

NEH Application Cover Sheet (AE-264000)

Humanities Initiatives: Community Colleges

PROJECT DIRECTOR

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Field of expertise: African American History

INSTITUTION

Harford Community College
Bel Air, MD 21015-1627

APPLICATION INFORMATION

Title: *Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland*

Grant period: From 2019-01-01 to 2021-12-31

Project field(s): African American Studies

Description of project: Harford Community College proposes a three-year project to engage students in humanities through primary research, oral history interviews, analysis of existing oral histories, and the development of a digital exhibition and mobile application on civil rights activities in Harford County. The project will deepen students' understanding of literary works and local and national history and will broaden community awareness of the role that Harford County played in the civil rights movement. The project will take place in three phases. Phase one will focus on faculty and staff training and development. During phase two, faculty will integrate readings, assignments, and activities into seven existing humanities courses and student activities, serving at least 450 students. Phase three will have faculty and students develop a digital exhibition and mobile application that will share student work and further community understanding of the civil rights movement in Harford County.

BUDGET

Outright Request	97,118.00	Cost Sharing	40,018.00
Matching Request	0.00	Total Budget	137,136.00
Total NEH	97,118.00		

GRANT ADMINISTRATOR

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Harford Community College
NEH Humanities Initiatives at Community Colleges Proposal for
Active Learning and Student Engagement in the Humanities:
Understanding the Civil Rights Movement in Harford County, Maryland

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2. Summary

Harford Community College proposes *Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland* a three-year project to engage students at Harford Community College (HCC) in the humanities through primary source research, oral history interviews, analysis of existing oral histories, and the development of a digital exhibition and mobile application on civil rights activities in Harford County, Maryland. The project will deepen students' understanding of literary works and local and national history and will broaden community awareness of the role that Harford County played in the Civil Rights Movement.

The project will take place in three phases over a three-year period. Phase one will focus on faculty and staff training and development. During phase two, participating faculty will integrate readings, assignments, and activities into seven existing humanities courses and extracurricular student activities, serving at least 450 students. In phase three, faculty and students will develop a digital exhibition and mobile application featuring primary sources, oral histories, and other materials that will share student work and further community understanding of the Civil Rights Movement in Harford County.

The project will be implemented by an interdisciplinary team led by historian James Karmel and including HCC professional staff from the Student Affairs Division and professors of English, history, and computer information systems. Two historians from University of Baltimore and Notre Dame of Maryland University will support the project. The project will engage the following community partners: Harford County Public Library, Havre de Grace Colored School Foundation, Historical Society of Harford County, Hosanna School Museum, Lillie Carroll Jackson Civil Rights Museum at Morgan State University, and Visit Harford.

HCC team members will share project results with colleagues both on and off campus. Team members will continue to use and share with colleagues what they learned from the project to incorporate innovative teaching methodologies into other humanities courses. HCC will debut the digital tools at a public event open to all HCC faculty, staff, and students and the entire Harford County community. Visit Harford will help promote the digital tools to residents and visitors. Team members will present their findings at regional and national conferences.

Formative and summative evaluations will be used to measure the project's success. HCC will closely track the following quantitative measures: number of students enrolled in each of the seven revised courses during years two and three; student grades in the seven revised courses, compared to grades for the same courses offered during the 2017-2018 academic year; number of declared English and history majors; number of students who transfer to four-year institutions for continuing humanities study; number of unique visitors to the digital exhibition; and number of users of the mobile application. Long-term success will be measured by increases in enrollment in humanities courses, the number of humanities majors, and continued utilization of innovative public and oral history curricular practices.

3. Narrative

Intellectual rationale: *Active Learning and Student Engagement in the Humanities:*

Understanding the Civil Rights Movement in Harford County, Maryland will engage students at Harford Community College (HCC) in the humanities through primary source research, oral history interviews, analysis of existing oral histories, and the development of a digital exhibition and mobile application that explore Harford County, Maryland's history and role in the national civil rights movement. The project will deepen students' understanding of literary works, local and national history, and the role that Harford County played in the civil rights movement.

Topic: Harford County, Maryland's location—25 miles northeast of Baltimore and immediately south of the Mason-Dixon Line—has ensured that it has served as a crossroads for important movements and events throughout American history. During the civil rights movement of the 1950s and 1960s, the county grappled with issues of national importance, including discrimination in public spaces and housing, school segregation, and more.

For instance, from 1954 to 1965, Harford County experienced a drawn-out period of school desegregation despite the Supreme Court's key 1954 and 1955 rulings that school segregation was unconstitutional and unequal. The county's desegregation advocates had substantial support from dedicated parents, local NAACP officials, and even Baltimore-based NAACP attorney Thurgood Marshall during an important 1958 case involving the county's Aberdeen High School.

In 1961, activists commonly known as the "Freedom Riders" targeted U.S. Route 40 between the Delaware Memorial Bridge in Delaware and Baltimore, which runs through the center of Harford County, for a campaign aimed at highlighting the still-segregated businesses, such as motels and restaurants, along the road. This campaign ultimately led the state of

Maryland to become the first state south of the Mason-Dixon Line to enact a civil rights bill. The Public Accommodations Act of 1963 barred racial discrimination in hotels and restaurants and was enacted approximately a year ahead of the federal Civil Rights Act.

Because the civil rights movement continues to resonate today, especially in relation to contemporary events and controversies nationally and in the Baltimore area, it is important for students and citizens to understand this history. Yet faculty members at HCC have observed that most HCC students and many residents of Harford County have minimal knowledge or understanding of the region's rich history, especially as it relates to the civil rights era. The proposed project will help fill this knowledge gap by incorporating narratives of local civil rights history into existing English and history courses; engaging students in hands-on, humanities-based learning activities; and promoting broader public engagement in the humanities through a digital exhibition and mobile application.

Intended audience: The proposed project will reach an audience of 450 to 500 HCC students taking general education core courses in English and history, including English Composition (English 101), English Composition and Literature (English 102), English Composition: Research Writing (English 109), Multicultural Literature (English 215), African-American Literature (English 233), United States History II (History 104), and African-American History (History 207). The project will also engage approximately 50 students who participate in HCC's existing programs serving at-risk and nontraditional students: the My College Success Network (MCSN) and Soar2Success (S2S) programs. Approximately 32 students enrolled in Introduction to Web Development (Computer Information Systems 217) will participate in project activities and engage with the project's humanities content.

The audience will also include five faculty members in the humanities and three MCSN

and S2S staff members. Finally, the project's digital products will serve individuals from the general public who are interested in the civil rights movement and/or Harford County history.

Improving the quality of the humanities at HCC: The project will connect humanities subject matter to student projects that are relevant for (1) understanding the history and culture of the community and (2) building 21st century digital skills. Through the project, HCC will expand the number of opportunities students have to engage in substantive humanities-based research and literary analysis and create resources with considerable value to the community.

Content and activities: The project will take place in three phases over a three-year period: (1) faculty and staff training and development; (2) integration of readings, assignments, and activities into seven existing humanities courses and extracurricular student activities; and (3) development and promotion of the digital products to the community, including dissemination of project results to professional and general audiences.

Phase one: During spring and summer 2019, the HCC project team will work closely with community partners and the external consultants to identify the humanities texts and resources with which the project will engage. These will include archival materials in partners' collections and existing oral histories related to the civil rights movement available digitally and physically at community partner sites. The project will focus more specifically on resources related to (1) the movement against segregated businesses along Route 40, (2) school desegregation, and (3) equality in housing availability and job opportunities. English faculty members will identify and refine the list of literary works to be adopted in English classes. (Please see the attached preliminary reading list for examples of the types of works that will be included.) As part of this process, the HCC faculty and staff team will visit a community partner site on a monthly basis to tour the facility, meet with reference librarians and curators, and gain

an understanding of the materials available for curricular and student use and how to access them. The team will develop a list of existing oral history recordings and transcripts that are currently available and identify individuals who would be good candidates for new oral history interviews to be completed by students during phase two. During phase one, Project Director James Karmel and external consultant Elizabeth M. Nix will lead a daylong workshop for the HCC faculty and staff team on conducting oral history and other public history activities with students. External consultant Jennifer Erdman will meet with participating faculty and give a lecture on the history of the civil rights movement in Harford County. Phase one will result in a comprehensive bibliography of available local resources on the civil rights movement and related literary works. The bibliography will ultimately be published as part of the digital exhibition during phase three.

Phase two: Throughout the 2019–2020 academic year, faculty from the HCC team will infuse the existing seven English and history courses with (1) sources and readings identified during phase one and (2) activities and assignments that provide hands-on opportunities for further exploring the civil rights movement in Harford County. Each course will be offered at least once during the year; some faculty scholars may teach more than one section. Faculty will ensure that all curricular activities correlate to HCC’s course and program learning goals. Course activities may include analysis of existing oral history recordings and transcripts, examination of primary source materials identified during phase one, literary reviews, recording of new oral history interviews conducted by HCC students, and/or field trips to community partner organizations for on-site research workshops. For example, Project Director James Karmel plans to have students in his African-American History course conduct oral history interviews with community members about their experiences during the civil rights era, including possibly

individuals who transitioned from segregated to desegregated schools and activists who participated in local protests. Students in identified classes will create humanities content to be included in the digital exhibition and mobile application.

The at-risk and nontraditional students in the MCSN and S2S programs receive personalized academic coaching and participate in biweekly meetings, community events, and other social and cultural activities that promote academic success and personal growth. MCSN and Soar2Success staff members will serve on the project team to coordinate participation among students involved in these programs. Students may participate in field trips to partner organizations, oral history interviews, research, on-campus events related to the project, and/or the development of the project's digital products. Topics for several of the groups' biweekly meetings during the 2019–2020 school year will revolve around the project encouraging students to engage in reflection about their understanding of the regional civil rights movement.

Phase three: During fall 2020, James Karmel will compile materials gathered during 2019–2020. During calendar year 2021, James Karmel and Mark Dencler from HCC's program in computer information systems will lead the HCC team and students in Dencler's Introduction to Web Development course to develop the digital exhibition and mobile application featuring primary resources, oral histories, and other materials identified and created during phases one and two. HCC will use the Curatescape platform to create the digital exhibition and mobile application. The digital products will include audio and video oral history recordings, primary sources, student work, a map of important Harford County civil rights sites, the comprehensive bibliography developed during phase one, and more. HCC and the project team will debut the digital exhibition at a community event held in fall 2021.

Project personnel: Dr. James Karmel, Professor of History, HCC. As project director,

Dr. Karmel will lead all project activities, including, but not limited to, supervision of personnel; budget oversight; collaboration with consultants and external organizations; design and development of digital products; and assessment and evaluation, including submission of reports to the NEH. Dr. Karmel, who holds a Ph.D. in history from the University of Buffalo, has been actively engaged as an educator and professional historian specializing in oral history and economic history since joining the HCC faculty in 1997. Among other accomplishments, Dr. Karmel led efforts to establish HCC's program in public history, completed two oral history projects commissioned by the Atlantic City Free Public Library, and guided students through an oral history project on the 1960s, which included discussions of the civil rights movement.

Dr. Elizabeth M. Nix, Associate Professor, Division of Legal, Ethical and Historical Studies, University of Baltimore. As an external consultant on the project, Dr. Nix will provide support to project faculty and staff on understanding the sources used for the project, the broader context of the civil rights movement in the greater Baltimore region, and the development of the digital exhibition. Dr. Nix was a member of the collaborative leadership team for University of Baltimore's award-winning Baltimore '68 project, which included conducting oral histories, developing a driving tour, hosting a community conference, and publishing an anthology.

Dr. Jennifer Erdman, Assistant Professor of History at the Notre Dame of Maryland University. Dr. Erdman will meet with and provide a lecture to project faculty and staff during phase one and will meet with participating faculty and students during phase two. Dr. Erdman holds an M.A. in history from Morgan State University and a Ph.D. in history from Howard University. Her M.A. thesis focused specifically on discrimination against African diplomats along Maryland Route 40.

HCC faculty members and professional staff: The project director will be joined on the

project team by Professor Michael Dixon from HCC's history program and the following faculty members from HCC's English program: Mark Brock-Cancillieri, Susan Muaddi-Durraj, and Colleen Webster. Faculty scholars will also include Professor Mark Dencler, from HCC's computer information science program. These faculty scholars will work with the project director, external consultants, and community partners to identify humanities resources, adapt them into course curricula, and mentor students working with sources. Three student support specialists from MCSN and Soar2Success will work with nontraditional and at-risk students to support these students' involvement in the project.

Community partners: The following community organizations will contribute to the proposed project by identifying and sharing resources, hosting visits from participating faculty and students, and helping to disseminate and publicize the project's digital resources: Harford County Public Library, Havre de Grace Colored School Foundation, Historical Society of Harford County, Hosanna School Museum, Lillie Carroll Jackson Civil Rights Museum at Morgan State University, and Visit Harford.

Institutional context: HCC is a 61-year old college that has historically served the civilian and military communities of Harford County, Maryland. In FY 2017, HCC had 8,992 credit students. Of that group, 29.5% identified as belonging to a minority group, far exceeding the approximately 16% reported for the county as a whole in the 2010 census. HCC maintains small class sizes, usually 30 or less and 20 or less in some writing-intensive courses, such as English classes.

The Humanities Division at HCC offers classes in communication studies, English, foreign languages, literature, religion, philosophy, and history; promotes critical listening, thinking, and reading skills; and fosters awareness of the human condition, morality, spirituality,

intellectualism, and empathy. The division employs approximately 15 full-time faculty members, most of whom teach required humanities courses. The humanities faculty includes novelists, playwrights, historians, poets, and developmental specialists with strong publication histories. During the 2016–2017 year, there were 143 declared majors in HCC’s degree programs in communication studies, English, philosophy, and history, and total enrollment for the Humanities Division was 6,354. The majority of students taking humanities courses at HCC do so to satisfy general education and general studies requirements. The library is a well-utilized resource for humanities students offering literature, films, and an extensive array of databases.

HCC and Project Director James Karmel have been involved in multiple previous activities related to the project topic. HCC has offered public history presentations on the civil rights movement and related topics. Upon the 50th anniversary of school desegregation (2015), Harford County Public Schools invited Dr. Karmel to produce a video based on oral history recordings that he and others had recently conducted. In 2012, for his course “The Stormy Sixties at Harford Community College,” Dr. Karmel engaged students in an oral history project that was presented in an online exhibition called *Harford Voices*. He also presented on the local civil rights movement and school desegregation at HCC in 2016.

HCC is widely recognized as a vital member of the Harford County community. The college has a strong history of collaborating with public, private, and nonprofit organizations throughout the county, including several of the community partners for the proposed project. For instance, HCC has partnered in recent years with the Hosanna School Museum on a project involving the development of public exhibitions with anthropology students. Additionally, HCC Public History students have regularly served as interns at the Historical Society of Harford County since 2013.

Follow-up and dissemination: The project will have a long-term impact on the HCC curriculum by providing professional development for humanities faculty on innovative practices for engaging students in the humanities. The project team expects that after the grant period the primary sources and oral history and other activities will continue to be used in the seven identified English and history courses; faculty members will continue to use what they learned from the project to incorporate innovative teaching methodologies into other humanities courses; and student surveys will demonstrate increased engagement and interest in the humanities. Beyond the grant period, the HCC Humanities Division expects to realize increases in enrollment in the selected courses and, ultimately, the number of majors in English and history.

HCC has agreed to assume the costs and responsibility for ongoing curation and maintenance of the project's digital exhibition and mobile application so that these valuable resources for understanding the civil rights movement in Harford County will be sustained into the future. Visit Harford, the county's destination marketing and tourism organization, has agreed to help publicize the website and mobile application to residents and visitors to the county. The project's community partners will also play an important role in publicizing the digital projects to their constituents and the broader public.

At the end of year three, the project director and faculty scholars will hold an event on the HCC campus open to all HCC faculty, staff, and students and to the broader Harford County community. Project team members and participating students will present project results, and the project's digital resources will be unveiled. Project team members will also make presentations at venues across the county in collaboration with the project's community partners. These may include a series of talks at the Harford County Public Library and/or Historical Society of Harford County or outreach presentations to students at local K–12 schools. Additionally, project

faculty will share curricular innovations and publicize the project's findings to peers through presentations at professional conferences, possibly to include those sponsored by the Community College Humanities Association, League of Innovation, American Association of Community Colleges, and/or Online Learning Consortium.

Evaluation: The project director will work closely with HCC's Institutional Research Office to conduct both formative and summative evaluations of the project. Pre- and post-surveys administered to participating faculty and students in the seven targeted courses will be used to measure the effectiveness of faculty development efforts, student engagement with the humanities, and understanding of the civil rights movement. HCC will track the following quantitative measures: (1) number of students enrolled in the seven revised courses; (2) student grades in the seven revised courses compared to grades for the same courses offered during the 2017–2018 academic year; (3) number of declared English and history majors; (4) number of students who transfer to four-year institutions for continuing humanities study; and (5) number of visitors to the digital exhibition; and number of users of the mobile application.

Formative evaluation will take place at the end of years one and two, with the HCC project team meeting at the end of each year to discuss project activities, survey results, and any necessary adjustments to project plans. At the conclusion of grant activities, the project director will work with the Institutional Research Office to compile and compare all data collected throughout all three years to prepare the summative evaluation.

Following conclusion of the grant period, HCC will continue to track the project's lasting impact, with longer-term success to be measured by increases in enrollment in humanities courses and the number of humanities majors and continued utilization of innovative public and oral history curricular practices.



Humanities Initiatives **BUDGET FORM**

OMB No 3136-0134
Expires 6/30/2021

Applicant Institution: *Harford Community College*

Project Director: *James Karmel*

Project Grant Period: *1/1/2019 - 12/31/2021*

Item	Computational Details/Notes	(notes)	Year 1	(notes)	Year 2	(notes)	Year 3	Project Total
1. Salaries & Wages: Name and Title <i>(Including stipends for faculty participants--for personnel <u>employed by applicant Institution</u>)</i>	Institutional base salary (IBS) for faculty or full-time equivalent (FTE) for non-faculty	% of IBS or FTE		% of IBS or FTE		% of IBS or FTE		
James Karmel, Professor of History (Project Director)	(b) (6) (academic year salary with projected cost of living increase of 2% annually in years 2 and 3)	15%	(b) (6)	15%	(b) (6)	15%	(b) (6)	(b) (6)

Compensation for 4 faculty scholars (Humanities Professor Colleen Webster; Humanities Associate Professor Susan Muaddi Darraj; Humanities Term Faculty Mark Brock-Cancellieri; Humanities Adjunct Professor Michael Dixon)	\$200/day x 4 x # of days	5 days	\$4,000	5.5 days	\$4,400	%		\$8,400
Computer Information Science Professor Mark Dencler	\$200/day					10 days	\$2,000	\$2,000
Jenny Jakulin, Student Support Specialist (MCSN and S2S)	(b) (6) (annual salary with projected cost of living increase of 2% annually in years 2 and 3)	2%	(b) (6)	2%	(b) (6)	2%		(b) (6)
Jennifer Myers-Smith, Student Support Specialist (MCSN and S2S)	(b) (6) (annual salary with projected cost of living increase of 2% annually in years 2 and 3)	2%	(b) (6)	2%	(b) (6)	%		(b) (6)
Sharoll Williams-Love, Student Support Specialist (MCSN and S2S)	(annual salary with projected cost of living increase of 2% annually in years 2 and 3)	2%	(b) (6)	2%	(b) (6)	%		(b) (6)
Total Salaries & Wages								\$52,987
2. Fringe Benefits								
James Karmel	Fringe rate = 33%		(b) (6)		(b) (6)		(b) (6)	(b) (6)
4 faculty scholars	Fringe rate = 33%		\$1,320		\$1,452			\$2,772
Mark Dencler	Fringe rate = 33%						(b) (6)	(b) (6)
Jenny Jakulin	Fringe rate = 33%		(b) (6)		(b) (6)			(b) (6)
Jennifer Myers-Smith	Fringe rate = 33%		(b) (6)		(b) (6)			(b) (6)

Sharoll Williams-Love, Student Support Specialist	Fringe rate = 33%		(b) (6)		(b) (6)			(b) (6)
Total Fringe								\$17,486
Total Salaries, Wages & Fringe								\$70,473
3. Consultant Fees and Honoraria (personnel <u>not employed</u> <u>by applicant Institution</u>)								
Elizabeth Nix, Assoc. Prof., U. of Baltimore	4 days @ \$500/day	2 days	\$1,000	2 days	\$1,000			\$2,000
Jennifer Erdman, Asst. Prof., Notre Dame of Maryland Univ.	2 days @ \$500/day	1 day	\$500	1 day	\$500			\$1,000
Total Consultant Fees								\$3,000
4. Travel (Include Project Directors' Meeting in Washington, DC)								
Project director travel to one- day NEH meeting	146 miles RT @ \$.545/mile = \$79.57 + one night lodging at \$253/night + \$69 per diem		\$402					\$402
Project director travel to Community College Humanities Association Conference	Est. \$150 for conference registration, \$500 for airfare, \$750 for meals and lodging						\$1,400	\$1,400
Project director travel to League of Innovation conference	Est. \$1,000 for conference registration, \$500 for airfare, \$750 for meals and lodging						\$2,250	\$2,250

Local travel by project participants from HCC to community partner sites	Please see below for details.		\$123		\$123			\$246
Total Travel								\$4,298
5. Supplies & Materials								
Est. copying and printing of classroom materials and project flyers			\$200		\$500		\$500	\$1,200
Total Supplies & Materials								\$1,200
6. Services								
Curatescape	Standard fee for Curatescape website and apps for two years. Includes setup, branding, Omeka and native app software updates, training, support, and deployment of the apps to the iOS and Android app stores. (https://curatescape.org/about/pricing/)						\$10,000	\$10,000
Total Services								\$10,000
7. Other Costs								
Fall 2021 launch event for digital products	Invitation design, marketing (electronic and print), postage, etc.						\$1,100	\$1,100
Total Other								\$1,100
7a. Total Direct Costs (the sum of items 1–7)			\$27,405		\$28,287		\$34,379	\$90,071
8. Indirect Costs			\$0		\$0		\$0	\$0

	10% of salary, wages, and fringe								\$7,047
9. Total Project Costs (the sum of items 8 and 9—Direct and Indirect Costs—for the entire project)									\$97,118
10. Project Funding		a. Requested from NEH						\$0	
								\$0	
				TOTAL REQUESTED FROM NEH:				\$97,118	
		b. Voluntary Cost Sharing							
				Applicant's Contributions*:				\$40,018	
				Third-Party Contributions:				\$0	
Project Income:				\$0					
				TOTAL COST SHARING:				\$40,018	
11. Total Project Funding									\$137,136

* HCC contribution includes 10% of Dr. Karmel's 3-year average salary: (b) (6) + 45.3% of salary/wages/fringe (55.3% of negotiated indirect rate -10% indirect rate taken): (b) (6)

Local Travel Detail:

***HCC to HCPL/Bel Air branch, 100 E. Pennsylvania, Bel Air = 9 miles = \$4.91

***HCC to HSHC, 143 N. Main Street, Bel Air = 9 miles = \$4.91 (split between phases one and two)

***HCC to Lillie Mae Carrol Jackson Museum, 1320 Eutaw Place, Baltimore = 74 miles plus tolls = \$45

***HCC to Hosanna School Museum, 2424 Castleton Road, Darlington = 23 miles = \$12.54

***HCC to Havre de Grace Colored School, 555 Alliance Street, Havre de Grace = 26 miles = \$14.17

Total = \$81.53 X 3 trips each = \$245

Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland

Harford Community College

Plan of Work / Schedule of Activities

Phase one: January–July 2019

- The project team conducts monthly visits to community partner sites to tour facilities, meet with reference librarians and curators, and identify local history resources for the project.
- English faculty members identify literature resources for the project bibliography.
- In April or May 2019, Project Director James Karmel and external consultant Elizabeth M. Nix lead a daylong workshop for the HCC faculty and staff team on conducting oral history and other public history activities with students.
- External scholar Dr. Jennifer Erdman meets with participating faculty scholars to discuss the history of the civil rights movement in Harford County.
- Project director compiles comprehensive bibliography of available local resources on the civil rights movement and related literary works.
- MCSN and Soar2Success staff participate in project activities.

Phase two: 2019–2020 academic year

- Participating faculty revise the sections of the following seven selected English and history courses that they teach. They infuse the following courses with sources and readings identified during phase one and activities and assignments that provide hands-on opportunities for further exploring the civil rights movement in Harford County:
 - Mark Brock-Cancillieri: English Composition (English 101)
 - Mark Brock-Cancillieri: English Composition and Literature (English 102),
 - Mark Brock-Cancillieri: English Composition: Research Writing (English 109),
 - Colleen Webster: Multicultural Literature (English 215),
 - Susan Muaddi-Durraj: African-American Literature (English 233),
 - Michael Dixon: United States History II (History 104),
 - James Karmel: United States History II (History 104), and
 - James Karmel: African-American History (History 207).
- Each of the courses selected for this project is offered every year, and some are offered in both fall and spring semesters. Scheduling at HCC is done on a semester-by-semester basis. Scheduling for fall 2019 begins in late 2018. HCC is fully committed to offering all of the revised courses at least once during 2019–2020; some courses will likely be taught twice by participating faculty scholars.
- External scholars Dr. Nix and Dr. Erdman meet students and faculty to discuss the civil rights era in Maryland and production of a digital exhibition.
- Project team meets monthly to discuss progress, share successes, and make any necessary course corrections.
- As part of their course work in the selected courses, students interpret existing oral history interviews, research and examine primary sources available through community

partners, and conduct new oral history interviews with community members about their experiences during the civil rights movement.

- Students in some courses take field trips to community partner organizations for on-site research workshops.
- Each course creates humanities content to be included in the digital exhibition and mobile application.
- Students participating in the My College Success Network and Soar2Success engage in project activities, including, but not limited to, research; field trips to partner organizations; oral history interviews; on-campus events related to the project; and/or the development of the project's digital products.

Phase three: Fall 2020–December 2021

Fall 2020

- James Karmel compiles the humanities content created by students in each of the courses taught during 2019–2020. This includes primary sources, oral history interviews, and other materials. He reviews materials for accuracy and prepares them for presentation.
- James Karmel begins preliminary discussions with staff members at Cleveland State University's Center for Public History and Digital Humanities, developers of Curatescape, regarding the digital exhibition and mobile application.
- The project team meets every other month to discuss project successes, challenges, and plans for the digital exhibition and mobile application.
- Students participating in the My College Success Network and Soar2Success continue to engage in the project.

Calendar year 2021

- James Karmel works with the staff at Cleveland State University's Center for Public History and Digital Humanities to develop the digital exhibition and mobile application.
- Mark Dencler works with students in HCC's program in computer information systems to support development of the digital exhibition using the Curatescape platform.
- James Karmel and other project team members begin work on presentations for dissemination to professional and regional communities.
- HCC launches the digital exhibition in September/October 2021.
- HCC hosts a public launch event with presentations by participating students and members of the project team in fall 2021.
- Project team members make presentations to community partners and professional organizations to disseminate project outcomes.
- Participating faculty give outreach presentations to students at local K–12 schools.
- The project director and participating faculty conduct an analysis of project impacts on continued humanities engagement of participating students, retention at HCC, and degree completion and/or successful transfer to four-year institutions.

Activities beyond the end of the grant period:

- Project faculty members provide a series of talks at the Harford County Public Library and/or Historical Society of Harford County.

- Participating faculty conduct continued outreach to local K–12 schools.
- Project faculty members provide a series of talks at the Harford County Public Library and/or Historical Society of Harford County.
- Project faculty share curricular innovations and publicize the project’s findings to peers through presentations at professional conferences.
- James Karmel and Mark Dencler lead curation and maintenance of the digital products.
- HCC conducts continued analysis of project impacts on continued humanities engagement of participating students, retention at HCC, degree completion, and/or successful transfer to four-year institutions.

Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland

Harford Community College

Preliminary List of Project Literature & Primary Source Collections

Baltimore's Civil Rights Heritage: Looking for Landmarks from the Movement.

<https://baltimoreheritage.github.io/civil-rights-heritage/about/> [accessed 25 June 2018].

Baum, Howell S. *Brown in Baltimore: School Desegregation and the Limits of Liberalism*. (2010).

Branch, Taylor. *Parting the Waters: America in the King Years, 1954 to 1963*. (1988).

Brooks, Gwendolyn. "We Real Cool." (1959).

Deering, Mary Jo., "Oral History and School Integration: A Case Study. *The Oral History Review*. Vol. 7. 1979, pp. 27–41.

Digital Library of Georgia. *Civil Rights Digital Library*. <http://crdl.usg.edu/> [accessed 25 June 2018].

Dixon, Mike. "Freedom Riders Arrive on Route 40 in Northeastern MD as CORE Works to Integrate Route 40," *Windows on Cecil County's Past*.

<https://cecilcounty.wordpress.com/2013/08/01/at-height-of-cold-war-white-house-worries-about-route-40-as-freedom-riders-arrive/> [accessed 25 June 2018].

Douglass, Frederick. *A Narrative of the Life of Frederick Douglass, an American Slave*.

Drone, Janell. "Desegregation and Effective School Leadership: Tracking Success, 1954–1980." *The Journal of African-American History*. 90(4). Autumn 2005, pp. 410–421.

Eagles, Charles W. *The Civil Rights Movement in America*. (1986).

Ellison, Ralph, "Battle Royal." (1952).

Fairclough, Adam. "The Costs of *Brown*: Black Teachers and School Integration." *Journal of American History*. 91(1). June 2004, pp. 43–55.

Lorraine Hansberry, *A Raisin in the Sun*. (1959).

Harper, Frances, *Forest Leaves*. (1845).

Horn, Teena F., Huffman, Alan A., Jones, J. G., eds. *Lines Were Drawn: Remembering Court-Ordered Integration at a Mississippi High School*. (2016).

Hughes, Langston. "Harlem." (1951).

Kentucky Historical Society. *Kentucky Civil Rights Oral History Project*.
<http://passtheword.ky.gov/collection/civil-rights-movement-kentucky-oral-history-project>
 [accessed 25 June 2018].

Kohn, Howard. *We Had a Dream: A Tale of the Struggles for Integration in America*. (1998).

Leidholdt, Alexander. *Standing before the Shouting Mob: Lenoir Chambers and Virginia's Massive Resistance to School Integration*. (1997).

Library of Congress. *Voices of Civil Rights*. <http://www.loc.gov/exhibits/civilrights/index.html>.
 [accessed 25 June 2018].

Pettit, A. Dwight. *Under Color of Law: The Story of an American Family*. (2013).

Quarles, Benjamin. *Blacks on John Brown*. (1972).

Rossell, Christine H. "The Effect of School Integration on Community Integration." *The Journal of Education*. 160(2). May 1978, pp. 46–62.

Smith, C. Fraser. *Here Lies Jim Crow: Civil Rights in Maryland*. (2008).

Spicer, Patrick. "Decade of Delay: The Desegregation of Harford County Public Schools Part 1, *Harford Historical Bulletin*, #107, Winter/Spring 2007.

Spicer, Patrick. "Decade of Delay: The Desegregation of Harford County Public Schools Part 2, *Harford Historical Bulletin* #107, Winter/Spring 2008.

Taylor, Clarence. "Conservative and Liberal Opposition to the New York City School-Integration Campaign." Taylor, Clarence, ed. *Civil Rights in New York City: From World War II to the Giuliani Era* (2011).

Toomer, Jean. "Unsuspecting."

Wilson, August. *Fences*. (1987).

James R. Karmel, Ph.D.

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Education

Ph.D. in History, University at Buffalo (State University of New York), 1999

Dissertation: *Banking on the People: Banks, Politics and Market Evolution in Early National Pennsylvania, 1781-1824*

M.A. in History, University at Buffalo, 1991

Secondary Social Studies Certificate, Buffalo State College (State University of New York), 1991

B.S. in History, The College at Brockport (State University of New York), 1988

Bronx Science and New York State Regents Diploma, The Bronx High School of Science, 1984

Professional Experience

HARFORD COMMUNITY COLLEGE, Bel Air, MD, June 2018-present

Department Coordinator, Humanities (.5FTE)

Support students and faculty in History, Philosophy and Communication Studies. Mentor adjunct faculty and new full-time faculty. Hire and evaluate adjunct faculty. Schedule classes. Review and provide suggestions on class syllabi, materials, technology applications, activities, and learning assessment. Facilitate innovative and effective instruction across the department.

HARFORD COMMUNITY COLLEGE (HCC), Bel Air, MD, 1997-present

Professor of History (2012-Present)

Associate Professor of History (2003-2012)

Assistant Professor of History (1997-2003)

Teach diverse History classes in face-to-face, online and hybrid delivery modes. Advise History students. Conduct course, program and General Education student learning assessment/reassessment. Developed History major option in Public History. Presented on instruction and research on various historical topics to the HCC population and greater community. Created and revised History curriculum to optimize instructional delivery. Pioneered online History classes at HCC and the state of Maryland. Placed and mentored Public History students in internships with regional history organizations. Mentored and observed adjunct History instructors to identify continuous improvements. Developed and maintain articulation agreements. Developed and teach introductory class on casinos for the Business Administration program. Advise the Dean for Behavioral and Social Sciences on History budget. Provide campus leadership on Open Educational Resources (OERs).

HARFORD COMMUNITY COLLEGE (HCC), Bel Air, MD, August-December 2016

Interim Dean for Behavioral and Social Sciences

Served as divisional dean for mid-sized community college with a 9K credit student population. Maximized staff productivity by evaluating instruction for full-time and adjunct faculty members. Collaborated with students, faculty and staff to resolve diverse student issues and participate in strategic planning for Academic Affairs. Represented the division in the academic leadership group. Worked with Student Affairs staff to strategize and improve student enrollment, retention and advisory services. Co-managed the division budget.

Professional Leadership Positions & Activities

Director, 60th Anniversary Oral History Project, Harford Community College, 2017

Participant, MarylandOnline Leadership Institute (MOLLI) 2017

Participant, Middle States Commission on Higher Education (MSCHE) workshop: "Using the Interregional Guidelines for Evaluation of Distance Education for Program and Accreditation Review," 2017

Participant, Symposium on Civic Education, University System of Maryland, 2017

Lead History Faculty, Harford Community College, 2009-Present

Chair, Data Task Force, Distance Learning Committee (DLC), Harford Community College, 2016-Present

Participant, "Integrated Strategic Planning and Resource Allocation" workshop, Academic Impressions, 2016

Co-Chair, Periodic Review Report for Middle States Commission on Higher Education, Harford Community College, 2015-Present

Chair, Education Committee of the Oral History Association, 2014-present

Co-Chair, Distance Learning Committee, Harford Community College, 2015-2016 (founding committee member, committee member, 2013-present)

History Group Leader, Maryland common course initiative for a community college History class, 2015

Director, Oral history workshop for high school teachers, Harford County Public Schools, 2014

Lead Scholar, "Let's Talk About It: Making Sense of the American Civil War," via grant received from the National Endowment for Humanities (NEH) and American Library Association (ALA) (Hays-Heighe House of Harford Community College), 2012

Division Representative, Faculty Advisory Council, Harford Community College, 2011-2013 (also member of Faculty Constitution task force)

Co-Chair, Standard 10 (Faculty) team, Self-Study for MSCHE reaccreditation (also member of Steering Committee), Harford Community College, 2010-2012

Chair, Search Committee, tenure-track History faculty position, 2010

Chair, History Program Review, Harford Community College, 2007-2008

Program Coordinator for History, Harford Community College, 2005-2007 (volunteer)

Co-Chair, Periodic Review Report, Harford Community College, 2005-2007

Organizer, Vietnam Veterans Panel, Harford Community College (in conjunction with installation of traveling Vietnam Wall memorial on HCC campus), funded by College Life & Wellness Mini-grant program, 2003

Co-Coordinator, "Fact, Fiction, Film" Series for "Liberal Learning" initiative, Harford Community College, for programming on The Grapes of Wrath and 1984, 2003-2004

Alternate Faculty Member, College Advisory Council, Harford Community College, 2003-2004

Member, Faculty Council, Harford Community College, 2001-2002

Lead Writer (select chapters), Self-Study, Harford Community College, 2001-2002

Chair, Technology Committee, Harford Community College, 1999-2000

Chair, Internet Task Force, Harford Community College, 1998-1999

Co-Chair, The Milton Plesur Memorial History Conference [graduate student conference], University at Buffalo, 1993

Grants, Special Projects & Awards

Summer Scholar, National Endowment for Humanities (NEH) Summer Institute: "The Visual Culture of the Civil War and its Aftermath," The Graduate Center, City University of New York (CUNY), 2016

Recipient: Harford Foundation grant for research, oral history and a digital exhibition: "Casinos and Community in Maryland," 2015

Award: Recognition of Scholarly and Creative Publications, Harford Community College, 2015 (for "Harford Voices" digital oral history exhibition)

Digital Humanities concept proposal for HCC: sabbatical project, 2014

Project Director, "Harford Voices: A Digital Oral History Exhibition:" <http://harfordvoices.org>, 2013-Present

Co-Recipient, Harford Foundation grant: "Harford History & Culture: Digital Student Projects," 2012
Award: Recognition of Scholarly and Creative Publications, Harford Community College, 2010 (for Gambling on the American Dream: Atlantic City and the Casino Era)
Quality Matters certification for United States History I online course, 2008
Project Director, Atlantic City Project- oral history project housed in the Heston Room of the Atlantic City Free Public Library as the "Dr. James R. Karmel Atlantic City Project Oral History Interviews," 2001-2005
Research Grant, New Jersey Historical Commission, 2005 (for the Atlantic City Project)
National Park Service – Underground Rail Road Project & Harford County: research project with US History students, 2004
New Initiatives Grant, Harford Community College, 2002-2005 (for the Atlantic City Project)
Co-Director: "Learn and Earn" panel discussion with faculty and employers on liberal education and employment, funded by Harford Community College's Life and Wellness Mini-grant program, 2003
Project Director, Harford History Project, oral history project conducted with residents of Harford County, Maryland, 2001-2003, Harford Foundation grant recipient
Faculty Mentor, Beacon Scholars Conference, Rockland Community College [for Harford Community College student winner in History category], 2000
Co-Director: E-mail Pilot Project (using VAX Mail), data collected, analyzed & presented (using e-mail with students), Harford Community College, 1998
Workshop Design/Direction: Utilizing primary sources (for secondary social studies teachers), Harrisburg School District and Lancaster-Lebanon Intermediate unit, Pennsylvania, 1993

Professional Service

Harford Community College: participant, SAFE Zone training, 2017
 Harford Community College, member, staffing work group for Center for Excellence in Teaching and Learning (CETL), 2016-2017
 Harford Community College: member, Behavioral and Social Sciences Divisional Assessment Team (DAT) for TK-20 learning assessment application, 2016-2017
 Harford Community College, participant, Open Educational Resources teaching circle (OERs), 2016-present
 Harford Community College: member, Advisory Committee, CETL, 2015-present
 Harford Community College: member, Search Committee for Director for eLearning and Instructional Resources, 2015
 Oral History Association: Member, Scholarship Committee, 2013-2014
 Harford Community College: panelist, panel discussion on guns and gun control legislation, 2013
 Harford Community College: organizer and panelist on change in the Middle East faculty-student forum, 2011
 Harford Community College: Hays-Heighe House Advisory Committee, 2010-2012
 Harford Community College: Behavioral & Social Sciences Team Captain, Walk-a-Thon, 2010
 Harford Community College: member, Institutional Review Board (IRB), 2009-present
 Harford Community College: member, Search Committee for Vice President for Instruction, 2009
 Harford Community College: member, Curriculum Work Group, 2007-2010
 Harford Community College: member, Search Committee for Dean of Behavioral and Social Sciences, 2007
 Harford Community College: Faculty Adviser, History Club, 2006-2008
 Harford Community College: Hays-Heighe House Planning Committee, 2007-2008
 Harford Community College: Peer Mentor Group member for two tenure-track faculty, 2007-2011 (est.)
 Harford Community College: panelist, author's panel discussion, 2008
 Harford Community College: panelist, Hip-Hop discussion forum, 2007
 Harford Community College: member, Search Committee for Chief Information Technology Officer, 2004
 Harford Community College: member, Technology Committee, 1998-2001
 Harford Community College: member, Ad Hoc Committee on Faculty Constitution, 2001
 Harford Community College: HCC representative for Beacon Scholars conference, 2001
 Harford Community College: member, Faculty advisory group for HCC Peace and Conflict Institute, 1997-2001
 Harford Community College: member, Search Committee for Learning Support Specialist, 2000

Harford Community College: member, Search Committee for Academic Advisor, 2000
 Harford Community College: Faculty volunteer, Supplemental Instruction program, 1999-2000
 Harford Community College: member, Search Committee for Economics Professor, 1999
 Harford Community College: member, Search Committee for Reference Librarian, 1998
 Harford Community College: building representative for Harford Foundation, 1998
 Harford Community College: faculty participant, panel discussion the film "Amistad"
 Harford Community College: faculty volunteer, Student Orientation, 1997 & 1998
 Harford Community College: volunteer, Communication Skills Center, 1997-1998
 Harford Community College: resource person for Faculty Library workshop, 1997
 The Harrisburg Academy: Chair, Middle States Evaluation Technology Committee, 1995
 Harrisburg Area Community College: member, Curriculum and Instruction Committee of Faculty Council), 1993-1994
 Harrisburg Area Community College: volunteer, Educational Quality Team project, 1994
 Harrisburg Area Community College: member, Subcommittee on Bibliographic Instruction, 1993-1994
 University at Buffalo: History Department-alternate member-Graduate Student Association Senate, 1992
 The College at Brockport: member, Phi Alpha Theta chapter (History Honors Society), 1988

Publications

Article: "Developing public history at a community college," *History@Work*, 11 June 2012, <http://publichistorycommons.org/author/james-karmel>
Entries: *Facts on File Library of American History: Encyclopedia of Revolutionary America, Volume I* (2010)
Book Review: Clyde A. Haulman, *Virginia and the Panic of 1819: The First Great Depression and the Commonwealth* for EH.net (website of the Economic History Association), June 2009
Article: "Maryland Outlook...", *Michael Pollack's Gaming Industry Observer* 13(18), 28 November 2008
Book: *Gambling on the American Dream: Atlantic City and the Casino Era* (London: Pickering & Chatto), 2008
Article: "View from Maryland," *Michael Pollack's Gaming Industry Observer* 12(19), 3 December, 2007
Book Review: Robert E. Wright, *The First Wall Street: Chestnut Street, Philadelphia, and the Birth of American Finance for The Pennsylvania Magazine for History and Biography*, Vol. 31, January 2007
Article: "The Market Moment: Banking and Politics in Jeffersonian Pennsylvania, 1810-1815," *Pennsylvania History* 70(1), Winter 2003
Article: "Teaching a Web-based History Course," *Innovations Abstract* [a NISOD publication] 25(19), September 19, 2003
Book Review: H-Reviews: "Historians Speak Out," book review of Roger Adelson, ed., *Speaking of History: Conversations with Historians*, H-Review, April, 1998: <http://www.h-net.org/reviews/showrev.php?id=1876>

Professional Papers & Presentations, 2002-2018

Presentation: "Making Data Informed Decisions," Harford Community College, March 2018
Poster presenter, "Oral History for Digital Exhibitions," 7X7X7 Faculty Showcase, Center for Excellence in Teaching and Learning (CETL) of Harford Community College, April 2017
Panelist, "Proven Strategies for Working with Difficult Students in the Online Environment," roundtable discussion, Harford Community College, February 2017
Presentation/Discussant: "Learning by Doing: A Multidisciplinary Roundtable Discussion on Engaging Community College Students in Research Early in their Academic Careers," Association for the Advancement of Community College Teaching (AFACCT), Harford Community College, January 2017
Co-Presentation: "Hamilton: Fact or Fiction?" Harford Community College, October/December 2016
Presentation: "School Desegregation and Civil Rights in Harford County," March 2016
Paper/Presentation, "Oral History and Casinos: Experience, Opportunity and Reflection," XIX International Oral History Congress, Bangalore, India, June 2016

Presentation: "Beyond the Interview: Oral History Education for the 21st Century," Oral History Association Annual Meeting, Tampa Bay, Florida, October 2015

Presentation: "Oral History 101" Edward Shenk Lecture, Havre de Grace, MD, February 2015

Presentation: "Achieving Emancipation: Slavery & Freedom in Maryland During the Civil War," Faces of Freedom project, Hays-Heighe House of Harford Community College, April 2014 [supported by the Maryland Humanities Council]

Paper/Presentation: "Casino Memory: Oral History, Travel and Migration in a Casino Culture," Finnish Oral History Network symposium, Helsinki, Finland, November 2014

Panel Moderator, Mid-Atlantic Gaming, East Coast Gaming Congress, Atlantic City, New Jersey, May 2014

Presentation: "Gambling in Maryland: What to Know," Northeast Maryland Technology Council, Hollywood Casino, Perryville, Maryland, 2013

Panelist: "The Transformational Power of Oral History to Invigorate Public Education," Oral History Association Annual Meeting, Oklahoma City, OK, October 2013

Presentation: "Reaching In, Reaching Out: Thoughts on Teaching and Student Success," Keynote address, Annual Faculty Luncheon, Harford Community College, August 2013

Presentation: "Yes ma'am, I'd rather be free....give me freedom all the time," Stories of Emancipation During the Civil War," Hayes-Heighe House of Harford Community College, April 2013

Paper/Presentation: "Understanding Narrators, Understanding Ourselves: Teaching Oral History in a Military Community," XVII International Oral History Congress, Buenos Aires, Argentina September 2012

Paper/Presentation: "Oral History and the Undergraduate Experience" European Social Science and Humanities Association meeting, Glasgow, Scotland, April 2012

Paper/Presentation: "Military History and Self-Identity: Veterans, Student Oral Historians and Meaningful Oral History," Oral History Association Annual Meeting, Cleveland, Ohio, October 2012

Paper/Presentation: "Loss and Resilience in the Marketplace: Oral History Illuminates Economic Collapse, Recovery and Change," Oral History Association Annual Meeting, Denver, Colorado, October 2011

Presentation, "Ten Years Later, Understanding 9-11," Harford Community College, September 2011

Paper/Presentation: "Oral History and Economic Crisis: Personal and Collective Experiences," XVI International Oral History Congress, Prague, Czech Republic, July 2010

Presentation: "The Research-Student Learning Nexus and the Community College" Association for the AFACCT conference, College of Southern Maryland, La Plata, Maryland, January 2010

Presentation: "Casino Gaming in Maryland and the Mid-Atlantic Region: Past, Present, Future," Harford Community College Professional Development Day, August 2009

Presentation: "The Hays-Heighe House and HCC History," Harford Community College Professional Development Day, August 2009

Presentation: "The Seminoles' Battle for Table Games: Implications for Florida and Indian Gaming," 14th International Conference on Gambling and Risk Taking, Lake Tahoe, Nevada, 2009

Presentation: "But Why Is This Meaningful? Voices, Values and Visions of the Atlantic City Casino Era," Oral History Association Annual Meeting, Pittsburgh, Pennsylvania, October 2008

Presentation: "Faculty Research and Student Learning: A Winning Combination," Harford Community College Professional Development Day, August 2008

Paper/Presentation: "Oral History and the Marketplace: Business, Memory and Meaning in Commercial Culture," XV International Oral History Congress, Guadalajara, Mexico, September 2008

Presentation: "Casino Nation: Harrah's Atlantic City and Success in the American Casino Era," 7th European Conference on Gambling Studies and Policy Issues, Nova Gorica, Slovenia, July 2008

Paper/Presentation: "Keeping the Lights On: Change and Continuity in Atlantic City's Casino Era, 1974-2005," XIV International Oral History Congress, Sydney, Australia, July 2006

Paper/Presentation: "The Casino's Hidden Communities: Opportunity, Hope and Reality for Immigrants in Atlantic City, New Jersey, 1980-2005," Oral History Association Annual Meeting, Providence, Rhode Island, November 2005

Paper/presentation: "The Immigrant Experience, Market Opportunity and Globalization: Life and Culture in a Casino Community," XIII International Oral History Congress, Rome, Italy, June 2004

Paper/Presentation: "Creating American Lives: Immigrants in the Atlantic City Casino Community," International Conference on Gambling and Risk Taking in Vancouver, British Columbia, 2003

Presentation: "Not all Bunk: History and the Role of History Educators in Contemporary Perspective," AFACCT, Harford Community College, Bel Air, Maryland, January 2002

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Elizabeth M. Nix, Ph.D.

Education

Boston University, Boston, Massachusetts

Ph.D. 1996, M.A. 1991 American and New England Studies

Yale University, New Haven, Connecticut

B.A. *magna cum laude*, 1987

Experience

Chair, Division of Legal, Ethical and Historical Studies, 2017-present

Associate Professor, University of Baltimore, 2016-Present

Assistant Professor, University of Baltimore, 2010-2016

Visiting Assistant Professor, University of Baltimore, 2003-2010

Director of the Helen P. Denit Honors Program 2014-2017

Associate Director of the Helen P. Denit Honors Program 2013-2014

Awards

President's Faculty Award, University of Baltimore, 2016

Joseph L. Arnold Prize for Outstanding Writing on Baltimore History in 2009

awarded to "Pivot in Perception: The Impact of the 1968 Riots on Three Baltimore Business Districts," (co-authored with Deborah R. Weiner).

National Council on Public History, Outstanding Project Award in 2009 awarded to steering committee of *Baltimore '68*.

American Association of State and Local History, Award of Merit and WOW Award in 2009 awarded to steering committee for *Baltimore '68*.

Publication/Scholarship

Co-Authored Book

Introduction to Public History: Interpreting the Past/Engaging the Public.

Rowman and Littlefield, March, 2017. Co-author with Cherstin Lyon and Rebecca Shrum.

Edited Book

Baltimore '68: Riots and Rebirth in an American City. Philadelphia: Temple University Press, 2011. Co-editor with Jessica Elfenbein and Tom Hollowak.

Chapters in Anthologies

"Community Empowerment and Urban Communes in Baltimore in the 1970s: Baltimore's Radical Feminists," co-written with Jodi-Kelber Kaye and April Householder, in *Baltimore Revisited*, forthcoming from Rutgers University Press.

"Sweat Equity: The Physical Education Program at the Bryn Mawr School for Girls" *Baltimore Sports*. University of Arkansas Press, 2016.

"Pivot in Perception: The Impact of the 1968 Riots on Three Baltimore Business Districts," co-authored with Deborah Weiner, in *Baltimore '68: Riots and Rebirth in an American City*, 2011.

Invited Peer-Reviewed Think Pieces

Washington Post, "The Myth About the Aftermath of Martin Luther King's Assassination," April 5, 2018.

TIME Magazine, "Lessons from Baltimore '68: How History Can Heal a Harmed City," April 28, 2015

Oral History Projects

Baltimore '68 www.ubalt.edu/baltimore68

People's Community Health Center cdm16352.contentdm.oclc.org/cdm/landingpage/collection/p16352coll14.

Selected Peer Reviewed Presentations

"We Were Building a Revolution: Lessons from Baltimore's Feminist Collectives in the 1970s," National Women's Studies Association Panel, Baltimore, Maryland November 18, 2017.

"Community Retrospective, 1968 Riots." National Council on Public History, National Conference, Providence, Rhode Island, April 2009.

Baltimore '68 Website. Oral History Association, National Conference. Digital Showcase. October 2008

"A Teachable Moment: Baltimore '68: Riots and Rebirth." Organization of American Historians, National Conference, New York, New York. March 200

Community Service

Founder, Southwest Baltimore Charter School, 2004-present.

Commissioner, Commission on Historical and Architectural Preservation, 2014-present, The City of Baltimore. After being appointed by the mayor approved by the Baltimore City Council, represent Baltimore City Historical Society as the commission makes development decisions.

Aspen Institute Baltimore Racial Equity Group, 2017-present.

Special Commission on Confederate Monuments, 2015-2016

Curriculum Vitae

Jennifer L. Erdman

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CURRENT POSITION

Assistant Professor, History and Political Science Department, Notre Dame of Maryland University

EDUCATIONAL BACKGROUND

Ph.D. United States History, Howard University, August 2015, graduation date December 2015

Areas of Concentration: 20th Century American History

Dissertation Title: “Diplomacy, American Style: Discrimination Against Non-White Diplomats During the 1950s and 1960s and the Effect on the Cold War.”

Advisor: Dr. Edna Greene Medford

M.A.: United States History, Morgan State University, 2007

B.S.: History, Villa Julie College, 2005

TEACHING EXPERIENCE

Assistant Professor, Notre Dame of Maryland University, 2017-Present

Adjunct Professor, Stevenson University, 2012-2017

Adjunct Instructor, Stevenson University, 2007-2012

Adjunct Instructor, Harford Community College, 2009-2017

Museum Educator, Baltimore Museum of Industry, 2007-2009

SERVICE TO NOTRE DAME OF MARYLAND UNIVERSITY

Coordinator, History Events

Independent Reading, Museum Studies

Member, Library Committee, Fall 2017

Member, Lumina Foundation Committee, Spring 2018

Member, The Maryland International Education Consortium, Summer 2018

SERVICE TO PUBLIC HISTORY DEPARTMENT OF STEVENSON UNIVERSITY

Member, Committee for Five Year Program Review, 2014

Member, Curriculum Committee, 2014

Coordinator/Chaperone for Department Trips

Faculty Advisor, History Department Podcast, 2015

Creator and Coordinator, Public History Department Movie Night, 2012-2017

SERVICE TO COLLEGE OF HUMANITIES AND SOCIAL SCIENCES OF STEVENSON UNIVERSITY

Chaperone, Inaugural South African Trip, Summer 2011

Committee Member, Bee Green Committee, 2012-2017

Facilitator, Public History contribution to Bee Green Day, 2012-2017

MEDIA INTERVIEWS

“US 40 Backdropped Civil Rights Era,” *The Baltimore Sun*, August 10, 2014

FIELDS OF INTEREST

Cold War

Civil Rights

20th Century American History

Women’s History

Maryland History

African American History

LGBTQ History

COMMUNITY SERVICE

Consultant, Thomas Point Lighthouse

Judge, American Legion High School Oratorical Contest: 2013, 2015, 2016, 2017

COLLEEN M. WEBSTER**(b) (6)**

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EDUCATION

ABD English, University of Delaware, Newark, Delaware.
 Completed all classes, exams and translations.
 Dissertation: Muriel Rukeyser and Her Influence on
 Contemporary Poets—incomplete. January 1992

M.A. English, University of Delaware, Newark, Delaware.
 Concentration in theory, writing, women's studies.
 May 1989.

B.A. English major, Communication Arts minor, Secondary
 Education minor, College of Notre Dame of MD
 Baltimore, Maryland. Magna Cum Laude. May 1987.

TEACHING EXPERIENCE

Full Professor **Harford Community College**, Bel Air, MD.

Teaching Ecology-based Freshmen Composition, Introduction to Environmental Literature, Creative Writing, Advanced Poetry Multicultural Literature and American Women's Writing to traditional age and adult students on both day and evening schedules. Tenured. Fall 1994 to present.

Adjunct Faculty **College of Notre Dame of Maryland.** Taught 200 level Contemporary American Literature course, two sections to adult students on Weekend College schedule, Summer 1993, Summer 1994, Fall 1994. Taught 200 level American Women Writers course to students on Continuing Education schedule, Spring 1994. Taught 300 level Business Writing course to adult students on Weekend College schedule, Spring 1993. Taught introductory writing course, Practical Prose, on day school schedule, Fall 1990.

Same course for adult students on Weekend College schedule, Fall 1991, Summer 1992, Fall 1992, Spring 1993, Spring 1994.

University of Delaware. Taught 300 level Business Writing course over January sessions 1988, 1989, 1991, 1992, 1993.

Harford Community College. Taught Literature and Composition on day schedule, Summer 1994. Taught 200 level Research Writing on day schedule, Spring 1994. Taught English Composition on night and day schedule, Summer 1992, Fall 1992, Summer 1993, Fall 1993.

Goucher College, Towson, MD. Taught two sections of required writing course, designed as an interdisciplinary approach to problem solving through combining history, philosophy and writing, on day schedule, Fall 1992. Responsible for working with team committee on syllabus.

Towson State University, Towson, MD. Taught Freshmen Composition on day schedule, Fall 1992.

Teaching Assistant **University of Delaware**. Taught 200 level Introduction to Literature and 300 level Advanced Composition on day schedule, Spring 1992. Taught six sections of introductory writing course on day schedule from Fall 1987 to Spring 1989, one more in Fall 1991.

Summer Hummer, College of Notre Dame of Maryland. Created and taught eight day course in reading and writing the short story to honors middle school students, June 1992.

Harford County Public Schools, Bel Air, MD. Taught two sections of 11th grade summer school, Summer 1993. Taught one section 12th grade and two sections 11th grade English, one introductory Journalism and one Newspaper course. Advisor for school newspaper. Fall 1989 through Spring 1990.

Christina School District, Newark, Delaware. Taught eight week summer school course for sixth graders who had failed English the previous year, Summer 1989.

Moderator **CND Book Club**, Baltimore, MD. Met monthly to discuss various works of literature. May 1994 to Jan 1995.

Pikesville Book Club, Pikesville, MD. Met monthly to discuss various works of literature. July 1994 to May 1995.

Bel Air Book and Film Club, Bel Air, MD. Lead book and film discussions two to three times each semester. Spring 1997 to present.

Lecturer **Hog Island, Maine** Environmental Writing, Summer 2007 and Environmental Literature of Maine, Summer 2008.

Mad Women in the Attic series, Bel Air Library, Bel Air, MD. Guest speaker in a funded series to bring literature to the people. Lectured and led discussion on Kate Chopin's **The Awakening**, Feb 1995 and Margaret Atwood's **Surfacing**, Nov 1995.

Mark P. Brock-Cancellieri

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TEACHING EXPERIENCE

English Faculty

August 2007 – Present

Harford Community College

Bel Air, MD

Taught over forty sections of ENG 101 (including online), plus sections of ENG 102 (including online; designed curriculum for a new Honors section), ENG 109-Research Writing, ENG 209-Technical Writing, and ENG 233-African-American Literature (online).

Adjunct Instructor / Adjunct Professor of English

August 2007 – May 2014

Stevenson University

Stevenson, MD

Taught ENG 151 (Composition & Writing with Sources) and ENG 152 (Research & Writing about Literature), plus designed curriculum of multidisciplinary Honors course - HON 171.

Adjunct English Instructor

February 2009 – July 2010

The Community College of Baltimore County

Catonsville, MD

Taught ENG 101 and ENG 102. Designed courses and syllabi to meet stated CCBC learning objectives. Taught ENG 101/052 in the Accelerated Learning Program with documented success.

English Instructor

August 2000 – August 2005

Upward Bound – University of Maine

Orono, ME

Taught college-level composition to low-income, first-generation college-bound high school seniors in an intense, summer-long residential program. Facilitated student work in cross-curriculum groups; coordinated development of academic research skills.

English Instructor

September 2003- May 2005

Northeastern University

Boston, MA

Taught Freshman Composition and Advanced Writing for the Disciplines, a Junior-level class incorporating technical writing, significant research elements, and issues of professional and scholarly writing for students in their major fields (frequently Engineering or Nursing).

English Instructor

January 2002 – January 2003

Tulane University, University College

New Orleans, LA

Taught College-Level Composition to a diverse student body in a continuing education/urban community college setting via online, face-to-face, and hybrid courses. Trained and counseled predominantly part-time students seeking academic and professional advancement.

English Instructor

September 1999 – August 2002

University of New Orleans**New Orleans, LA**

Taught ENG 101 to students varying greatly in skill-level, many lacking basic composition techniques.

OTHER EXPERIENCE**Academic Tutor****January 2007 - Present****Sylvan In-Home Tutoring / Self-Employed****Baltimore, MD**

Formulated plans to tutor students. Evaluated students' needs; tutored by working directly with students' curricula; focused on writing, reading, and study skills. Provided parents and students with personalized plans and regular progress updates. Handled all scheduling and billing needs.

Writing Center Tutor**September 2003 – May 2005****Northeastern University****Boston, MA**

Tutored undergraduate and graduate students from all academic disciplines, including many ESOL students. Tutoring varied from brainstorming/idea generation to outlining and organizing papers or developing arguments, integrating research, drafting/revising, and addressing grammar, punctuation, and style of students' essays. Guided students ranging from weak to strong writers.

Management Communication Center Instructor**September 2002 – August 2003****Tulane University, A.B. Freeman School of Business****New Orleans, LA**

Helped students prepare oral and written communications. In one-on-one appointments, worked with students across the curriculum to enhance communication skills and provide individualized assistance with written work and presentations. Tutored speaking skills for ESOL students.

EDUCATION

Mary Washington College, Fredericksburg, VA. B.A. in English, 1997.

University of New Orleans, New Orleans, LA. M.A. in Political Science, 1999.

University of New Orleans, New Orleans, LA. M.A. in English, 2002.

REFERENCES

Laura Fox- Associate Professor and Lead ENG 101 Instructor, HCC

lfox@harford.edu, (b) (6)

Dr. Gerald Van Aken - Professor of English & former English Dept. Chair, Stevenson University

gvanaken@stevenson.edu, (b) (6)

Dr. Jonas Prida - Assistant Provost, Point Park University

jprida@pointpark.edu, (b) (6)

Resume

Michael L. Dixon, M.A., M.S.

(b) (6)

Mobile: (b) (6)
Email: mike@dixonhistory.com
Website: <http://www.dixonhistory.com/>

Personal Statement

A public historian, I have been chronicling the past in this region for over four decades. My research interest focuses on social history, community studies, and the broad historical trends that connect earlier eras to the present. Drawing on my applied knowledge, I teach as an adjunct instructor at a number of institutions. My public practice involves consulting services that document and interpret the past. I use a range of methods, including oral history investigations and I work with digital platforms, creating new commons for sharing public scholarship. Addressing my practice, I have appeared on the *Today Show* and Maryland Public Television, as well as in the *Wall Street Journal*, *National Geographic*, *Southern Living*, and *Chesapeake Life*. My work has included digital history initiatives.

Education

- M.A. History, Washington College, Chestertown, MD.
- M.S., Organizational Development, St. Joseph's University, Philadelphia, PA.
- B.A., Behavioral Science, Wilmington University, New Castle, DE.

Teaching Experience

Adjunct Instructor 2009 – Present	Harford Community College Bel Air, MD
Adjunct Professor 2012 – Present	Wilmington University New Castle, DE
Adjunct Instructor 1999 – Present	Cecil College Bel Air, MD

Related Experience

Visiting Scholar 1997 – Present	Delaware Humanities Forum Wilmington, DE
Visiting Scholar 1997 – 2010	Delmarva Discussions Newark, DE
Member of Speakers Bureau 1997 – Present	Delaware Humanities Forum Wilmington, DE
Speakers Bureau Scholar 1998 – 2015	Maryland Humanities Council Baltimore, MD
<i>(how to do understand the past in cemeteries), and Researching the History of an Old House.</i>	

Grants

- Consulting Public Historian for the City of Havre de Grace for “Reconstructing Havre de Grace Community History,” funded by National Park Service Grant. Responsible for directing research on folklore and history of community in the early 19th century; 2011 - 2012.
- Smithsonian Museum’s Youth Oral History Project – This national pilot project empowered youth to collect, record and share local histories. I was the project scholar and oral historian, providing consultative support for the investigation, which focused on the relocation of families due to national security interests as Aberdeen Proving Ground acquired minority owned land. 2012.
- Key Ingredient’s Exhibit, Smithsonian’s Museum’s on Main Street Grant, From Maryland Humanities, served as project scholar overseeing grant implementation of exhibit and programs, 2007
- Cecil County Veteran’s Oral History Project, Maryland Humanities Council Grant, Funded Fieldwork to collect memories of veterans and create an exhibit around this new collection, Supervising Scholar overseeing project and one graduate student from the University of Delaware. July 2005
- Opportunity Grant, Maryland Humanities Council, funded a brochure about the history of a centuries old tract that was the site of a skirmish during the War of 1812. Feb. 2001, This educational tool served as a companion piece to cultural resource study and was designed for public distribution. Served as scholar overseeing research and preparation of deliverable, 2000
- Capital Grant (\$200,000) for Restoration of Mansion House at Elk Landing, Maryland Historical Trust, July 2001, Served as Project Coordinator for Grant, 2000
- Capital Grant (\$50,000), Maryland Historical Trust for continuing improvement of Elk Landing Mansion House, July 2004, Served as project coordinator & scholar for grant.

Major Media Interviews & Consulting Projects

- Historical consultant for Maryland Public TV one-hour documentary *2016), “Conowingo Dam: Power on the Susquehanna.”
- Smithsonian: Museum on Main Street – Hometown Teams (2014) -- Working as a “museum capacity building consultant” for the Smithsonian Institution's Museum on Main Street traveling exhibit, Hometown Teams. While touring Maryland for the Maryland Humanities Council, this program explores the connections between sports and American culture. I was part of a consulting team that is focused on helping institutions identify regional stories, develop engaging content, and offering a series of unique public programs. In my area of practice, I focused on oral history.
- Flight 214 Remembrance Program – Public historian for the Flight 214 Remembrance Program, marking the passage of 50 years since 83 people perished when a Pan American World Airways jet crashed. Designed to honor the memory of those on the flight and the first responders who answered the call, this year long initiative involved oral histories, documentary research, a public program on, and the creation of the Flight 214 Archives containing family donated materials
- Vietnam Veteran’s Oral History Project – Project manager for process that included interviews, digitization of family resources, and the archiving of those resources.
- Today Show Interview concerning a rare Thomas Jefferson Letter (2002)
- The Public Radio Show, “BackStory with the American History Guys” originated at the University of VA. The subject -- getting hitched: marriage in America (2012).
- Maryland Public Television Interview concerning covered bridges in Maryland (2006)
- National Geographic, Elkton’s Marriage History, Article & television news clip.
- Consulted with WVIA on history of lower Susquehanna why PBS outlet developed a feature length program on history of Susquehanna.

SUSAN MUADDI DARRAJ

(b) (6)

410-258-0688

(b) (6)

Curriculum Vitae

Education:

M.A., English Literature

Rutgers University, 1999 (summa cum laude)

B.A., English Literature

Rutgers University, 1997 (magna cum laude)

Languages:

Fluent: English

Working Knowledge: Arabic, French

Career:

- **Associate Professor of English, Harford Community College**, 2004-Present
- **Lecturer**, Fairfield University MFA Program in Creative Writing, 2016-Present
- **Lecturer**, The Johns Hopkins University MA Program in Writing, 2007-Present
- **Lecturer**, The Johns Hopkins University MA Program in Teaching Writing, 2016-Present
- **Co-Founder and Organizer, Conversations & Connections Conference: Practical Advice on Getting Published** (with Julie Wakeman-Linn and Dave Housley). Bethesda MD: 2007-2015
- **Fiction Editor**, *Barrelhouse Magazine*, 2011-2016
- **Managing Editor**, *The Baltimore Review* literary journal, 2003-2010

PUBLICATIONS

Books:

- *A Curious Land: Stories from Home*. University of Massachusetts Press, 2015.
- *Approaches to Teaching the Works of Naguib Mahfouz* (edited with Wail Hassan). Approaches to Teaching World Literature Series. New York: Modern Language Association, 2012.
- *The Inheritance of Exile: Stories from South Philly* (Finalist, AWP Award Series in Short Fiction, 2003) University of Notre Dame Press, 2007.
- *Scheherazade's Legacy: Arab and Arab-American Women on Writing*. Praeger / Greenwood Publishers, August 2004.

Book Chapters:

- "Personal and Political." *Arab and Arab American Feminisms: Gender, Culture and Politics in the Middle East*. Edited by R. AbdulHadi, Evelyne AlSultany, and Nadine Naber. New York: Syracuse University Press, 2011.
- Entries Frederick Douglass, Palestinian Intifada and Arab American literature on *Encyclopedia of Social Justice*. Sage Publishers, 2007.

- Entries on Diana Abu-Jaber, Arab American Novel, Arab American Poetry, and Arab American Autobiography for *The Encyclopedia of Multi-Ethnic American Literature*. Edited by Emmanuel Nelson. Greenwood Publishers, 2005.
- “It’s Not an Oxymoron: The Case of Arab-American Feminism.” Essay in *Colonize This: Young Women of Color on Feminism* (Seal Press, Summer 2002, reprinted 2018).
- “Third World, Third Wave Feminism: The History of Arab Feminism.” Forthcoming in anthology, *Catching a Wave: Reclaiming Feminism for the 21st Century* (Northeastern University Press, Spring 2003).

Radio/TV:

- Reading from *A Curious Land*, *Artworks*, Episode 6013, Maryland Public Television, First aired January 19, 2018
- “Why Is There No Arab American *American Girl*?” NPR, *The Signal*, December 2012.
- “Sufficing.” A short story. Read on WYPR’s *The Signal*, June 2008.
- “Identity Crisis.” A personal essay. Read on WYPR’s *The Signal*, December 2, 2011.
- “The Inheritance of Exile.” *PA Books*, interview with Brian Lockman on Pennsylvania Cable Network, 2008.

AWARDS:

- Winner, American Book Award (*A Curious Land*) 2016
- Winner, Arab American Book Award (*A Curious Land*) 2016
- Shortlisted: Palestine Book Award (*A Curious Land*) 2016
- Fiction Book of the Year, *Baltimore City Paper* (*A Curious Land*) 2016
- Winner, The Grace Paley Award for Short Fiction, Association of Writers and Writing Programs (AWP), (*A Curious Land*) 2014
- Finalist, Winner, The Grace Paley Award for Short Fiction, Association of Writers and Writing Programs (AWP), (*The Inheritance of Exile*) 2006
- Nomination, Pushcart Prize, “Ride Along,” published in *Fifth Wednesday Journal*, Fall 2017, issue 21

FELLOWSHIPS/GRANTS:

- 2018 USA Ford Fellow, USA Artists (\$50,000)
- 2017 Sustainable Arts Foundation Grant (\$5,000)
- 2017 Ruby’s Grant (\$5,000)
- 2016 Maryland Individual Artist Award (\$3,000)
- 2013 Maryland Individual Artist Award (\$1,000)

Mark Dencler

(b) (6)

(b) (6)

| mdencler@harford.edu

Education

Towson University
M.S. Computer Science
2006 - 2007

Towson University
B.S. Computer Science
2002-2006

Harford Community College
Transfer Institution – No Degree Completed
2000 – 2005

Work Experience

Harford Community College, Professional Faculty
2008 – Present

Harford Community College, Adjunct Faculty
2006 – 2008

Harford Community College, Professional Tutor
2000 – 2007

Technical Skills

Programming Languages/Frameworks: C/C++, Java, Python 2.X.X, Python 3.X.X, Visual Basic, Assembly (x86, x64), C#, .NET

Web Development: HTML, CSS, JavaScript, PHP, Perl, Ruby, ASP, SQL

Learning Platforms & Software: Windows, UNIX, Office, Visual Studio, MySQL, Blackboard, Derive, Mathematica, MyITLab, MindTap, MATLAB

SHAROLL WILLIAMS-LOVE

(b) (6)

(b) (6)

slove@harford.edu

PROFILE

Accomplished, multi-talented, professional. Background combines liberal arts education along with more than 35 years of experience in program development. Committed to positive social change through education. Possess a range of highly developed skills in the following areas and seeking an opportunity to work in museum setting. Skills include:

- Program development for individuals and groups of all ages and cultures
- Budgeting
- Grant writing
- Written and oral communication and management
- Exhibition installation
- Computer and social media skills
- Collection acquisition

EXPERIENCE

Harford Community College, Bel Air, MD.

1999-Present

Soar2Success

Student Diversity Specialist-Plan and implement activities for students in a post-secondary setting. Activities include:

- Plan academic, social and cultural programs including (speakers, workshops, off campus excursions to historical sites and conferences)
- Sponsor visits to area institutions of higher education
- Plan professional development workshops for staff and faculty
- Supervise student staff
- Manage budget
- Conduct ongoing program evaluation
- Write annual program reports

Black Images In Progression: Past...Present...Future, Aberdeen, MD. 1984-Present

Founder/Director-Provide a range of consultative services to educational and non-profit organizations. Develop programs and write grants highlighting the contributions and achievements of African-Americans to society. Featuring a collection of rare artifacts included is the signature exhibit "**A Salute To Black Inventors.**" Responsibilities also include collection acquisition, research, marketing, promotion, and installation. Selected clients and venues include:

- The University of Massachusetts, MA.
- Institute of American Indian Studies, CT.
- Mattatuck Museum, CT.
- The New Britain Youth Museum, CT.
- Kunta Kinte Heritage Festival, MD.

- African American Heritage Festival, MD.
- Black Engineer of the Year Award/Conference, MD.
- Harford County Public Library, MD.
- Kent State University, OH.
- Community College of Baltimore County, MD.

EDUCATION

Emmanuel College
Boston, MA. Bachelor of Arts in Political Science 1979

Morgan State University
Baltimore Md. Master of Art Museum Studies and Historic Preservation 2018

VOLUNTEER SERVICE

Greeter United Negro College Fund Madam C.J. Walker Mansion Tour,
Irvington, N.Y. 1998

Docent Reginald Lewis Museum of Maryland African American History and
Culture Baltimore, MD. 2005-08

Board President
Hosanna School Museum Inc. Darlington, MD. 2013-present
Board Member 2010-2013

AWARD

Maryland Historical Trust Preservation Excellence in Programming and Exhibitions
Hosanna School Museum 2015

REFERENCES

Kurt Doan
Harford Community College
401 Thomas Run Rd. Bel Air, MD. 21015
(443) 412-2373

Sharon Stowers, Professor
Behavioral and Social Sciences
Harford Community College
401 Thomas Run Rd. Bel Air, MD. 21015
(443) 412-2059
Sstowers@harford.edu

(b) (6)

Phone: (b) (6) ♦ Email: jjakulin@harford.edu

Qualifications Profile

Articulate education professional that is student focused, highly organized and team-oriented that functions collaboratively within a diverse college setting.

Program Planning

Functional expertise in program design/development, administration and evaluation. Proven track record of collaborating with faculty, staff and students in regards to program planning and implementation.

Communication

Culturally competent communicator that is dedicated to communication clarity, appropriateness and committed to successful written and interpersonal interactions.

Computer Skills

Proficient with various software including Microsoft Office (Access, Excel, PowerPoint, Word, Outlook), Blackboard, Orion, and SPSS (Statistical Analysis Software).

Education

Cleveland State University, Cleveland, OH

Master of Education, May 2010

Master of Applied Communication Theory and Methodology, December 2006

Bachelor of Arts, Double Major in Psychology and Communication, May 2003

Professional Experience

Academic Success Coach, 2016-Present

Harford Community College

- Proactively coached My College Success Network (MCSN) students to in order to retain and graduate diverse cohorts of students from various backgrounds including nontraditional, minority and first-generation students to support the strategic plan goal of eradicating attaining gaps based on income, race, gender and ethnicity. Met with underserved students biweekly/weekly, monitored students' course performance, intervened as needed and provided assistance with evidence-based study skills, time management/organization, stress management/test-anxiety, and professional development.
- Created a Peer/Faculty MCSN mentoring program to promote positive behaviors and persistence, retention and completion among academic coaching students. Provide consistent collaboration with various colleagues and departments to best serve students and positively impact student retention/success.
- Co-Chair of the Cultural Diversity Committee (2017-2018) and Maryland Male Students of Color Summit (2016-Present). Co-created a monthly news and reflection section of the Faculty Parliament Call titled the "Cultural Diversity Corner" which highlights important issues discussed with the Cultural Diversity Committee relating to diversity, equity and inclusion.

Retention Specialist, 2012-2016

Associate Degree Nursing, San Jacinto College Central & North Campus

- Coordinated academic support services for students on multiple campuses in order to retain and graduate diverse cohorts of students from various backgrounds including nontraditional, minority and first-generation students; graduation rates doubled from Fall 2013 to Fall 2015. Met with at-risk students weekly, monitored students' course performance, intervened as needed and provided assistance with evidence-based study skills, time management/organization and stress management/test-anxiety, etc.
- Prepared/facilitated workshops targeted to student needs, in support of student retention/success. Developed and administered multiple level cohort-to-cohort peer mentoring programs to encourage networking, communication and information sharing with a focus on academic/career development. Utilized developmental and intrusive advising techniques to retain student populations.
- Coordinated a total of \$111,000 in scholarships awarded to students for the 2015-2016 academic year. Recruited students into the ADN program and significantly increased applicant pool by 60% for the 2014-

2015 academic year. Streamlined communication process to key parties to increase productivity and improve service to students. Member/co-presenter of the Advisory Board Committee for SJC Central & North Campus.

Program Advisor II for the Nursing Workforce Diversity Program, 2011-2012
School of Health Sciences, Florida State College at Jacksonville

- Coordinated academic support services for Pre ADN, ADN and BSN students in order to retain and graduate diverse cohorts of students from underrepresented backgrounds. Monitored students' course performance through monthly progress reports, intervened as needed, provided assistance with study skills, time management/organization and stress management/test-anxiety, etc. Utilized developmental and intrusive advising techniques to retain student populations.
- Utilized Individual Career Education Plans (ICEPs) to track student goals/needs and workshop attendance. Prepared/facilitated success workshops targeted to student needs, in support of student retention/persistence/success. Developed and administered Pre ADN/BSN Mentoring Program, in collaboration with faculty with a focus on leadership and academic/career development.
- Validated/tracked student compliance with grant and college program requirements; created student advising documents to aid in students understanding of compliance required with personalized tracking of student progress. Member/liaison/co-presenter of the FSCJ Nursing Workforce Diversity Advisory Council, regular meetings held quarterly with regional partners.

Academic Advising Intern, Spring Semester 2010

Maxine Goodman Levin College of Urban Affairs, Cleveland State University

- Conducted student outreach initiatives and provided evening advising appointments for student needs. Utilized formal marketing strategies to increase student advising appointments.
- Participated in Women's Re-Entry Student Support Group (WRSSG) and prepared/facilitated workshops on time management, identity development in academia and academic/career planning.
- Advised students on academic programs/careers.

Adjunct Lecturer, 2007 – 2009

School of Communication, Cleveland State University

- Participated in recruitment and retention initiatives at the School of Communication.
- Developed course curriculum, prepared and executed class lectures/examinations. Monitored student progress, maintained grades in Excel, upheld accuracy and confidentiality.
- Advised students on academic programs/careers. Held extended office hours for student needs; promoted consistent decision making and answered student questions about academic programs and scholarship/internship opportunities.

Research Assistant/Researcher, 2007 – 2008

Cleveland Mediation Center, Cleveland, OH

- Acted as a liaison between Cleveland State University and the Cleveland Mediation Center.
- Participated in the formation of a collaborative research report/PowerPoint that included statistical outcomes and data interpretation.
- Collected, entered, and analyzed data to determine the effectiveness of the Homeless Prevention Program; utilized Access for the duration of the research project.

Lead Teaching Assistant/Research Assistant, 2004 – 2006

School of Communication, Cleveland State University

- Advised and motivated students. Maintained office hours and provided academic/personal support including one-on-one writing assistance with course assignments. Created/coordinated/facilitated small group activities and discussions in regards to curriculum; guest lectured.
- Created Transformative Mediation and Conflict Resolution Manual. Established and maintained database for research data sets and performed related data analysis.
- Solely responsible for literature compilation used for research projects and publications within the area of organizational and interpersonal communication.

Jennifer L. MyersSmith

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EMPLOYMENT

Academic Success Coach

February 2016 to Present

My College Success Network/Student Success Department
 Harford Community College

Bel Air, MD

Responsible for providing one on one service focusing on developing academic success strategies to increase motivation and persistence through two college level student development courses to students of color, analyzing data to track student progress and retention, serving as a liaison between students, faculty, and staff, assisting with coordination of events, participating in campus wide committees such as Cultural Diversity Committee and Search committees, recruiting students for the My College Success Network program and providing student success advising as needed.

EMAP/Act 101 Counselor Coordinator

May 2015 to January 2016

Center for Advising and Student Achievement
 Lincoln University

Lincoln University, PA

Responsible for coordinating and implementing individual academic support plans for students with below a 2.0 GPA for the Early Monitoring Alert Program (EMAP), developing appropriate interventions, using GradesFirst to monitor and track students, serving as a liaison between students, faculty, and staff, providing referrals to other offices on campus, recruiting students for the Act 101 program, maintaining records in compliance with State guidelines, advising the Chi Alpha Epsilon National Honor Society, and providing intrusive and intensive advising, counseling and mentoring to students in both programs.

Counseling Coordinator

September 2014 to May 2015

October 2013 to May 2014

Learning Resource Center/Act 101 Achievement Program
 Lincoln University

March 2005-August 2009

Lincoln University, PA

Responsible for coordinating counseling services (academic and career advising and personal counseling), maintaining database on students in the program, monitoring academic progress of students, serving as advisor for Chi Alpha Epsilon National Honor Society, supervising Peer Counselors and Peer Mentors, advocating for students and being a liaison between students and University faculty and personnel, serving on the Academic Standing Committee, reviewing program and university policies and procedures with students, planning and implementing activities and programs, compiling program statistics, and preparing reports required by Pennsylvania Department of Education.

Administrator

December 2009 to August 2015

Bread of Life Ministries, Inc.

Aberdeen, MD

Provided administrative support to senior pastor and ministry leaders, monitored all correspondence to and from the church, served as Executive Secretary, was a member of the Executive Directors Council, tracked yearly contributions and provided a yearly report to each contributor, coordinated travel, created letters, flyers, certificates, and programs for events, assisted with event planning, updated online email distribution system, monitored petty cash, registered new members, maintained database of members and visitors, responsible for paying all bills, acted

as liaison between Bread of Life Ministries and other churches and organizations, and made purchases with personal church credit card.

Mobile Family Therapist/Case Manager
Human Services Inc.

May 2002 to February 2005
Downingtown, PA

Provided intensive therapeutic services in the home, including Crisis Intervention, family therapy, parent-skills training, facilitated liaison work with CYF, Chester County School System, Juvenile Probation, and other agencies, implemented in-home project activities, assisted families with resolving relational problems, and provided support to adolescents transitioning to adulthood.

Family Therapist-Part-Time
Family Therapist/Case Manager-Internship
TresslerCare Chester County

May 2002 to April 2004
June 2001-May 2002
Downingtown, PA

Facilitated intensive community based services in the homes and schools of adolescents in Chester County to prevent placement and/or aid in transition from placement to home, developed and implemented treatment plans, directed drug and alcohol education groups, and in-home family sessions.

Research Assistant
Dr. Delroy M. Loudon Ph.D., FRSH

June 1999-December 1999
Lincoln University, PA

Used SPSS to input and analyze data for research on HIV/AIDS Quality Assurance Assessment and Client Satisfaction Evaluation to assess outcome performance measures of community based agencies.

Teaching/Research Assistant
Lincoln University Psychology Department

August 1998-April 1999
Lincoln University, PA

Tracked department majors, proctored classes, tutored individuals in psychology courses (i.e. Statistics I & II, Clinical Psychology, Abnormal Psychology) advised members of Psi Chi (National Honor Society in Psychology), assisted faculty in research based items particular to their classes, and assisted students with writing computer programs for entering, analyzing, and interpreting data, and writing research reports.

SKILLS

Microsoft Office (i.e. Word, Access, Publisher, Excel, PowerPoint), SPSS, Datatel Colleague, Web Advisor, GradesFirst, Banner, and able to work well with others as well as alone.

EDUCATION

Master of Family Therapy, Summa Cum Laude
MCP Hahnemann University now Drexel University

2000-2002
Philadelphia, PA

Bachelor of Arts, Summa Cum Laude
Lincoln University

1995-1998
Lincoln University, PA

Major Psychology, Honors Track

Memberships: Psi Chi, Chi Alpha Epsilon, Alpha Chi (All National Honor Societies)

COMMUNITY INVOLVEMENT

Mocha Moms, Inc-Harford County Chapter
President-2012
Treasurer-2013

References Available Upon Request



Dr. James Karmel
Project Director
Active Learning and Student Engagement in the Humanities:
Understanding the Civil Rights Movement in Harford County
Harford Community College
401 Thomas Run Road
Bel Air, MD 21015

June 27, 2018

Dear Dr. Karmel:

I am committed to serving as an external consultant with Harford Community College (HCC) on their grant proposal entitled: NEH's "Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland." I am willing to participate by:

- Providing consultation and support to project faculty/staff on the understanding of sources used for the project, the broader context of the civil rights movement in the Greater Baltimore region, and the development of the digital exhibition.

I have worked on the history of the civil rights movement in Baltimore City through the Baltimore '68 Project, a multi-disciplinary effort that included an oral history project, a community convening, a scholarly anthology, a theatrical production, a website and partnerships with K-12 institutions. I hope that my experience with this content and with community engagement will add to your project.

I am pleased to help support this engagement of HCC faculty and staff in the Humanities as they research and develop an important component of Harford County's history.

Sincerely,

Elizabeth M. Nix, Ph.D.
Associate Professor
Chair, Division of Legal, Ethical and Historical Studies



NOTRE DAME
OF MARYLAND
UNIVERSITY

SCHOOL OF ARTS
AND SCIENCES

Dr. James Karmel
Project Director
Active Learning and Student Engagement in the Humanities:
Understanding the Civil Rights Movement in Harford County
Harford Community College
401 Thomas Run Road
Bel Air, MD 21015

Dear Dr. Karmel:

I am committed to partnering as a consultant with Harford Community College (HCC) on their grant proposal entitled: NEH's "Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland." I am willing to participate by:

- Serving as guest lecture relating to my work with Civil Rights History in Harford County and presenting my work on campus with faculty and students involved with the project; and
- Providing a public lecture on my work as it relates to "Understanding the Civil Rights Movement in Harford County, Maryland" and how that relates to the advancement of the project in Year 2.

I am pleased to help support this engagement of HCC students in the Humanities as they research and develop an important component of local history as well as the faculty who are supporting the students.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. Erdman".

Dr. Jennifer Erdman



Harford County
Public Library

1221-A Brass Mill Road • Belcamp, Maryland 21017
410.273.5600 • TTY: 410.838.3371
FAX: 410.273.5606

June 19, 2018

Dr. James Karmel
Project Director
Harford Community College
401 Thomas Run Road
Bel Air, MD 21015

RE: Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County

Dear Dr. Karmel:

The Harford County Public Library (HCPL) is pleased to support Harford Community College's NEH grant proposal entitled "Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland." We are committed to a partnership with the College to:

- provide access to research Librarians for collaborations with faculty and students to identify HCPL resources and support their effective utilization for student projects;
- promote the digital exhibition and mobile application when completed; and
- explore a potential agreement with Harford Community College to help sustain and update the digital exhibition and mobile application as necessary beyond 2021.

We are pleased to help support this engagement of community college students as they conduct research and develop projects to explain the local civil rights movement in national context.

Sincerely,

Mary L. Hastler
Chief Executive Officer



Dr. James Karmel
 Project Director
 Active Learning and Student Engagement in the Humanities:
 Understanding the Civil Rights Movement in Harford County
 Harford Community College
 401 Thomas Run Road
 Bel Air, MD 21015

June 24, 2018

Dear Dr. Karmel:

On behalf of Morgan State University's Office of Museums, I want to express our commitment to partner with Harford Community College in support of the digital collection and mobile application project referred to as "Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland." Morgan State manages the Lillie Carroll Jackson Civil Rights Museum in Baltimore. We at Morgan are committed to a partnership with the College in which we will:

- contribute primary sources that might be housed in our collection that relate to the Civil Rights Movement in Harford County; and
- host visits from students and faculty and provide support for using our collection; and
- promote the digital exhibition and mobile application when completed.

Harford County's civil rights history is lesser known but is, indeed, important to understanding the regional civil rights movement in the context of the national movement as it impacted the United States in the mid-20th Century. Morgan State University's Office of Museums is very pleased to support this important project.

Sincerely,

Gabriel Tenable
 Director of the Office of Museums

HISTORIC HOSANNA SCHOOL MUSEUM



HOSANNA COMMUNITY HOUSE, INC. P.O. Box 305, 2424 Castleton Road Darlington, MD 21034

June 29, 2018

Dr. James Karmel
Project Director
Active Learning and Student Engagement in the Humanities:
Understanding the Civil Rights Movement in Harford County
Harford Community College
401 Thomas Run Road
Bel Air, MD 21015

Dear Dr. Karmel:

As Executive Director of the Hosanna School Museum, I would like to confirm our support of Harford Community College's grant proposal entitled NEH's "Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland." We are committed to partnering with the College and look forward to:

- collaboration with project faculty and students to make available research information that can be used as part of the students' projects;
- promotion of the digital exhibition and mobile application when completed; and
- working with students and faculty involved in this project on outreach activities for the Hosanna School in partnership with HCC.

We are also encouraged by the inclusion of My College Success Network students, as this project will provide for strong participation of African American students in our community.

Our mission at Hosanna is to preserve the history and culture of Harford County through the lens of African Americans. This proposed project is a natural fit for a collaboration between Hosanna and HCC. The Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland is a long overdue project. Therefore, we encourage NEH to support it for the benefit of HCC students and the Harford community.

Sincerely,

Iris Leigh Barnes, Ph.D.
Executive Director



The HISTORICAL SOCIETY OF HARFORD COUNTY, Inc.

Society Headquarters

143 N. Main Street • Bel Air, Maryland 21014 • 410-838-7691

Hays House Museum

324 South Kenmore Avenue • Bel Air, Maryland 21014 • 410-838-7691

July 9, 2018

Dr. James Karmel

Project Director

Active Learning and Student Engagement in the Humanities:

Understanding the Civil Rights Movement in Harford County

Harford Community College

401 Thomas Run Road

Bel Air, MD 21015

Re: HCC Grant Support

Dear Dr. Karmel:

The Historical Society of Harford County commits to partnering with Harford Community College (HCC) on their grant proposal entitled: NEH's "Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland." We are committed to:

- hosting visits with faculty to show them our available archives;
- collaboration with HCC faculty and students for one or more research workshops to support project goals; and
- promotion of the digital exhibition and mobile application when completed.

We are pleased to help support this engagement of HCC students in the Humanities as they research and develop an important component of local history.

Sincerely,

Maryanna Skowronski

Director

The Historical Society of Harford County, Inc. is a 501(c) (3) nonprofit organization and donations are tax deductible to the fullest extent allowed by law. A copy of our current financial statement is available upon request by contacting the Society at 143 North Main Street, Bel Air, MD 21014, 410-838-7691. Documents and information submitted to the State of Maryland under the Charitable Solicitations Act are available from the Office of the Secretary of State for the cost of copying and postage.

www.harfordhistory.org

Preserving Our Past For Your Future



The Havre de Grace Colored School Foundation

June 22, 2018



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Dr. James Karmel

Project Director

Active Learning and Student Engagement in the Humanities:

Understanding the Civil Rights Movement in Harford County

Harford Community College

401 Thomas Run Road

Bel Air, MD 21015

Dear Dr. Karmel:

On behalf of the Havre de Grace Colored School Foundation, we are pleased to support the students and faculty for Harford Community College's (HCC) grant proposal for NEH's "Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland." We are committed to work with the College to:

- host visits from students and faculty at the museum;
- contribute information and images that might be housed in our collection that relate to the 20th century civil rights movement in Harford County; and
- promote the digital exhibition and mobile application information when completed.

We are pleased to be involved in this collaboration and urge NEH to support this important Humanities project that will engage HCC students in the Humanities and educate our community about a significant time in history in Harford County.

Sincerely,

Patricia D. Cole
Committee Chair,
Havre de Grace
Colored School Foundation



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June 22, 2018

Dr. James Karmel

Project Director

Active Learning and Student Engagement in the Humanities:

Understanding the Civil Rights Movement in Harford County

Harford Community College

401 Thomas Run Road

Bel Air, MD 21015

Dear Dr. Karmel:

Visit Harford, the County's destination marketing organization promoting tourism locally and abroad, is pleased to support Harford Community College's grant proposal entitled NEH's "Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland." We are committed to partnering with the College to promote the digital exhibition and mobile application when completed.

On behalf of the Visit Harford's Board of Directors, we are pleased to help support this important project. It will help undoubtedly illuminate a relatively undocumented and important component of regional history to both local and out-of-state visitors to Harford County.

Sincerely,

A handwritten signature in blue ink that reads "Greg Pizzuto".

Greg Pizzuto

Executive Director

Re: 2018 NEH CC grant

Susan Muaddi-Darraj

Wed 6/13/2018 1:22 PM

To: James Karmel <JKarmel@Harford.edu>;

Dear Jamie,

I am writing to support and verify my participation as a Faculty Scholar for this project.

I am excited to work with my students in African American Literature (enrollment 30) on grant activities to further their engagement in Humanities, research, literary and technical skills. This will project will benefit both our students at HCC and the community.

Sincerely,
Susan Muaddi Darraj

Susan Muaddi Darraj

Associate Professor of English

Havre deGrace Hall, 214

id:image001.jpg@01D3BA12.34EC85D0

Phone: (b) (6) Email: smuaddid@harford.edu

From: James Karmel

Sent: Wednesday, June 13, 2018 12:32 PM

To: Susan Muaddi-Darraj; Colleen Webster; Mark Dencler; Mark Brock-Cancellieri; Michael Dixon

Subject: 2018 NEH CC grant

Hello everybody - I hope this message finds you well. We are currently developing the NEH grant application and plan to submit it in early July, ahead of the July 19 deadline for the program ([Humanities Initiatives at Community Colleges](#)). I have attached the most current grant narrative for your review: please note that it will certainly change between today and submission to NEH. We are currently awaiting feedback from our Program Officer at NEH on the narrative.

For the project, you are identified as a "Faculty Scholar." We need some material from you for our application, as follows:

- two-page max. resume or CV
- list of the class(es) that you plan to work with on the project, including an estimate of student #s
- a brief e-mail message of support (I have drafted a basic message below that you can use if you want as a starting point - the message need not be more than a well-developed paragraph)

As of today, our basic plan & timeline* is as follows:

Phase I - January-June 2019: site visits to community partners and curriculum development for project-related class activities

Project support email

55

Michael Dixon

Thu 6/14/2018 10:20 PM

To: James Karmel <JKarmel@Harford.edu>;

I am writing to support and verify my participation as a faculty scholar for this project. I am looking forward to working with my students on grant activities to further their engagement in humanities, research, literary and technical skills. This project will benefit both our students at HCC and the community and I am excited to be part of it.

Mike

Mike Dixon, M.S., M.A.
Adjunct Instructor -- History
Harford Community College
midixon@harford.edu
phone: (b) (6)

Re: 2018 NEH CC grant

Mark Brock-Cancellieri

Thu 6/21/2018 8:37 AM

To: James Karmel <JKarmel@Harford.edu>;

I am writing to support and verify my participation as a Faculty Scholar for this project. I eagerly anticipate working with my students on grant activities to further their engagement in Humanities, research, literary and technical skills. This project will benefit both our students at HCC and the broader Harford County community. I am excited to be part of it and look forward to implementing engaging projects that will both hone students' academic skills and enrich our community of scholars and citizens.

- Prof. Mark Brock-Cancellieri, English Faculty, Harford Community College.

From: James Karmel

Sent: Thursday, June 21, 2018 8:23 AM

To: Mark Brock-Cancellieri

Subject: Re: 2018 NEH CC grant

Hello Mark: thanks very much! This is great and particularly nice to see how many students you plan to engage. Thanks also for your reading contributions, that is very helpful too. our statement is just what we need but can

NEH Grant Materials & Message of Support

Mark Dencler

Fri 6/15/2018 7:07 PM

To: James Karmel <JKarmel@Harford.edu>;

 2 attachments

NEH - Project Class List - Mark Dencler.docx; NEH - Resume - Mark Dencler.docx;

Jamie:

I am writing to support and verify my participation as a Faculty Scholar for this project. I am looking forward to working with my students on grant activities to further their engagement in Humanities, research, literary and technical skills. This project will benefit both our students at HCC and the community and I am excited to be part of it.

Attached are the two requested supporting documents (resume, participating course list, and related enrollment forecast).

Let me know if there is any further way I can be of assistance. Have a great weekend Jamie.

Mark Dencler

Harford Community College - Business, Education, Computing and Applied Technology

E-Mail: mdencler@harford.edu

Office Phone: 443-412-2439

Re: 2018 NEH CC grant

Colleen Webster

Mon 6/25/2018 1:52 PM

To: James Karmel <JKarmel@Harford.edu>;

📎 1 attachment

brief vita.docx;

Hi Jamie---

Here is my brief cv and my statement:

I am very enthusiastic to be part of this Scholars program, helping to engage my students in content through various delivery modes. My students in Multicultural Literature class will benefit from this program that supports research, reading, analysis, culminating in writing, oral presentation and other projects.

Hope this is what you need.....

Sorry to be late--so good with technology that on my last morning before class I dropped my phone in the Cape Cod Bay....oh well. All went well!

Colleen

From: James Karmel

Sent: Monday, June 18, 2018 10:59 PM

To: Colleen Webster

Subject: Re: 2018 NEH CC grant

Thanks Colleen - that should be fine, I don't need the class info. again unless it is new. Have a great trip! Jamie

James R. Karmel, Ph.D.

Director, Center for Excellence in Teaching and Learning (CETL)

Professor of History

443-412-2105 | jkarmel@harford.edu

From: Colleen Webster

Sent: Monday, June 18, 2018 2:22 PM

To: James Karmel

Subject: Re: 2018 NEH CC grant

Hi Jamie,

Will be home late 22nd and will abbreviate my cv on Saturday and forward with my email support....do I need to reiterate the class info? I only have tablet and wireless is spotty, so will do when I return to a real computer.

Thanks,

Colleen

NEH Grant Support Letter

Sharoll Williams-Love

Tue 7/3/2018 3:27 PM

To: James Karmel <JKarmel@Harford.edu>;

📎 1 attachment

SHAROLL WILLIAMS-NEH Resume.docx;

Dr. James Karmel,

It is with enthusiasm that the Soar2Success (S2S) program here at Harford Community College supports the NEH grant.

Positioned within the Office of Student Life, S2S is part of the colleges' retention initiative.

This collaboration seeks to engage students, staff, faculty and community and will provide crucial information about the education of African Americans in Harford County spanning from the era of reconstruction to the civil rights movement.

I am in the unique position being involved as both an employee at Harford Community College and a volunteer at the Hosanna School Museum and fully embrace the opportunity at each phase of the project to engage with the campus and greater Harford community in learning about this neglected chapter in history.

Thank you for the opportunity.

Sincerely,

Sharoll Love
Student Diversity Specialist



443-412-2224 - slove@harford.edu

NEH Grant Support Email

Jenny Jakulin

Thu 7/5/2018 6:19 PM

To: James Karmel <JKarmel@Harford.edu>;

Cc: Jenny Jakulin <jjakulin@harford.edu>;

Importance: High

Good Afternoon Jamie:

I am writing to confirm my support for this initiative and would like to serve as a Student Support Specialist for the Active Learning and Student engagement in the Humanities project. I am looking forward to supporting our students in this role to promote engagement in Humanities, research, literary and technical skills. I know this project will be beneficial to students, HCC and our community! Please find my resume attached for your review.

Best,

Jenny

Jenny Y. Jakulin, M.A., M.Ed.

Academic Success Coach



Office Phone: (443) 412-2538 Work Cell Phone: (443) 655-0413| Email: jjakulin@harford.edu

"Due to email being an unsecured medium of communication, confidentiality cannot be guaranteed."

RE: NEH grant materials needed by July 6

Jennifer MyersSmith

Thu 7/5/2018 1:10 PM

To: James Karmel <JKarmel@Harford.edu>;

📎 1 attachment

J MyersSmith resume 2018.pdf;

Good Afternoon Jamie,

I am writing to support and verify my participation as an Academic Success Coach for the Active Learning and Student engagement in the Humanities project. My resume is attached to show my support for the NEH grant. I am looking forward to supporting students as they engage in Humanities research. I am excited to see how the students connect the information they learn throughout this project to their lives and future goals.

Sincerely,

Jennifer MyersSmith

Jennifer L. MyersSmith, MFT

Academic Success Coach



443-412-2323 | Email: jmyerssmith@harford.edu

From: James Karmel

Sent: Thursday, July 05, 2018 10:50 AM

To: Jenny Jakulin <jjakulin@harford.edu>

Cc: Sharoll Williams-Love <SLove@Harford.edu>; Jennifer MyersSmith <jmyerssmith@harford.edu>; Jennie Towner <JTowner@Harford.edu>

Subject: Re: NEH grant materials needed by July 6

Hi - just a heads up: Jenny and Jennifer I need your two-page resumes and separate emails of support by tomorrow (7/6).

thanks! Jamie

James R. Karmel, Ph.D.

Dept. Coordinator, Humanities

Director, Center for Excellence in Teaching and Learning (CETL)

Professor of History

Harford Community College

401 Thomas Run Road

Bel Air, Maryland USA 21015



HARFORD

COMMUNITY COLLEGE

June 26, 2018

Dr. James Karmel
Project Director
Active Learning and Student Engagement in the Humanities:
Understanding the Civil Rights Movement in Harford County
Harford Community College
401 Thomas Run Road
Bel Air, MD 21015

Dear Dr. Karmel:

On behalf of Harford Community College, I would like to confirm the institution's support of our grant proposal entitled NEH's "Active Learning and Student Engagement in the Humanities: Understanding the Civil Rights Movement in Harford County, Maryland." We are committed to offering the College's resources and overall general support to this significant and timely project to:

- provide a collaborative environment among our Humanities faculty and other divisions to engage students in their projects and research activities as well as include the staff who will be working with My Success Network students;
- improve our Humanities-based curricular pathways;
- sponsor/participate in outreach activities for this project intended to educate the community while leveraging partnerships with local museums, public library, historical society, and tourism organizations; and
- implement professional development opportunities for faculty and staff in the Humanities.

"Understanding the Civil Rights Movement in Harford County, Maryland" will engage our students in research activities that will give them insight into the civil rights movement, largely undocumented and little understood in the community. The outcome of the project will yield robust material that be shared in and outside the region with a digital exhibition and mobile application.

We also applaud the inclusion of the My College Success Network students, as this project will expose at risk students to Humanities programming and a culturally-relevant time in regional history.

We appreciate your strong consideration of our application.

Sincerely,

Steven Thomas, Ph.D.
Vice President
Academic Affairs

Harford Community College Institutional Overview

Founded in 1957 and located near Bel Air, Maryland, Harford Community College (HCC) offers more than 80 affordable degree and certificate programs of study to more than 2,000 full-time and 6,000 part-time students, as well as a wide variety of noncredit continuing education courses to more than 10,000 students a year. In FY 2017, HCC had 8,992 credit students, nearly 30% of whom identify as belonging to a minority group. HCC has 99 full-time faculty members, 80.4% of whom hold a master's degree and 16.5% of whom hold a doctorate. During FY 2016, HCC offered 544 courses across 2,477 sections and awarded 1,088 associate degrees.

HCC has six academic divisions offering a spectrum of educational backgrounds and academic opportunities: (1) Behavioral and Social Sciences; (2) Business, Education, Computing, and Applied Technology; (3) Humanities; (4) Nursing and Allied Health Professions; (5) Science, Technology, Engineering, and Math; and (6) Visual, Performing, and Applied Arts. The Humanities Division promotes critical listening, thinking, and reading skills and awareness of the human condition through courses offered in communication studies, English, foreign language, literature, religion, philosophy, and history. The division employs approximately 15 full-time faculty members, most of whom teach required humanities classes. The humanities faculty includes novelists, playwrights, historians, poets, and developmental specialists who have all published books or other pieces.