

# “Tell Them We Are Rising:” On HBCUs and the Digital (2010-2021)

Bria E. Paige, Intern

Office of Digital Humanities

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**NATIONAL  
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## Project Overview

Since the founding of the first Historically Black College or University (HBCU) in 1837, the number of HBCUs in the United States has grown significantly, today totaling 101 accredited HBCUs across the nation (“Who We Are”). Although HBCUs had been in existence for nearly 130 years prior to The Higher Education Act of 1965, it was not until Congress passed this piece of federal legislation and President Lyndon B. Johnson signed it into law that HBCUs were officially designated and defined by the U.S. Department of Education as “any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation” (“What is an HBCU?”). Despite this federal recognition of HBCUs and an increase in visibility for these uniquely positioned institutions of higher learning, HBCUs continue to be underrepresented, under-resourced and underfunded institutions within the broader educational landscape of the United States, which boasts over 7,000 institutions of higher learning (Williams and Davis 2).

Dr. Ivory A. Toldson, former executive director of the White House Initiative (WHI) on HBCUs, published a report addressing the funding gaps between HBCUs and Traditionally White Institutions (TWI) in 2016. He concluded, based on data collected by the National Center for Education Statistics (NCES) housed within the U.S. Department of Education, the following: “In 2014, four traditionally White institutions (TWIs) received more revenue from grants and contracts than all four-year historically Black colleges and universities (HBCUs) combined. In total, 89 four-year HBCUs collectively received \$1.2 billion for grants and contracts from the federal, state and local governments, as well as private foundations. By comparison, Johns Hopkins University received \$1.6 billion alone” (Toldson 97). Since this report was released in 2014, the WHI on HBCUs continues to address these funding inequities amongst universities. In fact, an interagency “Federal HBCU Competitiveness Strategy” plan was recently published for fiscal years 2020-21 and 2021-22, which continues to guide the efforts to increase the capacity and competitiveness of HBCUs across the nation.

The National Endowment of the Humanities (NEH) remains committed to the mission and purpose of the WHI on HBCUs and, as a result, contributed to the Federal HBCU Competitiveness Strategy Plan. Members of the NEH HBCU Working Group identified a number of agency-wide goals, along with specific metrics, tactics, and strategies, to ensure NEH goals align with the HBCU goals they proposed as a part of the Competitiveness Strategy Plan.<sup>1</sup>

This research project is an extension of the NEH HBCU Working Group’s efforts towards diversifying the kinds of institutions the NEH supports through their grant programs and awards. Moreover, this research project converges with another one of the NEH’s growing priorities:

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<sup>1</sup> NEH set several goals, metrics, strategies and tactics to ensure the agency better serves the HBCU community. See NEH’s contribution to the WHI “Federal HBCU Competitiveness Strategy” for fiscal years 2020-21 and 2021-22 at the following link: <https://sites.ed.gov/whhbcu/files/2021/01/Federal-HBCU-Competitiveness-Strategy.pdf>.

supporting digital humanities (DH). NEH has supported research at the intersection of technology and the humanities since its foundation, and today digital projects are supported by all offices and divisions at NEH. The creation of the Office of Digital Humanities (ODH) in 2006 and the agency-wide Digital Humanities Special Interest Group (DHSIG) in 2020, in particular, are evidence of the agency's growing commitment to supporting project teams experimenting with digital methods to develop new methodologies for humanities research, teaching and learning, public engagement, and scholarly communications.

NEH recognizes the growth of DH inquiry and community building occurring not only at TWIs but also amongst minority-serving institutions, such as community colleges, Hispanic-Serving Institutions (HSI), Tribal Colleges and Universities (TCU) and, of particular interest to this project, HBCUs. Therefore, this research project combines two of NEH's growing priorities, supporting the digital humanities and HBCUs, to further determine how NEH can adequately support HBCU humanities initiatives with a special interest in digitally inclined projects. As a larger goal, this project aims to assess the state of the digital humanities as it currently stands on HBCU campuses across the nation in order to better understand the needs of the HBCU DH community. Ultimately, this project will evaluate the impact and reach of NEH digital grants in relation to HBCUs and propose recommendations for how NEH can further assist HBCUs in their pursuit of the digital humanities.

### The Research Process

The NEH HBCU Working Group collected data for the 2019 fiscal year in order to assess NEH outreach, support, and funding at HBCUs. This data, collected across all six NEH program offices, guided NEH's contribution to the interagency "Federal HBCU Competitiveness Strategy" for fiscal years 2020-2021 and 2021-2022.<sup>2</sup> Although this data was crucial to establishing a strategic plan with a number of goals, metrics, strategies, and tactics to improve NEH engagement with HBCUs, this project only offers an assessment of one single fiscal year and does not engage data from NEH's Electronic Grant Management System (eGMS), but rather data collected from a number of program officers and specialists across divisions. Notably, eGMS presents its own challenges both to NEH's growing prioritization of minority-serving institutions, including HBCUs, HSIs, and TCUs, as it lacks a consistent tagging system of these institutions which makes it more difficult to conduct comprehensive studies.

This report expands on the preliminary research conducted by the HBCU Working Group by analyzing data from all applications considered for funding between fiscal year 2010 and the March 2021 National Council.<sup>3</sup> Collecting data from this twelve-year period will allow for a more longitudinal assessment of the number of HBCU applications submitted, reviewed, and funded at NEH from the past decade. As a result, the dataset for this research project includes a total of 1,369

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<sup>2</sup> The six represented divisions were: the Division of Challenge Programs, the Office of Digital Humanities, the Division of Education, the Division of Preservation and Access, the Division of Public Programs, and the Division of Research Programs. The Office of Federal/State Partnerships was not included in this initiative.

<sup>3</sup> This data set begins with applications reviewed for at the November 2009 National Council and ends with those reviewed at the March 2021 National Council.

HBCU applications to grant programs across the agency from 2010-2021. This dataset excludes any and all pending projects and ineligible and duplicate applications.

This research project also attends to another nascent data collection and assessment interest at NEH: the digital humanities. The digital humanities can be difficult to define, even as scholarship about the field continues to increase.<sup>4</sup> The digital humanities as theorized and practiced at HBCUs can be even harder to define. For the purposes of this research project, I adopt the term “digital” rather than “digital humanities” in order to allow a more expansive understanding of how technology enriches humanistic inquiry and scholarship. This definition of the digital also includes projects that engage with various kinds of media, as represented by how information is published and shared within the public sphere, including but not limited to websites, television and film, podcasts, social media, etc. This expansive definition of digital projects allows us to look broadly at how multimodal research and teaching occurs at HBCUs, without imposing disciplinary categories which may not apply in this case.

This definition of digital projects draws on the digital project classification system recently created by the NEH’s Digital Humanities Special Interest Group. The classification system is as follows: 1) Methods, Software, and Critique; 2) Collections and Access; 3) Curricula and Pedagogy; 4) Digital Public Engagement; and 5) Digital Publication. This project expands this classification system to include a sixth category: 6) Digital Community Building. Digital Community Building refers to projects that are not just limited to one particular institution, but rather promote connection and collaboration across a number of institutions, which is particularly beneficial for HBCUs that might lack resources and technology on their own campus.

Between 2010 and 2021, HBCUs submitted 1,319 applications to NEH, 319 of which requested support for digital projects. Only 25 of those applications for digital projects were successfully funded. Though a relatively small proportion of the total HBCU applications and awards, these 25 funded digital projects serve as the foundation for this study.

The research process for this project intentionally included both data collection from eGMS and interviews with select Project Directors of NEH-funded digital projects on HBCU campuses to allow for both a quantitative and qualitative approach in my evaluation. I extended interview requests to twelve Project Directors of funded digital projects at HBCUs. They were selected to represent a diverse subset of HBCUs. While we aimed to identify Project Directors from across a wide spectrum of institutions and project types, there were some limits. Two-year colleges were not included in this stage of the project, for reasons of scope. And because there were no HBCU digital applications awarded in the Division of Challenge Programs, there is not an interview with a Project Director from that division.

Ultimately, this project draws on seven videoconference or email conversations with former NEH Project Directors based at six HBCUs. Project Directors were asked to discuss the reception of their NEH-funded digital project on their respective campus, the pressing wants and needs for

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<sup>4</sup> For a current discussion of the state of the field, see Matthew K. Gold and Lauren F. Klein, “Introduction: A DH That Matters,” *Debates in DH 2019*, Minneapolis (University of MN Press, 2019).

digital development on HBCU campuses, and the redevelopment of NEH’s outreach strategy specific to HBCUs. The assessment of both the quantitative and qualitative data collected for this project inform its conclusions and recommendations for future research.

Finally, I requested and received permission from each Project Director to include any direct quotes published in this report.

## What We Learned: The Data

### How NEH Serves HBCUs

NEH has received over 1,300 applications from HBCUs since fiscal year 2010, and about 23% of those projects included a digital component. As Table 1 shows, HBCU applications at large, and for digital projects in particular, have a funding ratio of eight percent. In contrast, the funding ratio for all eligible applications submitted to NEH in fiscal year 2020 was about 14.5%.<sup>5</sup>

Dataset	All	Funded	Funding Ratio
HBCU Project Applications	1,369	110	8%
HBCU Digital Project Applications	319	25	8%
HBCU Applications submitted to Minority-Serving Grant Programs	641	59	9%

*Table 1: A total of 1,369 HBCU project applications were submitted across the NEH agency from 2010-2021. 110 were funded for a funding ratio of 8%. There were a total of 319 HBCU digital project applications. 25 were funded for a funding ratio of 8%.*

Analysis of HBCU applications and funding patterns shows that the Division of Education Programs and the Division of Research Programs fund the highest numbers of HBCU applications of all agency divisions. Collectively, they have funded 75 HBCU projects, or 68% of all HBCU projects funded by NEH.

A primary driver for successful HBCU applications may be Minority Serving Grant Programs (MSGP), or programs that are open only to HBCU applicants. Both the Division of Education Programs and the Division of Research Programs fund MSGPs directed towards HBCUs. These programs make up more than 75% of the awards that both divisions make to HBCUs. See Appendix A for a more detailed breakdown of HBCU funding by division.

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<sup>5</sup> This funding ratio is based on all eligible applications submitted through competitive granting programs in Fiscal Year 2020. This number excludes supplements, Chairman’s awards, NEH CARES applications, and applications or awards associated with NEH’s Federal/State Partnership.

Minority Serving Grant Program (MSGP)	All Applications	Funded Projects	Funding Ratio	Percentage of HBCU awards made through MSGPs
Humanities Initiatives: HBCU (Education)	258	32	12%	80% (Education)
Awards for HBCU Faculty (Research)	383	27	7%	77% (Research)

Table 2: The NEH offers two programs that are exclusively for applicants from HBCUs. More than 75% of all awards made to HBCUs in these divisions come from those two programs.

### Digital Projects at HBCUs

As Figure 1 shows, 319 of the applications that HBCUs made to NEH from 2010-2021 qualified as a digital project according to the criteria described above. That represents about 23% of all HBCU applications.

Of those applications, 25 received funding from the NEH. Digital projects from HBCUs have a funding ratio of just under 8%.

The majority of HBCU digital projects were submitted to the Division of Education Programs and the Division of Research Programs. The Division of Education Programs funded 14 of these projects, or just under 13% of all applications. This means that HBCU digital projects submitted to the Division of Education Programs have tended to be more successful than HBCU applications in general for that division, and for the agency at large.

In contrast, digital projects submitted to the Division of Research Programs by HBCUs were not successful: only 1 of 81 projects received funding.

Digital Projects by Division	Applications	Awards	Total funding awarded	Funding ratio
Division of Challenge Programs	5	0	\$0	0%
Office of Digital Humanities	37	3	\$348,799.00	8%
Division of Education Programs	111	14	\$903,539.59	13%
Division of Preservation and Access	37	5	\$381,721.23	14%
Division of Public Programs	48	2	\$79,600.00	4%
Division of Research Programs	81	1	\$6,000.00	1%
<b>Totals</b>	<b>319</b>	<b>25</b>	<b>\$1,719,659.82</b>	<b>8%</b>

Table 3: NEH has received 319 applications from HBCUs that can be classified as digital, of which 25 have received funding. The majority of funding for digital projects at HBCUs came from the Education Division, which funded over half of all digital projects from HBCUs.

## What We Learned: Listening to Former NEH Project Directors

I spoke with seven current or former NEH Project Directors based at HBCUs about their experience doing DH work at their institutions and working with NEH. The results of these conversations are summarized here. For a list of the interviewees and the questions I asked, see Appendix B.

### Defining the Digital (Humanities) at HBCUs

DH at HBCUs takes many different forms and often does not exclusively employ formal academic language around DH scholarship. Nonetheless, conversations about the Digital Humanities as defined in this project are happening frequently at HBCUs, and the interest in practicing DH on HBCU campuses continues to grow.

My interviews with DH researchers suggested that digital humanities is still new at many HBCUs. In many cases, NEH-funded digital projects at HBCUs can catapult DH development on these campuses. For example, Sophia Sotilleo, Interim Library Director and Associate Professor at Lincoln University, reflected on the impact of her NEH-funded project to hold a community event to digitize university archives: “I believe this project was the beginning of the digital humanities discussion on my campus.” Dr. Kim Vaz-Deville, Associate Dean of the College of Arts and Sciences and Professor of Education at Xavier University, shared a similar sentiment about their award, which supported the development of a new minor on campus: “This project has undoubtedly brought digital humanities to the landscape of Xavier and is helping to forge its contemporary identity.”

The fact that DH is relatively new on these campuses means that its definition can be even harder to pinpoint at HBCUs than in the field at large. As Vaz-Deville put it: “While the term is still rather challenging to fully define or bound (which may be a distinct opportunity) Xavier faculty and its students are speaking about and leveraging tools analogous with digital humanities work.” Dr. Aaron Carter-Enyi, Assistant Professor of Music at Morehouse College and director of an NEH project which applied computational methods to the study of music, agreed, explaining that while text analysis and mapping are cornerstones of DH on his campus, the field can include so much more.

One area where NEH support has enabled DH to expand beyond individual research projects at HBCUs is in the area of curricula and pedagogy. As Carter-Enyi remarked, students are often leaders in adopting digital humanities on campus because they are more comfortable learning new methodologies and technologies. In 2018, NEH awarded Xavier University a Humanities Connections Planning Grant to develop their Digital Humanities, Data Science, and Digital Justice Minor, and awarded a Humanities Initiatives Grant (Education Division) to Grambling State University in 2020 to develop a Digital Humanities Minor. These awards will help institutionalize DH on these campuses.

On campuses where DH is less well-established, the focus may be less on large-scale pedagogy or experimentation, and more on core work like digitization. When asked about the most exciting developments in digital humanities at HBCUs, Brandon Lunsford, University Archivist and Digital Manager of the Inez Moore Parker Archives at Johnson C. Smith University, said: “I think

more HBCUs are engaging with their collections, and more are having their collections digitized and made available. That is the first step to interacting with DH, and we need to advocate more strongly for that.” Lunsford served as the project director on a community-driven initiative to develop a digital interactive map.

Many HBCUs hold materials in their special collections that not only record their HBCU’s expansive history but archival materials documenting the lives of prominent African-American leaders, writers and thinkers. These include the W.E.B. Du Bois papers at Fisk University, the Martin Luther King Jr. papers at Morehouse College, the Toni Cade Bambara papers at Spelman College, and the Margaret Walker papers at Jackson State University.

While many of the digital projects funded by NEH have a digitization component, few NEH projects have centered on the digitization of the valuable primary sources held in HBCU special collections.

### Determining what HBCUs want and need in order to do DH

Faculty and staff at HBCUs are doing digital work in the humanities. But there remains a need for additional resources to further develop DH on their campuses. Lunsford offered his insight on what HBCUs need: “We will need more equipment, computers, tech, etc. etc. and some dedicated training for faculty, staff, and students. I think the university will need to hire dedicated faculty experienced in DH, and could benefit from visits to other universities/libraries where DH is being taught and used to maximum effect.”

Among the recommendations that HBCU awardees made during our conversations were:

- Funding for DH development and implementation.
- DH training and workshops for HBCU faculty and staff.
- Grant writing workshops targeting HBCUs, which several applicants said are crucial to increasing the number of HBCU applications submitted and successfully funded at NEH.

### Reimagining NEH’s relationship with HBCUs

Many HBCU faculty and staff want to apply for grants at NEH, but others remain hesitant to do so for a range of reasons. Most notably, some of the HBCU faculty and staff interviewed for this project expressed distrust that their proposed application would receive a fair review at NEH simply because of its institutional designation as an HBCU.

As NEH works to improve their outreach and support of HBCUs, observing NEH internal data and listening to these former NEH Project Directors would shed light on how NEH can specifically begin to reimagine its relationship with HBCUs.

With this in mind, there are strategies that NEH can use to improve its relationship with HBCUs. As this study shows, HBCU-specific grant programs are an effective way to attract and support HBCU applicants. When asked how NEH can support his DH work, Carter-Enyi suggested perhaps developing “an HBCU specific grant specifically for digital projects” as he believes, “an HBCU digital projects grant would give HBCU faculty a clear opportunity for their digital humanities ideas.”

Additionally, HBCU applicants might feel more confident in the application process if they knew that they had allies at NEH responsible for ensuring they receive a fair review. Both HBCU faculty and staff in addition to the NEH would benefit from designating one or more NEH staff members as HBCU liaisons. These individuals' primary responsibility would be to create and sustain mutually beneficial relationships with HBCUs. An HBCU liaison working specifically with digital projects could help potential applicants resolve some of the challenges described here.

## Recommendations

The purpose of this study was to better understand how NEH has successfully supported digital projects at HBCUs in the past, and to identify strategies for further expanding this relationship. Based on the results of this study, there are three approaches the NEH could use to better support digital projects at HBCUs.

### Demonstrating that HBCUs are valued at NEH

- 1) Building confidence and trust among HBCU applicants will help ensure that NEH receives competitive applications across its funding opportunities. NEH has started to address this through events sponsored by the HBCU Working Group as well as through targeted language in the Notice of Funding Opportunity for several grant programs. Additional actions might include designating dedicated NEH personnel to serve as HBCU liaisons to build mutually beneficial relationships with these institutions.
- 2) Recognize that HBCUs are also homes to archives, libraries, and museums that also need support.

### Reworking grant programs to be more inclusive

Evidence suggests that grant programs targeting HBCUs are successful at attracting and funding HBCU applicants. There are several strategies that divisions can take to build on these successes:

- 1) For program divisions looking to increase their HBCU engagement, consider creating additional specific Minority-Serving Grant Programs. A funding opportunity specifically for digital projects at HBCUs, supported collectively by multiple NEH divisions, could help applicants seeking to build digital humanities on their campuses from the ground up.
- 2) Because digital humanities at HBCUs often begins with digitization, and because HBCUs often collect unique and valuable materials relating to American history, a special program to support digitization at HBCUs could be particularly valuable. This could be an extension of the Humanities Collections and References Resources (HCRR) program within the Division of Preservation and Access.
- 3) The Office of Digital Humanities' Institutes for Advanced Topics in the Digital Humanities (IADTH) program plays an important role in training digital humanities practitioners and building communities of practice. ODH intern Sara Mohr's research into the IADTH program suggested that IADTHs targeting underserved communities can be particularly impactful. The ODH might consider additional outreach to encourage applications for an IADTH specifically geared towards the needs of HBCU faculty and staff.

## Improving Outreach to HBCUs

The formation of the NEH HBCU working group was an impactful first step to ensuring that NEH is serving the needs and wants of HBCU faculty, staff, and students looking to lead their own humanities projects. The following are recommendations NEH can implement to improve and sustain their outreach strategy to all 101 HBCUs across the nation:

- 1) Target HBCUs that have not applied at all to NEH within the past 10 years and encourage them to submit applications.
- 2) Design a webinar series for HBCU faculty, staff, and students to educate potential applicants on the grant programs and resources offered at NEH. To demonstrate HBCU engagement is an agency-wide priority, the webinar series could begin with a convening including the NEH chairman and HBCU presidents, provosts, and high-ranking administrative faculty on NEH's commitment to HBCUs. This could be followed by a series of webinars including one about funding opportunities for HBCU faculty and staff, one about internships and professional development opportunities for HBCU graduate and undergraduate students, and one for grants management staff at HBCUs about applying for and managing NEH awards. Follow up the webinar series with an active email list to ensure contact persons at HBCUs are disseminating the relevant information to humanities faculty, staff, and students across their campuses.
- 3) Conduct grant writing workshops and webinars for potential applicants at HBCUs. The HBCU Working Group is actively working on implementing this strategy within the next fiscal year.

## For Applicants

NEH offers more than twenty programs that can support digital humanities projects. If you are a digital humanities practitioner based at an HBCU, there are a few funding opportunities that might be particularly well-suited to supporting digital humanities on your campus.

The Humanities Collections and Reference Resources program supports digitization efforts for libraries and museums, including those housed on college campuses. This can be a helpful first step in building the infrastructure to conduct digital humanities teaching and research. For example, Morehouse College received an HCRR award for the “Africana Digital Ethnography Project Collection Accessibility Program,” which aims to catalog and annotate 40,000 born-digital sound recordings, moving images, and photographs.

A majority of digital projects at HBCUs receive funding through the [Humanities Initiatives](#) program, which funds projects relating to teaching, pedagogy, and curriculum development. This program has a special track for HBCUs. For example, Grambling State University received a Humanities Initiatives for HBCUs award to spend three years developing an interdisciplinary minor in digital humanities.

Finally, the [Office of Challenge Programs](#) offers a special funding initiative for building digital infrastructure. This program does require organizations to raise matching funds, but applicants should note that HBCUs are eligible for special matching requirements. An example of how this

program can support digital infrastructure is a recent award that will enable New York Public Radio to implement a new Digital Asset Management System for their archives.

For more information about funding digital projects at NEH, see the list of resources for applicants maintained by the NEH's Office of Digital Humanities:

<https://www.neh.gov/divisions/odh/resources-for-applicants-to-the-NEH-office-of-digital-humanities>

### Opportunities for Future Research

As this research project was the first of its kind, NEH would benefit from conducting a yearly assessment for the NEH's engagement with HBCUs and other minority-serving institutions (including HSIs, TCUs, and Community Colleges) to ensure NEH is actively working towards diversifying the kinds of institutions they are serving.

Additionally, a larger comprehensive study, similar to this one and conducted every ten years, would offer a more longitudinal overview of how NEH has improved its outreach and engagement with minority-serving institutions and practitioners and theorists of the digital humanities. These yearly and decade-long studies would not only mark the progress NEH continues to make in serving minority-serving institutions, but also hold the agency accountable to the internal and external goals it has established for itself, as evidenced in the WHI "Federal HBCU Competitiveness Strategy" published in 2020.

### Acknowledgments

I want to extend my sincerest thanks to the Office of Digital Humanities, led by Division Director Brett Bobley and his incomparable staff: Jennifer Serventi, Sheila Brennan, and Elizabeth Tran. I especially want to thank my internship supervisor and ODH Program Specialist, Hannah Alpert-Abrams, for her step-by-step assistance in imagining, developing, and implementing this individual research project. I will forever cherish the mentorship that I received during my time as an ODH intern and look forward to maintaining these relationships throughout my graduate school career and beyond.

I also want to thank Mary Macklem and the NEH HBCU Working Group for allowing me to join their ranks during my internship and lend my expertise as an HBCU graduate to the great work they were conducting during my time at NEH. In addition to the HBCU Working Group, I want to thank the NEH Digital Humanities Special Interest Group, led by Hannah Alpert-Abrams, for also making space for me to join them as they continue to strategize how the agency can continue to prioritize and support digital humanities work at various institutions. Without my participation in both of these two working groups, my project would not have come into fruition.

Finally, I want to acknowledge the 101 HBCUs that continue to stand strong in their mission to educate African Americans, and the faculty, staff, and students who comprise these unique institutions. Since their founding in 1837, HBCUs have filled a void in our educational landscape and I am grateful for their steadfastness, even in the midst of immense change. A special thank you to the HBCU Project Directors Aaron Carter Enyi (Morehouse College), Vicki Lynn Crawford (Morehouse College), Robert Luckett (Jackson State University), Brandon Lunsford (Johnson C.

Smith University), Mona Lisa Saloy (Dillard University), Sophia Sotilleo (Lincoln University), and Kim Vaz-Deville (Xavier University), who took the time to speak with me about their experiences as NEH grant awardees and shaped this project’s findings, conclusions, and recommendations.

## Appendix A: HBCU funding distributions by program division

	Applications	Awards	Total funding awarded	Funding ratio
Division of Challenge Programs	18	3	\$100,000.00	17%
Office of Digital Humanities	37	3	\$348,799.00	8%
Division of Education Programs	415	40	\$3,231,676.82	10%
Division of Preservation and Access	95	24	\$774,423.04	25
Division of Public Programs	75	5	\$378,405.00	7%
Division of Research Programs	729	35	\$1,275,000.00	5%
<b>Totals</b>	<b>1,369</b>	<b>110</b>	<b>\$6,184,303.86</b>	<b>8%</b>

Table 4: The number of HBCU applications made by NEH, broken down by program office. 110 HBCU Projects were successfully funded across NEH from 2010-2021. A total of \$6,184,303.86 was awarded.

## Appendix B: Project Director Names and Interview Questions

### Interview Participants

#### **Kim Vaz Deville**

Associate Dean of the College of Arts and Sciences and Professor of Education, Xavier University

NEH Award: “Digital Humanities, Data Science, and Digital Justice Minor at Xavier University of Louisiana.” *Humanities Connections* (2018-2019). AKA-260563-18.

#### **Sophia Sotilleo**

Interim Library Director and Associate Professor, Lincoln University

NEH Award: “Preserving the History of Lincoln University Village.” *Common Heritage* (2017 - 2019). PY-253084-17.

#### **Brandon Lunsford**

University Archivist and Digital Manager of the Inez Moore Parker Archives, Johnson C. Smith University

NEH Award: “Mapping the Historic West End: The Digital History of African American Neighborhoods in Charlotte, North Carolina.” *Digital Humanities Advancement Grant* (2017-2019). HAA-256122-17.

#### **Aaron Carter-Enyi**

Assistant Professor of Music, Morehouse College

NEH Awards: “Algorithmic Thinking, Analysis and Visualization in Music (ATAVizM).” *Digital Humanities Advancement Grant* (2019-2021). HAA-263831-19. And “Africana Digital Ethnography Project Collection Accessibility Program (ADEPt-CAP).” *Humanities Collections and Reference Resources* (2019-2021). PW-264175-19.

**Vicki Lynn Crawford**

Director of the Martin Luther King Jr. Collection, Morehouse College

NEH Award: “Humanities Teaching and the Martin Luther King, Jr. Collection at Morehouse College.” *Humanities Initiatives: HBCUs* (2015-2017). AB-226792-15.

**Robert Luckett**

Associate Professor of History, Jackson State University, and Director, Margaret Walker Center

NEH Awards: “This Is My Century: The Life and Legacy of Margaret Walker.” *Exhibitions: Planning* (2017-2019). GE-254068-17. “Collaboration for Digital Access for Margaret Walker Archives.” *Humanities Initiatives: HBCUs* (2009-2013). AB-50061-09.

**Mona Lisa Saloy**

Professor of English, Dillard University

NEH Award: (With Hannah Baker Saltmarsh): “Defining, Documenting, and Teaching New Orleans Creole Culture.” *Humanities Initiatives: HBCUs* (2015-2017). AB-226757-15.

**Interview Questions**

1. What is the current status of your NEH-funded project? How has it been received on your campus?
2. How does your project fit within the bigger picture of digital humanities, broadly defined, at your respective institution? What is your institution doing to develop DH on campus?
3. What does your institution need to continue to develop DH on campus? How would you like the NEH to support this work?
4. What are the exciting developments and pressing needs regarding DH at HBCUs more broadly?
5. The HBCU Working Group at the NEH is redeveloping our outreach strategy specific to HBCUs. What would you like to see?

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