



NATIONAL ENDOWMENT FOR THE  
**Humanities**

OFFICE OF CHALLENGE GRANTS

## Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Challenge Grants application guidelines at <http://www.neh.gov/grants/challenge/challenge-grants> for instructions. Applicants are also strongly encouraged to consult with the NEH Office of Challenge Grants staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Preserve+Share+Produce Humanities Initiative within The Archives at Illinois College

Institution: Illinois College, Jacksonville, IL

Project Directors: Elizabeth Tobin

Grant Program: Challenge Grants

### Attachment 3. BUDGET

<b>Total NEH funds requested:</b>	<b>\$200,000</b>
Year 1:	\$75,000
Year 2:	\$50,000
Year 3:	\$50,000
Year 4:	\$25,000
<b>Total nonfederal contributions:</b>	<b><u>\$600,000</u></b>
<b>Total grant funds (NEH plus match):</b>	<b>\$800,000</b>

**Planned Expenditures:**

**Direct**

- Fundraising expenses \$50,000
- Renovation of Schewe Library \$200,000

*This project will relocate, expand, improve and provide additional functionality for the Archives facilities on the Library's first floor. Costs will include an air conditioning system to meet archival standards, carpentry, plumbing, demolition and removal of wall(s) and flooring, replacement of floor covering, asbestos abatement, painting, and engineering fees, as well as compact shelving, oversized storage, and other equipment. If these costs come in under-budget, we will consider the purchase of additional security cameras and tables and chairs for the processing space and research room. A detailed **scope of work for the planned renovation** can be found on pages 26-27.*

**Endowed**

- Invested in Endowment: \$550,000  
*Rate of return to be expended* (b) %

**Annual expendable endowment income:** \$ (b) (6)

**Uses of endowment income:**

Partial salary/benefits support for the Archivist	(\$ (b) (6) )
Professional development for humanities faculty	(\$4,500)
Research grants for external humanities scholars	(\$3,000)

*Please see Attachment 10 for a **Detailed Plan for Cash Flow to Support Grant Activities.***

## Attachment 6. NARRATIVE

Illinois College requests a \$200,000 grant that we will match with \$600,000 in new, targeted donations to launch the **Preserve+Share+Produce Humanities Initiative**. Since 2009, faculty efforts to organize and promote the use of archival materials has generated significant interest in holdings in **The Archives at Illinois College**. Through this P+S+P Initiative, Illinois College will transform our modest and crowded archival space and services into a centralized archival storage and research center. The P+S+P Initiative will make it possible for students, faculty, and scholars to access humanistic resources and annually produce at least five new or continuing substantive projects.

The P+S+P Initiative aligns with the *Realizing the Vision* strategic plan and fundraising strategy adopted by College trustees in 2011. We envision using the Challenge Grant and matching funds to:

- Directly invest \$200,000 in Schewe Library, to move the Archives into a new, larger, and improved space with **additional functionality on the Library's first floor**.
- Endow, with \$400,000, partial **salary support for a full-time, professional Archivist to lead the P+S+P Initiative and ensure that the materials are carefully preserved and appropriately shared** (\$ (b) (6) annually, when fully endowed). This will allow us to expand our Archivist position from part- to full-time, with an annual salary of approximately \$ (b) (6) and full benefits.
- Endow, with \$90,000, funding for **a new broadly-based teaching, learning and research program for the Archives** (\$4,500 annually, when fully endowed). The Dean of the College would administer the application process. Funding would be available for faculty participating in on-campus training workshops (i.e., stipends and workshop costs), and as modest grants for faculty research projects that involve the use of the Archives to a significant degree. The Initiative's support of faculty research will connect more students to the nationally significant materials in the Archives.
- Endow, with \$60,000, modest **grant funding for external scholars in the humanities to conduct research in the Archives** (\$3,000 annually, when fully endowed). The Archivist would administer the application process to award this funding.

- Use a small portion of the funding (\$50,000) to conduct fundraising to secure matching funding.

### Significance, intellectual quality of the humanities activities, programs, holdings.

#### **PRESERVE: Expand and improve facilities within Schewe Library to establish a fully-functional**

**Archives that meets professional archival standards.** We have unusually rich holdings of historical materials for a small college, because of our early founding (1829). Our archival materials are extensive, and include several special collections. We have a large collection of uncatalogued rare books, including approximately 30 incunabula (books produced before 1500) valued at about \$150,000.

We have a law book signed by Abraham Lincoln and four letters authored by President Lincoln in Washington, D.C., one of which is addressed to Illinois College President Julian Sturtevant. Lincoln's connection to Illinois College came through his friendship with several Illinois College students whose textbooks he borrowed, and with Illinois College professor Jonathan Baldwin Turner, who shared with Lincoln his concept of land grant universities (later advocated by Lincoln and adopted into law through the Morrill Act of 1862). Our Archives house several boxes of correspondence by Professor Turner.

We have six boxes of records pertaining to the Jacksonville Female Academy, a women's liberal arts college founded in 1830 with curriculum identical to that of Illinois College. It was the first women's seminary in Illinois and one of only two institutions of higher education for women west of the Allegheny Mountains. The Academy was incorporated into Illinois College in 1903.

The Charles E. Frank Oral History Archive, donated in 2009, contains over 100 taped interviews with Jacksonville residents and College faculty and staff. In 2013, another 16 interviews with notable residents were donated. Prof. Steve Hochstadt, director of this collection, has organized a student transcription process, further student interviews of local residents in connection with projects in history and sociology, and his own project of collecting interviews and documents on the history of race relations in Jacksonville. (Twenty-six transcripts have been created and printed thus far; the cover of a sample interview is included in Attachment 10.) The P+S+P Initiative will support making these interviews accessible through the Illinois College website.

We have about 20 linear feet of historical photographs in the Archives, currently accessible only upon special request. These photographs, acquired over the past century, are steadily being categorized, labeled, and digitized, supported through small, annual grants from the Davee Foundation.

In 2010 the Al Habtoor Leadership Center was established in Whipple Hall, housing a replica of the Congressional office of our alumnus, Paul Findley. He has given the College many of his papers and also many artifacts from his international travel, especially to the Middle East, which we intend to use as the basis for a larger collection of papers representing all 21 members of Congress who are alumni.

Our archived materials have the potential to speak to significant issues, including the division over slavery in the antebellum period, the maintenance of segregation, the role of educational institutions on the frontier, gendered education and changes in education, the role of knowledge in creating and maintaining class difference, and the role of knowledge in a developing community.

Our proposal is to use \$200,000 in direct investment of project funds to relocate the Archives from its current location (327 sq. ft.) on the third floor of the Library to the first floor of the Library, where a 1,813 sq. ft. area that is now offices and classrooms will become our Archives. The current archival area is an enclosed, locked Plexiglas security cage. The temperature and humidity in the archival area is not controlled to meet archival standards. Its configuration leaves no room for processing or access by researchers, creating significant limitations on our ability to incorporate archival materials into courses and serve patrons who wish to conduct research. The Archives are available to the public on weekdays between 8:00 a.m. to 5:00 p.m. The materials in the Archives are not entirely listed or catalogued. Materials may not leave the Library – although we fear that some have already been lost because library staff cannot devote sufficient time to continuously monitoring Archives users.

In April, William Maher, University of Illinois Archivist, conducted a two-day survey of the opportunities for improving our archival facilities. While on campus, he met with key faculty, staff and administrators, including Facilities Manager Stephen Patrick, to assess needs and options. Maher provided preliminary recommendations; his final report will be provided in May. Mr. Patrick brought in

experienced, trusted contractors to evaluate and bid on the improvements recommended by Mr. Maher. Additionally, Library Director Jan Figa and our historians researched equipment costs and used their own experiences at prior institutions to assess facilities and equipment needs and costs.

The new facilities to be provided include a 40' by 22' storage space, a 21' by 29' research room, and an office for the Archivist and an archival processing area (combined, 21' by 12'). The new facilities will consolidate our holdings into one secure location, make room for further acquisitions, and provide for greater ease of Archivist supervision and patron/researcher access. Additionally, we will renovate the existing air handling system to provide conditions necessary for archival preservation according to the standards outlined by the National Archives and Records Administration and archivists Michele F. Pacifico and Thomas P. Wilsted in their 2009 book, *Archival and Special Collections Facilities: Guidelines for Archivists, Librarians, Architects, and Engineers*.

**SHARE: Salary support for professional Archivist leadership, to enhance connections between students, faculty and researchers to the nationally significant historical materials in our Archives.**

Appropriately curating our nationally, and in some cases even internationally significant artifacts requires the promotion of our part-time Archivist position to a full-time position. During the renovation process, the College will hire a part-time Archivist to oversee the transition into a new facility and continue ongoing outreach efforts to students, faculty, and researchers. The part-time Archivist, whose job would become full time by the end of year 5 of the grant period, would build on an established program that has been drawing increasing attention to The Archives at Illinois College since 2009.

The P+S+P Initiative would provide additional salary support for a full-time, professionally-trained Archivist. Our current, part-time Archivist's salary (\$ (b) (6) or about 10 hours per week) is supported by an endowment focused on the Paul Findley Collection. The donor who established that endowment has recently agreed to provide an additional \$ (b) (6) in ongoing annual payments to expand the responsibilities of the Archivist's position, beginning in 2014. The Initiative will endow the final \$ (b) (6) necessary for a full-time salary of nearly \$ (b) (6) with full benefits. The Archivist would take

command of a highly active student program, begun by faculty members in 2009 and funded by state and private foundation grants. Under faculty supervision, students are ordering, categorizing, labeling, and digitizing archived materials so that researchers can better use archived items as the primary documentation for research and writing. The Archivist will ensure that these efforts meet professional standards.

The student work program has met with such success in part because students have continually made significant discoveries of previously uncatalogued holdings. These include an unpublished,

**Edward Beecher** was a close friend of **Elijah P. Lovejoy**, abolitionist from Alton, Ill., who was lynched and his printing press destroyed in 1837 by a pro-slavery mob. Our faculty and students were accused by the divided local community of supporting and hiding fugitive slaves. Our Beecher Hall, the oldest college building in the state, is **recognized by the National Park Service as an Underground Railroad Network to Freedom site.**

handwritten novel by Edward Beecher, the College's first president and Harriet Beecher Stowe's brother, who was a recognized leader of the anti-slavery movement in Illinois. Beecher's novel has gained the attention of Harriet Beecher Stowe Center (Hartford, Conn.) scholars. Students have also fully processed the records pertaining to the Jacksonville Female Academy. We hold membership records from the county Ku Klux Klan from the 1920s, which provide valuable insight into racial tensions in the Midwest in early 20<sup>th</sup> century – and are made all the more interesting by the fact that this KKK was so active in an area previously known for its abolitionism.

Our students, faculty, and researchers have expressed interest in a variety of other collections, including the Lincoln letters and correspondence by Jonathan Baldwin Turner, who was a member of our faculty from 1833 to 1848. These records would provide rich resources to scholars interested in his intellectual and practical contributions to the Land Grant movement.

Students' accomplishments have inspired us to plan further engaged learning through the Archives – begun earlier and more broadly in their undergraduate careers. For example, the Archivist could develop a program to incorporate the Archives into our First-Year Seminar program, where a

Seminar could focus on working with documents and utilizing primary records in papers and research projects.

**PRODUCE: Enriched courses, faculty-student project, new scholarship.** This new broadly-based teaching, learning and research program for the Archives will open up important material for general scholarly use – and especially connect students to the Archives’ historical materials as part of students’ overall liberal arts experience and development of their critical thinking skills. We hope to attract scholars from across the country to conduct research in our Archives, as well as focus on drawing Illinois College students and humanities faculty into using these resources.

Student production of high-quality humanities research based on materials in the Archives has already begun. Our students use archival materials and oral history interviews as the primary documentation for some research and writing; students’ work with these documents is so original that faculty self-published a volume of 2011-12 senior students’ essays in order to preserve this work for future students and future historians (Attachment 10 includes the cover and key pages from *Studies in Local History* (2012)). This book includes essays by three senior history majors based on documents from the Archives: an essay on Beecher’s *Cornelia* which transcribed significant portions and analyzed its construction; an essay on the KKK in Illinois using the membership list from the 1920s; and an essay on the Jacksonville Female Academy. These students had previously worked in the Archives organizing materials and producing finding aids. Another essay in the book came out of a student’s summer internship in a nascent public history program focusing on a local house museum.

Several faculty members are collaborating with students in the production of research. Assistant Professor of History Jenny Barker-Devine has begun an “IC Serves” initiative that engages students in using archival materials to document members of the College community who served in the military, Peace Corps, or VISTA, or who received significant awards, such as a Fulbright or Marshall Scholarship. Student workers are currently in the process of digitizing a card file kept by the College Alumni Office to track students and alumni during the First and Second World Wars. Additionally, the students in one of

her courses, HI 208 – US History, 1914-1945, developed a **web exhibit of Illinois College during the First World War** (Attachment 10 includes the main web page from the site:

<https://sites.google.com/a/mail.ic.edu/icinworldwari/>). She hopes to

continue developing this site into a more professional one that would prove useful for secondary history teachers. Professor Barker-Devine has also received College grants to preserve and digitize the **Dr. Carl Black Diaries and Scrapbooks**. Dr. Black, who graduated from Illinois College in 1883, participated in a humanitarian mission with the Red Cross in Greece at the end of the First World War. He surveyed hospitals and conditions among refugees pouring into the country. His 1,000-page diary details his experiences and is supplemented with another 1,000 pages of photographs and artifacts. It offers a wealth of information for scholars of the war, the Red Cross, the situation in Greece in 1918, and the attitudes of U.S. citizens toward this aspect of the conflict. These materials will enjoy immediate use, as one of our students is currently writing a senior essay on the changes that the First World War brought to the College.

In 2012, Professor Steve Hochstadt initiated the “Black and White in Jacksonville” research project, involving the collection of archival materials about race relations in Jacksonville and their use in research and writing projects. A student conducted several oral history interviews, which have been added to the Archives, as part of his senior essay on postwar race relations. Hochstadt plans to conduct more interviews, collect more photographs, and add other documents to the Archives to support student and scholarly research.

### War and Illinois College

Students involved in History 462 – Independent Study in Archival Methods, developed an exhibit on **Illinois College in the Second World War titled, “From Blue Boys to GIs.”** This display is one of the features of the annual Celebration of Excellence.

Work is also underway to study **one of Illinois’s very first regiments to serve in the Civil War.** The 14th Illinois Regiment was raised in Jacksonville and joined what became the Army of the Tennessee. Many College faculty and students participated on both sides of the struggle. The Archives contains information on the regiment.

In 2012 Associate Professor of English Beth Capo collaborated with Barker-Devine to design an assignment for English 354 - Early American Literature, that involved faculty-student collaboration on the research and transcription of Edward Beecher's unpublished novel *Cornelia*. Capo anticipates the outcome of this faculty-student research will be the publication of Beecher's novel.

The P+S+P Initiative's endowed fund will support more archival research through the following program components:

- **Illinois College humanities faculty members will participate in workshops focused on locating and using archival materials.** The College will dedicate approximately \$4,500 to these workshops every three years, beginning in 2015. (We believe this to be a reasonable schedule given our number of humanities faculty.) Examples of workshop topics include: a) working with students and primary sources (interpreting and teaching primary sources, instructing them in care and handling of archival materials, archival methods and organization); b) introduction to the Archives' holdings (women's education, World War One, Race Relations in the Midwest); and c) opportunities for humanities faculty to collaborate with faculty in the physical and natural sciences and fine arts, to utilize humanities methods and sources. The Dean would administer the application process to select faculty for participation. Funding would be used for faculty leader stipends, faculty participant stipends, guest speaker fees, and other workshop supplies. This component of our program will better prepare faculty to connect students to the significant historical materials in the Archives.
- In the second and third years of a three-year cycle, **Illinois College humanities faculty members will have the opportunity to apply for modest research grants** (approximately \$1,500), for faculty research projects (accomplished during the summer or academic year) that involve the use of the Archives to a significant degree. Selected by the Dean, each faculty member awarded funds would submit an outcomes report to the Dean and will be encouraged to publicly present or publish the results. As some will publish books based on their research, grants may also be used for publishing subventions.

- Beginning in 2017, **external humanities scholars may compete annually for stipends of approximately \$1,500 to conduct research in the Archives.** This component of our project is designed to let the research community know about and use the resources we have available in the Archives. The Archivist would administer the application process to select scholars for participation. Beneficiaries of these funds will be expected to produce significant research in humanities disciplines.

**Evidence of institutional quality as assessed by these independent entities:**

Illinois College is one of just five Illinois institutions to be listed on the **President's Higher Education Community Service Honor Roll** in all seven years since the award's inception (the College was listed three times "with distinction").

*Washington Monthly* in its 2012 rankings, listed Illinois College among the top 100 national liberal colleges in its contribution to public good.

To provide evidence of the quality of the activities to be supported, please find in Attachment 9 a detailed letter from William Maher, Archivist, University of Illinois Urbana-Champaign. In April, Maher conducted a two-day survey of the opportunities for improving our archival facilities, collections management policies, and processing practices. He met with faculty, students, and staff from the Library, Development, Academic Affairs, Facilities Management, and Information Technology. He examined the space we have proposed to renovate, explored our processed collections, and listened carefully to us as we explained our future goals. His overall assessment was positive that we have been moving in the right direction and that with the renovations to our facility, we have a considerable opportunity to create a significant and useful research center.

**Long-range plans for advancing, disseminating humanistic knowledge.**

**College capability to sustain outstanding humanities activities.**

Illinois College was founded in 1829 by seven young graduates of Yale College, who planned to replicate Yale on the Western frontier. Our Phi Beta Kappa chapter, established in 1932, remains one of 11 chapters in the state. The College is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. We have a student-faculty ratio of 11:1. With a current

endowment exceeding \$138 million, a well-maintained campus with recent upgrades and additions, and excellent faculty, the College is capable and committed to carrying out its mission (reproduced in the Institutional Fact Summary).

Illinois College's history combines striving for excellence in knowledge with opportunities for new students. "Yale on the frontier" meant including primarily first-generation learners as students without lowering standards for Latin and oratory. We have named a summer bridge program for first-

**Illinois College offers 45 majors in 23 departments and interdisciplinary programs,** from which students can select and combine majors and minors.

Our **humanities offerings** are Communications and Rhetorical Studies, English, History, Modern Languages (French, German, Japanese and Spanish), Philosophy, and Religion.

In addition, our humanities faculty members collaborate with science and social science colleagues to deliver **interdisciplinary programs** in Gender and Women's Studies, Interdisciplinary Studies, International Studies, and Management and Organizational Leadership.

generation students after Richard Yates, Illinois' Civil War governor and our earliest first-generation student, and continue to search for the best possible pedagogies, advising strategies, and campus-wide support to enable all students to earn a liberal arts education, which can benefit them over a lifetime.

The College now enrolls 970 students, 53.1 percent of whom are from low-income families and/or are first-generation college students. With a rapidly rising student application pool, we have become more selective in admission and significantly increased the diversity in recent entering classes. Twenty-seven percent of our entering first-year students who entered in the fall of 2012 are students of color or international students – an increase from 6.4 percent in 2004.

Through our Center for Academic Excellence (established in 2008), and a federal TRIO Student Support

Services grant, our first-year students' persistence to their sophomore year has improved dramatically and regularly, from the cohort entering in 2005 (71 percent) to the cohort entering in 2012 (83 percent). This improvement is based on our institution-wide commitment to raising students' academic standards, aspirations and success. Our improvements in NSSE (National Survey of Student Engagement) scores

over the past five years is such that the College was among those featured in NSSE's Annual report in November 2011.<sup>1</sup>

The Center for Academic Excellence coordinates an annual Celebration of Excellence. The top awards for faculty and students are announced at a formal convocation, followed by a day of outstanding students' presentations, musical performances, poster presentations, and a concluding awards ceremony. The program for the 2013 Celebration of Excellence is included in Attachment 10.

Almost one-third of Illinois College faculty (30.1 percent) teach within the humanities. Our faculty includes 80 full-time faculty (28 of whom – or **35** percent – teach in the humanities) and 23 adjunct/part-time faculty (three of whom – or 13 percent – teach in the humanities).

For nearly two centuries, our faculty, staff and donors have been working to build **The Archives at Illinois College** to preserve photos, documents, oral history interviews and other items of local, regional, state and national significance. We have been actively working since 2009 to make these archival materials more accessible to the public. Under the supervision of part-time Archivist Claire Jerry (Archivist at Illinois College responsible especially for curating the Paul Findley Collection of artifacts and papers) and history faculty members Jenny Barker-Devine, Joseph Genetin-Pilawa and Steve Hochstadt, who have extensive experience working in Archives, these materials are beginning to be ordered, categorized, labeled, and digitized by our students.

**Schewe Library.** Our library will be the home of our reorganized Archives. The library, which opened in 1976, contains more than 129,000 books, subscribes to over 300 journals and 68 online databases with 25,000+ full-text journal titles, and houses more than 10,500 items on microfilm and microfiche. Approximately 58 percent of our book titles are in the humanities. The library typically purchases 1,500 books annually (about \$50,000).

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<sup>1</sup> National Survey of Student Engagement. "Fostering Student Engagement Campuswide: Annual Results 2011," pages 25-26. April 24, 2012, [http://nsse.iub.edu/NSSE\\_2011\\_Results/pdf/NSSE\\_2011\\_AnnualResults.pdf#page=26](http://nsse.iub.edu/NSSE_2011_Results/pdf/NSSE_2011_AnnualResults.pdf#page=26).

The P+S+P Initiative is one component in an ongoing process of transforming Schewe Library. Since 2007, when Dr. Thomas Kirk, the Director of the Library and Coordinator of Information Services at Earlham College, assessed the Library's facilities and programs, the administration, faculty and librarians at Illinois College have worked towards the reconceptualization of the library's mission. We have focused on defining and teaching information literacy, through sessions with visiting librarians at our opening faculty conference and the integration of information literacy into our new general education program, the BLUEprint. Working with library expert Susan Perry, we developed a series of summer workshops for faculty focused on technology and the library, funded by the Andrew W. Mellon Foundation.

We have also attended to the library as physical space. We partnered with the Mellon Foundation to construct a flexible space in the library for students to collaborate on research while maintaining computer access and a high-tech classroom where faculty and library staff can teach information literacy and which students can also use as further collaborative space. This space houses most information literacy sessions; the two strands of change in the library reinforce each other.

**Whipple Hall.** Whipple Hall, built in 1882, served the College well as a classroom and office building for more than a century. In 2011, Whipple Hall was reborn as the home of the Al Habtoor Leadership Center, housing a replica of alumnus Paul Findley's Congressional office (one of only three Congressional office museums in the United States), as well as a Leadership Library and the Department of Communication and Rhetorical Studies, including a Speech Lab used across the curriculum. The Findley office museum also functions as a site of instruction for students pursuing professional careers in public history, specifically the organization and management of museum spaces.

Other facilities where humanities are taught include Sturtevant Hall, Kirby Learning Center and Baxter Hall. All campus buildings are equipped with up-to-date technology and internet access.

Our website, print and electronic publications, Twitter feed and Facebook account, have proven to be effective in serving an audience well beyond the campus and our city. We are well-prepared to disseminate information that will assure the P+S+P Initiative reaches people in many walks of life.

**Collaborators, partners and supporters, and evidence of institutional commitment.**

Illinois College has a positive institutional relationship with NEH. **Professor James E. Davis**, Emeritus Professor of History and Geography, has administered three NEH Summer Seminar grants, in 2003, 2009 (website: <http://www2.ic.edu/neh>) and 2011 (Attachment 10 includes the main page from the 2011 website: <http://www2.ic.edu/neh2011>). Professor Davis recently retired but he has been succeeded by three stellar faculty members who have focused their work, student-faculty research, and grant-writing on the College Archives.

**Professor Steve Hochstadt** (whose curriculum vitae is included in Attachment 10) is the creator of the Shanghai Jewish Community Oral History Project, a set of 100 interviews with Jewish refugees who lived in Shanghai during World War II, now housed at Bates College and in the process of digitization and online access. These interviews are the basis of two books and many articles. He has given workshops in oral history and interview techniques. He is currently Director of the Charles E. Frank Oral History Archive at Illinois College.

**Professor Jenny Barker-Devine** (whose curriculum vitae is included in Attachment 10) has four years of work experience at the Special Collections Department of Parks Library at Iowa State University in Ames, Iowa, where she was responsible for processing manuscript collections, preserving and cataloging photographs, conserving scrapbooks and working with films. She recently published *On Behalf of the Family Farm: Farm Women's Activism in Iowa Since 1945* (University of Iowa Press, 2013), for which she received grants to conduct research at the Iowa Women's Archives in Iowa City, Iowa; the University of Nebraska Special Collections in Lincoln, Nebraska; the Western Historical Manuscripts Collection in Columbia, Missouri; and the General Federation of Women's Clubs Women's History Center in Washington, D.C.

Barker-Devine has developed the student work programs and summer internships in The Archives at Illinois College that have employed 18 students at various times. She also created and teaches a course History 398 – Introduction to Archival Methods. Last October, in cooperation with the Illinois State Archives, she organized the celebration of Archives Month. This included a “Haunted Tour” of the Archives, dissemination of promotional posters and postcards featuring historic images, the launch of a Facebook page and a blog titled *IC Time Capsule* that documents her work with the Archives (Attachment 10 includes a blog entry from the site: <http://ictimecapsule.blogspot.com/>). She has developed volunteer programs for students that culminated this past spring with a student-driven exhibit titled “From Blue Boys to GIs: Illinois College in the Second World War.” Finally, in April 2013, she was awarded the **Don P. Filson Faculty Award**, an annual award for one faculty member to further develop a project that will significantly impact the campus. This summer she will submit a proposal for an essay on her work with students in the Archives for a forthcoming volume through Pennsylvania State University Press, titled *Producing Public Memory: Museums, Memorials, and Archives as Sites for Teaching*, edited by Jane Greer and Laurie Grobman.

**Professor Joseph Genetin-Pilawa** (whose curriculum vitae is included in Attachment 10) is the author of *Crooked Paths to Allotment: The Fight over Federal Indian Policy after the Civil War* (UNC Press, 2012). He has also published articles in the *Journal of Women's History* and *Western Historical Quarterly*. He has received grants and fellowships to conduct archival research around the U.S., including the National Archives and Records Administration, the Newberry Library, the American Philosophical Society Library, the Buffalo and Erie County Historical Society, the New York State Archives, and the Rush Rhees Library at the University of Rochester. Most recently, Genetin-Pilawa has been awarded **three prestigious fellowships: a United States Capitol Historical Society Fellowship for 2011-2012, a Smithsonian Institution Postdoctoral Fellowship for 2013, and a John W. Kluge Fellowship at the Library of Congress for 2013-2014.** These fellowships will allow him to complete the research and writing of his next book project, tentatively entitled (b) (4), using the extensive

historical documents housed in the Office of the Architect of the Capitol, the Library of Congress, the National Archives and the Smithsonian Institution. The book examines the visual, symbolic and actual native presence in 19<sup>th</sup> century Washington, D.C., and seeks to reconstruct how indigenous people experienced the capital city.

Also key to our institutional commitment is Library Director Jan Figa, Ph.D. (whose curriculum vitae is included in Attachment 10). He joined the College because of his creative vision for libraries in the future, embracing technology in the service of disseminating knowledge. He administers all functions of Schewe Library and supervises the Archivist, Claire Jerry, whose position was established in 2012. (Dr. Jerry's curriculum vitae is also included in Attachment 10.)

Dean Tobin will be the **Project Director** for the P+S+P Initiative. She has extensive experience administering federal and foundation grants, including U.S. Department of Education FIPSE and Andrew W. Mellon grants. She also has extensive experience using archives through her work as a German historian. Her curriculum vitae is included in Attachment 8.

Those who authored this proposal and who will support the P+S+P Initiative include Dean Tobin, Dr. Figa, Prof. Barker-Devine, Prof. Hochstadt, Prof. Genetin-Pilawa, Dr. Jerry and Melissa Pantier, Director of Corporate, Foundation and Governmental Relations; they were aided through contributions from Nicholas P. Capo, Associate Dean of the College; Phil Hood, Vice President for Development and Alumni Relations; and Melissa Dyson, Controller. Letters of institutional commitment are included in Attachment 9 from Illinois College President Axel Steuer, Dean Tobin, Mr. Hood, Dr. Figa and Dr. Jerry. Other supporters providing letters are archivist **William Maher**, as well as community leaders and noted speakers who recently presented at Illinois College: The Honorable Andy Ezard, Mayor, City of Jacksonville; Jacksonville School District Superintendent Steve Ptacek; **Eli Saslow**, Washington Post reporter, who spoke on campus in October about his book, *Ten Letters: The Stories Americans Tell Their President*; and **James Loewen**, American author, who in March presented the Joe Patterson Smith

Lecture about “The Most Important Era in U.S. History that You Never Heard of, and Why It’s Important Today.”

Many faculty have expressed support for the P+S+P initiative and would apply for the funding that would be made available. Please see pages 24-25 for details on how the Project would allow two of them to strengthen and improve knowledge and understanding of the humanities.

### **Impact of the Challenge Grant.**

#### **Grant funds will strengthen, improve knowledge and understanding of the humanities.**

We accept as central to the College’s mission the role of humanities education in creating strong citizens. In particular, the College’s commitment to leadership and service align it well with the arguments made in Martha C. Nussbaum’s *Not for Profit: Why Democracy Needs the Humanities* (Princeton University Press, 2010) and AAC&U’s 2012 publication *A Crucible Moment: College Learning & Democracy’s Future*. We believe that a strong education in the humanities prepares students for success in professional and civic spheres. This initiative enables us to better teach our students about all the tools of responsible citizenship, including a respect for facts, careful thinking, effective writing and eloquent speaking. It impacts the core work on campus of developing knowledge about and teaching humanities to the next generation of students. Our Archives can develop into a significant and useful source for learning in the humanities.

Our College’s connections to the local community are strong and multifaceted, especially in the area of the humanities. Illinois College offers an extensive convocation series of scholarly lectures and speeches. (Please see examples in the sidebar on page 23.) These events educate our students and attract the community to campus. These community connections ensure that increased attention to the local history resources in our archives, with the resulting research being shared more regularly in public presentations, will contribute toward an increased regional understanding and appreciation of the humanities.

Jacksonville is home to seven active civic-professional literary societies that were founded during the mid-1800's and continue their traditions of lifelong learning in humanistic scholarship, today. These societies possess detailed records of their activities, including members' debates and presentations, dating back to the Civil War. The Archives contains the records of one of these societies, and our historians have recently convinced two others to add their records to our collections. These resources offer unique perspectives on the changing definitions of culture in the 19<sup>th</sup> century Midwest, and have yet to be utilized by historians and literary scholars.

The proposed full-time professional Archivist will oversee and assist research; our Archives will be better equipped and available for the research and dissemination of work by scholars and students. The job description for the Archivist is included in Attachment 8. We expect to conduct a national search to identify the best candidates for this position, which is integral to the success of our P+S+P initiative.

Please note that among the Archivist's duties, he/she will oversee and implement a more extensive and aggressively rotating series of **public exhibitions** that connect local history and historically significant materials to Illinois College's core humanities disciplines.

### Selected Presentations at Illinois College, 2012-13

- **StoryCorps** presented "Collective Sharing: Building Community Through the Act of Listening."
- **Stephon Ferguson** presented "First Amendment and Martin Luther King" and performed reenactments of King's speeches.
- **Mario Venegas**, a former Chilean political prisoner, told his story about being detained and tortured when the dictator Pinochet took power in Chile in 1973.
- **Teofilo Ruiz** lectured on the importance of 1492 from the perspective of indigenous people who bore the brunt of a new centralized monarchy, religious intolerance, and colonial expansion.
- **Dr. Eugenia C. Kiesling**, historian, spoke about Americans' misperceptions of the nature of war and how they are rooted in the failure of military history adequately to portray the true costs of war.
- **Jenny Tone-Pah-Hote** explored the lives and representations of American Indian women through the lens of the American Indian Exposition, and examined the representations of American Indian women and the historical legacies that women created.
- The **Illinois College Japanese Studies Lecture** included talks on the **tsumani and Japanese tea ceremonies**, funded by the **Japan Foundation, New York**.

One representative example of the historically significant materials in the Archives focuses on the creative work of one member of a prominent American family. Edward Beecher's unpublished, hand-written novel *Cornelia*, about female education, situated in ancient Greece. The Beecher family was central to 19th-century American intellectual life: Edward's sister, Harriet Beecher Stowe, wrote *Uncle Tom's Cabin*. Edward Beecher is a central figure in Illinois College's history, serving as its first President. This manuscript is further supported by a hand-written biography of Edward by his brother, Charles, and a lengthy correspondence between Beecher and the later Illinois College President, Julian Sturtevant. Transcription and study of these materials will give us a much fuller picture of one of the most influential American families. Our students have begun the transcription and analysis of the hundreds of manuscript pages, so the work will eventually be available to scholars, and for publication.

Illinois College possesses core historical strengths in many humanities disciplines, including history, philosophy, religion, rhetorical studies, English, and other modern languages. Faculty members in these disciplines are committed to teaching students from cutting edge research (e.g., Prof. Caryn Riswold's courses on Women in Islam; Prof. Adam Porter using the Reacting to the Past pedagogies; Prof. Beth Capo's book on the role of contraception in literature as a method for showing connections among literature, policies, and students' current lives; and our Communication and Rhetorical Studies convocations expressing dramatically the contested meanings of free speech in the U.S.). Already during the early stages of inventorying the archival materials, our historians and other faculty members have located new materials forgotten by most of the community, such as the material on the Jacksonville Female Academy, and brought modern forms of interpretation to materials, such as asking how higher education structured local race relations. We expect to be able to attract more of these excellent humanities faculty to the use of the Archives, as we make it clear how much the Archives can offer their teaching and research. Two of our faculty have expressed these specific interests in the Archives:

**Professor Beth Widmaier Capo** (curriculum vitae included in Attachment 10) published a book in 2007 (*Textual Contraception: Birth Control and Modern American Fiction*) and received a

Fulbright lecturing grant to Japan in 2009-10. She has recently conducted archival research on Chicago writers at the Newberry Library and Chicago History Museum for continued research on American Modernism and to revise a course on Illinois Writers. Previous archival work (at the Huntington Library) resulted in a conference paper on Mary Hunter Austin and (at Southern Illinois University) an article publication on Caresse Crosby, both 20<sup>th</sup> century American women writers and activists. As mentioned earlier, she collaborated with Professor Jenny Barker-Devine to design an assignment for English 354 - Early American Literature that involved faculty-student collaboration researching and transcribing Edward Beecher's unpublished novel *Cornelia*. Capo would apply for P+S+P initiative support to redesign the early American literature course to further utilize the Illinois College Archives. She would develop assignments for conducting hands-on research on manuscripts, transcription, etc., and explore ways for students to utilize technology to create online educational sites about the Archives and early American literature, modeled on the Emily Dickinson Electronic Archives. She would also apply for research support to bring Beecher's novel to publication.

**Professor Joseph Genetin-Pilawa** (whose biography is provided on pages 20-21 and whose curriculum vitae is included in Attachment 10) would apply for a professional development grant to bring together faculty and students from several College departments in the creation of digital humanities projects. He would pair History students with Art and Computer Science students within the connected course framework of the Illinois College BLUEprint, such that the Archives (rather than a subset of course sessions or readings) becomes a methodological connection. The students would collaborate using archival and digital technologies (text-mining, linked open data, spatial mapping software) to create small but innovative digital humanities projects. Several of the collections in the Archives would lend themselves well to such a project — especially the Jacksonville Female Academy papers and some of the photograph collections. In this way, the students would engage in the most important parts of the process of digital humanities, that is, making traditional humanistic knowledge into a public good. The funding would be especially useful in the course development phase.

**Grant will sustain and enhance significant humanities activities over the long term.**

Our long history demonstrates Illinois College’s ability to support humanities activities over the long term – and to very effectively manage endowed funds. The College will use project funding to: establish a secure endowment to sustain and enhance humanities activities in perpetuity; invest in permanent capital improvements to preserve and protect the holdings of the Archives; and invest in the fundraising to secure matching funds. The endowed resources will support the ongoing research and publication efforts of humanities faculty at Illinois College and external scholars, who as members of the national pool of humanists, are key to the preservation, discovery, and dissemination of the humanistic tradition. Further, students in courses enriched through working with primary sources in the Archives will carry those skills and sensibilities throughout their lives.

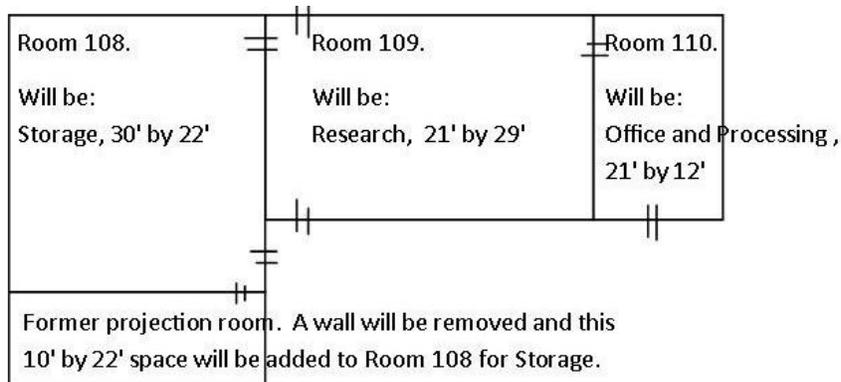
**Planned challenge grant expenditures.**

We will directly invest \$200,000 in Schewe Library, for capital improvements to relocate and expand the Archives. The expanded archival facility will enhance our storage capabilities and ability to solicit accessions from faculty, alumni, and local organizations. The dedicated processing area will facilitate student work with processing and organizing of records in a secure location. Perhaps most important, the plan will call for a research area that will allow researchers to access the materials and provide a space for faculty to work on projects with entire classes.

The renovations will include: demolition and removal of walls and removal of elevated floor in a former projection room; installation of a wet sprinkler system installed in accordance with NFPA13 Standards; installation of a mini-mate air treatment system for heating, cooling, re-heating and humidification, with equipment for room temperature and humidity monitoring, moisture sensing, and an alarm that connects to the campus-wide temperature control system; installation of a condenser for this unit on the Northeast exterior of the Library at ground level; installation of electrical wiring; removal of the current grille registers and capping of existing ducts; moisture barrier painting and installation of a vapor barrier on the interior partitioned walls; asbestos abatement as required; removal and replacement

of flooring; painting interior surfaces; carpentry; design and engineering fees; and purchase and installation of compact shelving, storage equipment for oversized items and textiles, and other storage.

**Figure 1: Layout of Rooms Involved in Archives Project, Schewe Library First Floor**



Illinois College understands and will comply with the specific requirements of Section 106 of the National Historic Preservation Act. We have administered grants from the U.S. Dept. of Housing and Urban Development and the U.S. Dept. of the Interior for renovation of historic structures. We will not begin any renovation activities until all of the necessary environmental approvals have been secured. Please note that the materials provided to the Illinois State Historic Preservation Officer are included in Attachment 10.

Additional uses of funds are detailed in the budget (page 3), in the Narrative on pages 7-8, and in the Detailed Plan for Cash Flow to Support Grant Activities in Attachment 10.

**Plan for assessing the impact of the grant.**

Illinois College is fortunate to have a well-developed culture of assessment that will assist in the data gathering, interpretation and reporting phases of the project evaluation process. Our assessment system ensures that each academic program and nonacademic unit biannually provides assessment results to their respective vice president and to the College assessment committee. Detailed information on our plans for evaluating the success of the grant is provided in Table 1 on pages 30-31.

## Plans for raising funds to meet the NEH matching requirement.

### **Evidence of long-term financial stability at the institution.**

Illinois College, with an endowment exceeding \$138 million, is financially stable. With a five-year annual average of alumni participation in giving at 23.7 percent, Illinois College possesses a healthy number of engaged alumni donors. Our five-year annual average of private donations from all constituent groups is \$3.51 million.

### **The College's resources, leadership, staff, experience = successful fundraising.**

Illinois College commits to raise \$600,000 in new donations to match the NEH Challenge Grant, and we are already dedicating human and financial resources to this task. The *Realizing the Vision* strategic plan requires the Office of Development and Alumni Relations to secure \$6 million dollars in new endowment monies before June 2015. Furthering investment in humanities-related initiatives, including financial support for faculty career development awards, faculty mid-career development workshops, student-faculty research, pre-tenure sabbaticals, sabbaticals, endowed research funds, and endowed chairs and professorships, are featured as specific objectives of the *Realizing the Vision* plan.

Under the direction of President Axel Steuer and Phil Hood, Vice President for Development and Alumni Relations (whose vitae is included in Attachment 10), our skilled staff of 11 fundraising professionals is well-qualified to accomplish this task. As we approach the completion of the third year of the *Realizing the Vision* plan, we are 50 percent toward our endowment goal. During the fourth year of the plan we will continue to communicate funding priorities around four primary themes: Transforming Teaching and Learning, Expanding Student Access, Enhancing Campus Life, and Centers of Excellence.

### **Fundraising strategy.**

The College will undoubtedly meet and likely exceed the required matching funding levels for this grant. The NEH Challenge grant provides an important incentive that can be used to leverage and accelerate the pace of fundraising for these targeted humanities-related initiatives.

The Transforming Teaching and Learning theme is used to highlight general funding opportunities supporting faculty development and enhancing learning opportunities. The NEH Challenge Grant would allow us to offer a wonderful leveraging opportunity for those who wish to support these activities in the **humanities** through the Preserve+Share+Produce Humanities Initiative. Upon securing this grant Hood and his staff will highlight **humanities-based** opportunities to prospective donors.

We already have a verbal commitment from a loyal donor for a lead gift of \$200,000 toward the renovations in Schewe Library, as proposed herein. We anticipate that a trustee who collects Lincoln artifacts is another likely prospect for a matching donation of at least \$100,000.

The College has recently invested in better-refining its donor prospect research and management strategies, which has helped to identify donors at all levels. In 2011 we established a Director of Prospect Research and Management position, held by Carolyn Oldenburg. Using both wealth and affinity ratings, she has developed a list of 600 leadership donors and prospects with the capacity and inclination to make gifts over \$10,000.

We will use segmentation based upon donor and prospect affinity to focus our fundraising efforts on specific prospects for gifts of significance. We will use methods including ads in the College alumni magazine, segmented mailings, small group meetings, personal solicitations, and other methods to educate donors about this opportunity. In addition, the interdisciplinary approach to involving students and faculty in archives-related projects should position the College well as we present the opportunity for donors to restrict endowed gifts to the Archives, benefiting students across the academic disciplines.

**Recent NEH or state humanities council grants received by the institution.**

Illinois College has not received any prior NEH Challenge grants. Our most recent NEH grant was for a Summer Seminar, “The Frontier Experience in the American Midwest,” in 2011. We designed and promoted a website to disseminate the lesson plans developed by Seminar participants:

<http://www2.ic.edu/neh2011>.