writing) Hispanic and low-income students (9+ yrs), and has a Master of Education and a Bachelor of English. She has successfully managed multiple institutional capacity-building projects, ranging from \$3M - \$6M, which require expertise in both facility renovation and program improvement and development. As the PD, Jana will oversee and coordinate project team efforts, ensure timelines are met, and work with the library director to assure products and services are delivered in a manner that facilitates institutionalization and growth.

A part-time **Project Coordinator** (PC [50% time]) will promote and support project development activities, oversee the Digital Scholarship Specialists, arrange workshops and training for scholars on collaborative, humanities-based, cross disciplinary research using existing and emerging technologies, work with library staff to embed project outcomes into the library's portfolio of programs and services, and provide one-on-one and group digital scholarship mentoring.



Two part-time **Digital Scholarship Specialists** (50% time each) will provide technical expertise for digital scholarship projects, aid scholars wishing to use library collections in new and innovative ways (e.g., online exhibits, text mining, digital mapping), and take an active role in expanding the library's digital collection by provide support in the digitization of locally relevant documents, literature, and other artifacts (*Résumé & Job Descriptions provided in Attachment 8*).

The College is firmly committed to providing leveraged expertise to ensure the successful achievement of project goals and objectives. The PD will coordinate project activities amongst the project **Architect**, **AWC IT and Network Services** (leveraged resource), **AWC Facilities Management and Planning** (leveraged resource), and the **Building Contractor** to ensure project infrastructure and technology improvements are timely and appropriate while aligning with instructional and learning needs as well as the institutionalization of outputs. The PC will work with **AWC Communications and Marketing** staff to engage scholars in humanities disciplines at all 4 postsecondary institutions in digital scholarship. Furthermore, **AWC, NAU-Y, ASU, and UA faculty** as well as **AWC and university librarians** (leveraged resources) will provide expertise to ensure the project enhances each institutions academic offerings and address local academic needs. The **AWC Director of Library Services** (leveraged resource) will guide and have an essential role in institutionalizing support for digital scholarship in humanities. Experienced in addressing scholarly needs, AWC's multi-lingual library staff are recognized (e.g., Assoc. of College & Research Libraries) for their exemplary accomplishments in such areas as: trainings for faculty teaching development courses, and student success workshops and supports. *Letters of support have been provided to express the significant level of institutional and community commitment to PROJECT IMPACT and its importance to the community (attachment 9).*

IMPACT OF PROJECT

The success and longevity of the humanities lies within its far-reaching capabilities. Humanities resources and methods of engagement exist beyond singular departments or degree programs; the humanities serve as integral parts of creating and communicating history and culture. For a geographically isolated community like Yuma, a centralized hub of humanities resources and activities help students access the cognitive and creative skills the humanities can provide regardless of their selected major, degree program, or long-term education plans. Someone seeking a certificate in a CTE program can access the same marketable skills as someone in a chemistry AS program and a university student getting the baccalaureate or attending graduate school.



PROJECT IMPACT has been designed to meet the needs of multiple institutions and disciplines by embedding humanities as a dynamic, transformative learning center in a joint-use academic library. Thus, providing the mechanism, and its associated scholarly supports, for addressing the growing areas of e-research and digital scholarship in humanities. While at the same time offering a large population of low-income students the venue through which to explore digital technologies in their research when such resources are not readily accessible to them elsewhere. The NEH Challenge grant has been used to build foundational humanities infrastructure that is flexible and agile enough to adapt to the quickly changing technological environment of post-secondary education. While current opportunities for humanities activities are significant (e.g., supporting scholars to become aware of the possibilities of deepening their understanding of how digital tools and analysis can aid in their scholarship), the potential for continued impact within SW AZ communities is boundless (e.g. digitally linking local historical artifacts to .historical documents and associated facts).

To ensure long-term sustainment, PROJECT IMPACT has been designed to be institutionalized as part of the library's programs and services with the College agreeing to take on the increased long-term costs of facility maintenance. Thus, challenge grant expenditures focus on such activities as one-time expenses, training for existing staff and faculty (e.g., train-the-trainer), and development of new cost-effective systems.

Major funding requests cover project development personnel and fringe benefits (Y1 – \$██████ Y2 – \$██████ Y3 - \$██████ Y4 – \$██████) and building renovations to the academic library (2,029 sq. /ft.) to establish a Conservation Lab and a Digital Humanities Center which encompasses a Digital Analysis Lab, Digital Scholarship Lab, and two consultation rooms (\$446,380 in the first 2 years of the grant). Davis-Bacon compliant renovation costs average \$220 per square foot, which is reasonable and customary for the area's commercial buildings.

Also required are funds for architect and engineering services associated with the renovation (\$40,580 in the first 2 years of the grant), program supplies and materials needed to administer day-to-day project (Y1 - \$2,950; Y2 – Y4 - \$1,250; Total - \$6,700), and equipment, supplies, and software for the Conservation Lab (Y2 - \$35,013; Y3 – 10,000; Total - \$45,013) and Digital Humanities Center (Y2 - \$320,313; Y3 - \$34,264; Y4 - \$16,729; Total - \$371,306) to support interactive, participatory learning and establish a place where scholars can produce new ways of re-/producing knowledge in new and deeper, technologically driven ways (\$1,000,000 over four years).



PROJECT IMPACT will be overseen by a cross-disciplinary, multi-institutional **Project Management Team** (PMT) who will be appointed by the Vice-President for Learning Services to assist the PD in carrying out the project with fidelity. The PMT will guide and monitor project outcomes based on formative and summative data collected and progress reports throughout the life of the grant to assess challenge grant impact. Project staff will work with an Evaluation Team to capture and share formative data with the PMT and use it to evaluate problems that may be hindering progress, solutions to issues, and determine best practice recommendations. Meeting summaries will document the PMT's recommendations and decisions based on formative evaluation results. Summative evaluations will be conducted at the end of each grant year and project period, and will focus on the accomplishment of goals, objectives, outcomes, and performance measures to ensure timely completion (evaluation plan in Attachment 11).

TARGET AUDIENCE

AWC, a Hispanic-Serving Institution (HSI), with a 72% Hispanic student population (fall 2017), serves two remote counties in SW AZ (pop. 223,596) – Yuma (pop. 203,292) and La Paz (pop. 20,304) – that encompass 10,037 square miles adjoining the Mexican and California borders [15]. While twice the size of Connecticut and encompassing 9% of AZ, the region (10,037 square miles) has less than 22 people per square mile with cities and towns surrounded by vast deserts [15]. As the region's **only 2-year, Associate Degree-granting institution**, the College plays a crucial role in higher education in this economically distressed area that is reliant on agriculture and service industry jobs. In accordance with its strategic plan 2025, the College works diligently to maximize available 2- and 4-year degree opportunities for our geographically isolated, low-income communities and residents.

Established in 1961, AWC has grown rapidly to become a cultural center for a highly disadvantaged population. Over the last 10 years, the College has seen an increase in minority (**+32%**), low-income (**+22%**), and first-generation (**+35%**) students. Yuma, birth place of legendary farmworker advocate Cesar Chavez, is coined the "Winter Vegetable Capital of the World" and is home to **68%** (Yuma – 84,008, La Paz – 2,725) of *the Arizona's migrant and seasonal farmworker population* [16]. Yuma's majority-minority population (65% minority) is mired in economic distress that feeds a vicious cycle of poverty resulting in inordinately high unemployment rates (18%), low adult education attainment levels (28% no high school diploma, 26% high school diploma), a large number of low-income families and students enrolled in free/reduced-price lunches (76%) [15,17]. So it is unsurprising that **62%** of



Yuma and **68%** of La Paz County residents live in distressed community zip codes (U.S. 15%) and *no residents live in a zip code that could be defined as prosperous* (U.S. 26.5%) [18].

55% AWC enrollment are 1st-generation college attendees and 78% are minority students. While the College has the *highest percent enrollment of minorities* (AZ: 41%; US: 34%) and *low-income students* (AWC: 56%; AZ: 32%; US: 37%) in Arizona, it also has the state's highest *community college going rate* (AWC: 44%; AZ: 33%; US: 23%), ranks in the U.S. top 20% mobility index for students moving up 2 or more income quintiles, and consistently places in the top 100 U.S. colleges graduating Hispanic students with associate degrees [19,20,21]. With an annual enrollment of almost 12,000 students, AWC also has the state's highest percent of students transferring with an AZ General Education Curriculum Certificate to AZ's public universities (AWC: 78%; AZ: 60%).

Accordingly, PROJECT IMPACT's primary target audience is **AWC, NAU-Y** (co-located on the AWC campus next to the academic library), **ASU**, and **UA students and faculty**. PROJECT IMPACT is located in SW AZ's only academic library that currently serves nearly 120,000 visitors and responds to 17,700 assistance questions annually. Secondary audiences include, local K-12 students and teachers, local historians, heritage employees and volunteers, cross-border educators and academics, border culture discipline experts, museum curators, art curators, and archivists as well as supporting digital literacy initiatives.

FUNDRAISING FEASIBILITY

While the project staff will be working with AWC Communications and Marketing staff to engage community members and scholars in understanding the importance of the humanities and digital scholarship, raising matching project funds, and to broadcast project goals and objectives. In light of the region's perpetual economic hardship, the College felt it was prudent to assess our ability to raise the challenge grant match prior to submitting a proposal.

Thus, in compliance with the enclosed correspondence (*dated February 8, 2018, copy is located in the appendices – attachment 12*) between Susan Dempsey-Spurgeon, the AWC Director of Grants, and Joshua Stenfield, a NEH Senior Program Officer, enclosed in the appendix are letters from the AWC Foundation Board Chair and the Executive Director - who are acting as stewards on behalf of a private donor - indicating that if PROJECT IMPACT is awarded funding they will commit a restricted, privately funded gift to meet the 1-to-1 match requirement of the NEH Infrastructure and Capacity Challenge Grant.



PROJECT IMPACT PROPOSED BUDGET

| | |
|---|-------------------|
| Total NEH direct expenditure funds requested | \$ 500,000 |
| Year 1: | \$ 150,535 |
| Year 2: | \$ 280,908 |
| Year 3: | \$ 41,054 |
| Year 4: | \$ 27,503 |
| Total nonfederal contributions | \$ 500,000 |
| Total grant funds (NEH plus match) | \$1,000,000 |

Planned Expenditures:

Direct

| | |
|------------|-------------|
| Renovation | \$1,000,000 |
|------------|-------------|

1. Salaries & Wages (\$██████████)

1 Project Coordinator (50% time) budgeted for Y1 to Y4 – Y1- \$██████████ Y2 - \$██████████ Y3 - \$██████████ Y4 - \$██████████ with a total cost of \$██████████

2 Digital Scholarship Specialists (50% time each) budgeted for Y2 to Y4 - \$██████████ [19 hrs. /wk. x 25 weeks x 2 people x \$██████████/hr.] each year with a total 3 year cost of \$██████████

2. Fringe Benefits (\$██████████)

Part-time fringe benefit rate of 8.5% include FICA (6.2%), Worker's Compensation (.586%), Unemployment Insurance (.264%), and Medicare Tax (1.45%).

1 Project Coordinator (50% time): Y1 - \$██████████ Y2 - \$██████████ Y3 - \$██████████ Y4 - \$██████████ Total - \$██████████

2 Digital Scholarship Specialists (50% time each): Y2 to Y4 \$██████████/yr.; Total - \$██████████

3. Consultant Fees (\$0) – N/A

4. Travel (\$0) – N/A

5. Supplies & Materials (Y1 - \$2,950; Y2 – \$356,576; Y3 – \$45,514; Y4 – \$17,979; Total - \$423,019)

Program Supplies & Materials (Y1 - \$2,950; Y2 – Y4 - \$1,250; Total - \$6,700) needed to administer day-to-day project (e.g. pen, paper, computer supplies; \$750 annually; Total - \$3,000), digital humanities outreach materials and supplies (Y1 - \$200; Y2-Y4 - \$500 each year; Total \$1,700); project computer (Y1 - \$1,200) and printer (Y1 - \$800) for Project Coordinator.

Digital Humanities Center (DHC) (Y2 - \$320,313; Y3 - \$34,264; Y4 - \$16,729; Total - \$ 371,306). Designed based on best practices outlined in the Library of Congress' nationwide analysis and pilot of digital scholarship labs [33], the DHC is comprised of an open digitization lab that will allow scholars to explore technology, engage in participatory interactive learning, offer access to appropriate equipment and software, and encourage interdisciplinary discovery, 2 consultation rooms for support in integrating digital tools and methods into research, teaching, and publication practices, and collaborative opportunities, and a secure digital analysis lab for the digitization and analysis of audio and video.



- a. **Digital Scholarship Lab (DSL)** (\$340,585): Y2 - \$292,592; Y3 - \$31,264; Y4 - \$16,729. Student workstations and seating, software, flat panel display, computer & iMac systems, large format scanner and printer; KIC scanning system, KwikBoost charge station; and help desk.
- b. **Consultation Room #1** (Y2 - \$7,497) and **Consultation Room #2** (Y2 - \$7,497). Work tables and seating, software, computer system, flat panel displays, printer, & scanner
- c. **Digital Analysis Lab** (\$15,727): Y1 - \$12,727; Y2 - \$3,000. Work tables & seating, audio, camera, & video equipment, green screen & lighting, scanner, secure storage, computer & iMac system, & software.

Conservation Lab (Total - \$45,013): Y2 - \$35,013; Y3 - 10,000. Workstation & seating, computer system, & secure storage for art being worked on by students & faculty.

6. Services (\$0)

Not applicable

7. Renovation/Construction (\$446,380)

Renovate/construction 2,029 sq. ft. x \$220/square feet: Y1 - \$277,310; Y2 - \$169,070. Conservation Lab 168 sq. ft. Digital Humanities Center (1,861 sq. ft.) = Digital Scholarship Lab for large group 280 sq. ft. + Digital Scholarship Lab for small group & individuals 993 sq. ft. + Digital Analysis Lab 168 sq. ft. + Consultation Rooms 140 sq. ft. x 2 + DHC staff workspace 140 sq. ft. This includes \$40,580 in architect/engineering costs.

8. Other Costs (\$0)

Not applicable

9. Total Direct Costs (\$1,000,000)

10. Total Indirect Costs (\$0)

AWC is not claiming indirect costs for the project.

11. Total Project Costs (\$1,000,000)

Y1 - \$301,068, Y2 - \$561,816, Y3 - \$82,109, and Y4 - \$55,007.

