NATIONAL ENDOWMENT FOR THE
Humanities

OFFICE OF DIGITAL HUMANITIES

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 Office of Digital Humanities application guidelines at http://www.neh.gov/grants/odh/institutes-advanced-topics-in-the-digital-humanities for instructions. Applicants are also strongly encouraged to consult with the NEH Office of Digital Humanities 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: Building an Accessible Future for the Humanities

Institution: University of Maryland, College Park

Project Directors: Jennifer Guiliano and George Williams

Grant Program: Institutes for Advanced Topics in the Digital Humanities

Building an Accessible Future for the Humanities

Description of the Project and its Significance

The Maryland Institute for Technology in the Humanities (MITH) at the University of Maryland will partner with the BrailleSC.org project, the Northeastern Center for Digital Humanities, the Emory University Libraries Digital Commons (DiSC), the Center for Digital Research in the Humanities (CDRH) at the University of Nebraska, and the College of Information at the University of Texas-Austin to foster the making digital environments accessible and usable by blind, low-vision, deaf, and hard-of-hearing users. While scholars who offer courses have been able to turn to their University-level instructional technologies staff, scholars who are designing, building, and implementing outside of the classroom (as most humanities-research projects do) have been unable to get the help or guidance that they need. These types of research and the issues of accessibility that they interact with are not the accessibility issues usually addressed by disability support services offices on campuses. These campus resources generally concentrate on students and their engagement with course materials (exams and textbooks) or the physical environment (assistive devices). As a result, humanists looking for assistance in building, designing, and implementing digital projects for assisted users have been largely ignored. ***Building an Accessible Future for the Humanities (AccessibleFuture)*** will engage scholars working in digital humanities, information studies, and librarianship with resources, training, and a community of people that can assist them with accessibility issues in their own research, training, and teaching. AccessibleFuture represents an investment in developing and educating humanities scholars with all levels of expertise—from beginner to the most advanced—about technologies, design standards, and accessibility issues associated with the use of digital technologies. Participants will join with instructors including Dr. George Williams and Dr. Tina Herzberg (BrailleSC.org and University of South Carolina Upstate), Dr. Jennifer Guiliano and Mr. Jim Smith (MITH), Jeremy Boggs (University of Virginia Scholars' Lab), Mr. Cory Bohon (independent developer), and Mr. Clay Jeffcoat and Mr. Marty McKensie (South Carolina School for the Deaf and Blind), and as well as staff from the host centers to explore best practices in design, deployment, and usability for digital humanities research. AccessibleFuture will facilitate four two-day long workshops for one hundred humanists, librarians, and information scholars (twenty-five per workshop) at a cost of $249,302.

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Narrative

Significance and impact: The **AccessibleFuture** (see Appendix A: List of Participants and Hosts) project proposes to host four two-day workshops that will educate humanities participants on issues of accessibility theory, design, and implementation in digital environments. Each of the 4 workshops will serve ten national, ten regional, and five local participants, for a total of 100 participants receiving an education in accessibility. The four workshops will be hosted by Northeastern University, Emory University, the University of Texas at Austin, and the University of Nebraska Lincoln. Selected for their geographic and disciplinary diversity, these workshop hosts will allow us to attract participants from the library, digital humanities, information science, and humanities communities more generally. We seek this funding as the increasing impact of digital technologies on humanities scholarship has primed a conversation about the importance of making digital environments accessible and usable by blind, low-vision, deaf, and hard-of-hearing users. While scholars who offer courses have been able to turn to their University-level instructional technologies staff, scholars who are designing, building, and implementing outside of the classroom (as most humanities-research projects do) have been unable to get the help or guidance that they need. These types of research and the issues of accessibility that they interact with are not the accessibility issues usually addressed by disability support services offices on campuses. These campus resources generally concentrate on students and their engagement with course materials (exams and textbooks) or the physical environment (assistive devices). As a result, humanists looking for assistance in building, designing, and implementing digital projects for assisted users have been largely ignored. The Building an Accessible Future for the Humanities Institute will correct this issue by providing humanists with resources, training, and a community of people that can assist them with accessibility issues in their own research. Our team, composed of faculty from the University of Maryland's Maryland Institute for Technology in the Humanities, the University of South Carolina Upstate's BrailleSC program, and the humanities design architect from the Scholars' Lab at the University of Virginia Libraries are uniquely positioned to lead this institute as we have experience in building and deploying accessible digital projects in addition to having access to a large team of technology-proficient users with disabilities who can contribute to the project.

The importance of accessibility / universal design: There are more than 49.7 million individuals with disabilities in the United States alone. Approximately ⅔ of these individuals have a severe disability. **Building an Accessible Future for the Humanities** aims to increase participation by humanists, including librarians, cultural heritage workers, information scientists, and humanists at all advanced educational levels, in experiencing and creating scholarly digital projects. We propose to host four two-day workshops on Accessibility and the Humanities that will serve one hundred participants per workshop over the course of two years. Each workshop will allow participants to be educated in issues of accessibility, raise awareness of responsible development and design within digital projects, and facilitate these participants in becoming local resources for their home communities to begin integrating accessibility into their digital research, teaching, and learning agendas.

The barriers to participation are varied and include such obstacles as the high price of specialized software and hardware, the advanced expertise that such software and hardware often requires, and design choices that exclude disabled users. It might be tempting to assume that few, if any, disabled people are interested in or need to make use of digital humanities project, but by creating barriers to access we are ensuring that such people will never have the opportunity to participate in the digital humanities. According to a report from the Pew Research Center's Internet and American Life Project, 81% of all adults report using the Internet, but only

54% of disabled adults do (Fox “Americans” 3). Inaccessible design choices remain a significant barrier to information for disabled people, and removing those barriers to information can only contribute to their engagement with humanities content delivered through digital platforms. Accessibility is critical because disabled users need to be able to participate fully in humanities research and teaching. Further, in providing accessibility tools to disabled communities, we are able to enrich their individual research and learning efforts beyond the formal educational process. As the insights of scholars working in disability studies in the humanities have shown, creating tools for individuals with disabilities improves digital environments for all users. For example, online information presented in audio/video format is not accessible to deaf and hard-of-hearing end users without captions. These individuals benefit from online captioning as well as from written transcriptions presented as separate and independent documents. And creating captions and transcriptions also makes such information subject to search and computer analysis in ways not currently possible with audio and video alone. Additionally, individuals without disabilities often find transcriptions easier to follow. Visually impaired people take advantage of digital technologies for “accessibility,” technologies that (with their oral/aural and tactile interfaces) are fascinatingly different than the standard screen-keyboard-mouse combination. Yet, most digital humanities projects require the use of a mouse to navigate the discovery (faceted browsing) and visual (generally GIS or visual mapping).

Three popular types of digital humanities projects that are frequently emulated demonstrate the limitations of the current digital projects development being undertaken by humanists for disabled or low-vision users:

***TEI-based projects*:** A digital talking book (DTB) is an XML document created to be compatible with any of a number of devices that will read the document aloud. The format includes metadata that facilitates navigation between different sections of the document, and it may include recordings of a person reading the document aloud, or it may be designed to be read aloud as synthesized speech by a device (“ANSI/NISO Z39.86”). Since 1996, the DAISY Consortium has been working to establish and promote an open standard for digital talking books (“About Us”). One of their most powerful products is the DAISY Pipeline, “a cross-platform, open source framework for digital talking books-related document transformations” (“DAISY Pipeline”). A well-structured document in a format like TEI or HTML is ideally suited to be automatically translated into the DAISY format through a software process that makes use of the DAISY Pipeline. Yet, neither the Perseus Digital Library--which includes TEI XML transcriptions of materials about the ancient Greek, Roman, and Arabic worlds--nor the Shakespeare’s Quartos Archive--a digital collection of pre-1642 editions of William Shakespeare's plays--currently facilitates their TEI metadata being integrated into a digital talking books navigation system. The two most frequently emulated digital, TEI-based projects lack navigational features that foreground the concern of this project: that our digital humanities projects often contain information that would be extremely useful for people with disabilities, if only we could learn to deliver that information to them in ways that allow them to take advantage of it with their most commonly-used hardware and software tools.

***GIS-based projects*:** Maps form an integral way in which digital humanities projects are identifying spatial information and relationships. Exciting new tools like Neatline.org as well as cutting edge digital projects like “Mapping the Republic of Letters” and “Railroads and the Making of Modern America” relay important digital surrogates and data primarily though the use and display of maps. Yet, blind and low-vision users often cannot use their eyes to read the map, either as a discovery apparatus to find information or as an object of study itself. For blind users, maps must be described either auditorily or via touch using a device like a rumble-pad (which

uses pressure to illustrate contours) or a tactile graphics display (which relies on enhanced audio identification of map features); for deaf users, only touch interventions will suffice.

***The digital archive online*:** Tools like Omeka as well as projects like the "Quilt Index" and "Invisible Australians" rely on mixed media presentations of digital surrogates. Omeka has been used to build hundreds of digital archive sites, yet this tool was not easily accessible to blind and low-vision users until June of 2011, when a member of our team wrote code to generate navigational access keys to allow users to explore Omeka-hosted sites with keyboard shortcuts rather than a mouse. Digital archives often present the digital surrogate surrounded by contextual information, including metadata. Without navigational systems in place as well as embedded commands with the code that a screen reader uses to interface between the viewer and the site, these archives are generally only experienced at a fraction of the richness of their humanistic content by users who are blind or have low vision.

Despite this clear guidance from the disabled community about their challenges and the ways in which their needs can be met, the digital humanities community and digital projects have done little to inform themselves of the needs of these users. This guidance has not, in our estimation, been integrated for four reasons: 1) Accessibility has not been addressed by graduate education for the humanities, particularly methodology courses, resulting in young scholars not being trained to be aware of accessibility and universal design; 2) Accessibility and universal design are perceived to be a subset of new media studies or of graphic design, not as a fundamental area of engagement for digital humanists; 3) University accessibility offices focus on student-centered services and are not integrated with University research offices which support faculty-led projects, so research standards do not generally take into account compliance with accessible design requirements; and 4) Accessibility generally is only discussed at the end of development for digital humanities projects as they begin to encounter "actual" users. By and large, these users are others within the digital humanities communities, users who tend not to be blind, low-vision, hard of hearing, or deaf. As a result, there has not been systematic integration with, or evaluation by users with disabilities. Most digital humanities centers just run general compliance checks for alternative text naming of visual objects. They do not explore issues of accessibility beyond the cursory.

More broadly, the Federal Rehabilitation Act of 1973 includes Section 508, requires that all federal agencies "developing, procuring, maintaining, or using electronic and information technology" ensure that disabled people "have access to and use of information and data that is comparable to the access to and use of the information and data" by people who are not disabled (U.S. General Services Administration, "Section 508 of the Rehabilitation Act, as Amended by the Workforce Investment Act of 1998."). American government agencies that fund digital humanities projects do not currently require proof of accessibility, nor is accessibility incorporated into most existing evaluations of digital products. However, at some point in the future, project directors seeking government funding could be turned down if they are unable to demonstrate in their grant proposals that the results of their work will be accessible. Rather than wait until such time at which the laws begin to be enforced, we should start now to follow the existing guidelines for accessibility and, furthermore, to develop our own guidelines and tools for authoring and evaluating accessible resources. Not all digital humanities projects are created with government funding, of course, but enough of them are that this is a significant issue. This institute offers a first salvo in this effort to educate the digital humanities community on the needs and interactions of disabled users with digital products. Additionally, by gathering users with disabilities, scholars with knowledge of disability and accessibility, and digital humanists together, we can begin to educate, improve and address the needs of this underserved community.

Institutional profile: The Maryland Institute for Technology in the Humanities, one of the oldest digital humanities centers in the United States, maintains over a dozen on-going digital humanities research project. Leading the way internationally, MITH has access to a broad network of digital humanists and digital humanities centers. MITH will provide the logistical infrastructure to facilitate the two-daylong workshops including, but not limited to: participant services (registration, housing reservations, transportation reservations, and stipend processing), workshop logistics (meeting rooms, food, and technical services), and grant management (budget, reporting, evaluation, and dissemination).

Workshop 1 will be held in fall of 2013 at the Northeastern University Center for Digital Humanities, Boston, MA. Founded in 1898, Northeastern University is a private research university located in the heart of Boston. Serving roughly 15,000 undergraduate and another 4,000 graduate and professional students, the Center for Digital Humanities is an interdisciplinary base for researchers from schools including the College of Computer and Information Sci-ence, the College of Social Sciences and Humanities and the College of Science. Located in a newly renovated space in Snell Library, the Center is home to a number of leading humanists including Elizabeth Dillion, David Smith, and Ryan Cordell. Northeastern was selected for three reasons beyond its location in a geographical and transit hub in the northeast: 1) It is integrated with humanities and information science as well as computer science, which allows the Center to draw potential participants who are located within computer science degree fields; 2) It is a founding member of the new Boston Area digital humanities consortium led by John Unsworth, which means the Center has access to a large pool of working digital humanists who could potentially attend the workshop; and 3) Northeastern has devoted a number of local resources to supporting next generation digital humanities research. By using Northeastern as a host, we will be able to train their potential faculty and staff to be aware of these issues before projects even start.

Workshop 2 will be held in early spring of 2014 at the University of Texas at Austin's School of Information. The University of Texas at Austin is a Research One public institution that serves as the flagship campus of the University of Texas system. With over 51,000 students, UT is the perfect home for a workshop on accessibility and the digital humanities. The School of Information is ranked number one in archives and preservation studies education and offers the potential to draw participants from the museum studies and archival studies communities. UT was selected as a host site in part due to this ability to draw in scholars working in digital archives and preservation (one of the largest growing areas of study in digital humanities) but also because the School of Information and its faculty are engaged in a large-scale project to re-define information school education. Tanya Clement, our liaison, and her colleagues have been rethinking what an information studies degree should include. A workshop such as ours being offered at UT presents the opportunity to reach faculty who could integrate accessibility into iSchool educational standards.

Workshop 3 will be held in early fall of 2014 at the University of Nebraska's Center for Digital Research in the Humanities in Lincoln, Nebraska. The Center for Digital Research in the Humanities (CDRH) advances interdisciplinary, collaborative research, and offers forums, workshops and research fellowships for faculty and students in the area of digital scholarship. A joint program of the University Libraries and the College of Arts and Sciences, CDRH was selected as a host institution for three reasons beyond its geographically central location: 1) CDRH is an internationally-recognized digital humanities center engaged with a large volume of front-end design projects (e.g. digital online repositories and websites); 2) CDRH has been engaged (since 2008) in conversations about review and evaluation criteria for digital projects,

topics that prime them to be attentive to calls for accessibility features as criteria of evaluation for digital humanities projects; and 3) with its large, and very well established networks within the cultural heritage community, CDRH allows us to concentrate on extensions into the library and small museum community not covered by networks utilized at UT.

Workshop 4 will be held in early winter of 2014 at Emory University in its Digital Scholarship Commons of the University Libraries. Emory University's Digital Scholarship Commons (DiSC) offers faculty members and graduate students the space, expertise, and project management assistance they need to develop innovative multidisciplinary projects. Located in the Research Commons of the Robert W. Woodruff Library, DiSC is supported by funding from the Andrew W. Mellon Foundation. Emory was selected as a host institution for this workshop for three primary reasons: 1) It has been central in on-going conversations with the library community about accessible design; 2) It has a "hands-on" building philosophy and space that encourages local participants to undertake innovative digital projects; and 3) It is well integrated with the southeastern regional community of humanists who are interested in digital design and deployment. Its focus as a commons space offers a counterpoint to the more institutional Library School and Digital Humanities center spaces.

Chosen for the geographical diversity as well as their location adjacent to major transportation hubs, these workshops will allow us to capture the full breadth of digital humanities audiences. Two digital humanities centers, an iSchool, and a library commons offer us the potential for the widest possible audience to explore the issue of accessibility and the digital humanities. In part, these selections were also made to enrich the online community that will be generated around these workshops. All Institute participants, regardless of which workshop they attend, will be invited to join an online community that will be pre-seeded with resources, links, and forum that will allow the diverse group of participants to stay engaged with each other over the course of the Institute. Each institution has committed to aiding MITH in identifying university space, local vendors for food and housing, and soliciting participants from their local region. Each host institution has been guaranteed five local participant slots that they can fill at their own discretion in return for these in-kind services.

Curriculum and work plan: Our two-daylong workshop is designed to explore issues of accessibility with emerging media and web 2.0 applications. The workshop's content works recursively between theory and practice, simultaneously moving between education in accessibility and disability and explorations of digital humanities technologies and their compliance with accessibility guidelines. Participants will be expected to have completed the reading list prior to their arrival. That reading list will be composed of theoretical and methodological readings in accessibility and universal design in addition to case-study explorations of digital humanities projects (see Appendix C: Reading List). We envision providing a core set of scholarly readings that can become a reference set for leaders in digital humanities and the programmers who build digital technologies. These readings would explore issues of accessibility, current legal standards, as well as technical overviews and standards for technical construction. We also envision a hands-on exploration period where participants will be able to work with disabled users to improve their technical platforms. Project faculty from education, English, and digital humanities will focus the discussions on the theoretical and practical application of disabled literacy.

Day 1: In the morning of the first day, participants will engage in a sustained discussion that considers the theory and culture of disability and accessibility. Led by Tina Herzberg, Assistant Professor of Education and director of the Special Education-Visual Impairment Program at the

University of South Carolina Upstate, participants will simultaneously undertake a theoretical and practical examination of the issues surrounding disability. Dr. Herzberg will provide a demonstration and discussion of the various digital tools (both software and hardware) that people with disabilities use to create, access, and share information, with an emphasis on people who are blind, low-vision, deaf, or hard-of-hearing. She will also provide an overview of the legal issues regarding intellectual property as well as federal requirements concerning accessibility. The afternoon of day one will be led by George Williams, Associate Professor of English, who will guide participants in the application of the core concepts discussed in the morning session with specific attention to digital environments. Dr. Williams will discuss high-profile digital humanities projects in terms of the advantages and disadvantages they present, with regard to access, to people with disabilities. Issues will include the strengths and weaknesses of software for optical character recognition and speech recognition, the presence or absence of captions and transcripts, the impact of color and contrast choices, the selection of text size, the implementation of resizable text, the importance of proper semantic markup, and the implementation of keyboard-only interfaces. Case studies (including those mentioned above in TEI, GIS, and Digital Archiving) will be discussed with participants. This session will include virtual presentations by members of the BrailleSC community team who will speak about their experiences as users with disabilities in digital environments. Please consult Appendix D: Institute Schedule for an itemized list with assignments.)

Day 2: In day two, we move from general issues in disability and technology to explore specific tools and languages commonly used in digital humanities project development. HTML, CSS, WordPress, and Omeka will each be featured through the lens of a group analysis of existing digital humanities projects. Jeremy Boggs of the University of Virginia's Scholars' Lab will lead the segments on HTML and CSS; James Smith of MITH will lead the WordPress portion and Cory Bohon of the BrailleSC team will lead the Omeka portion. These sessions will be designed for maximum impact by providing exercises for participants to understand the differing experiences of these tools by users with disabilities. Broken into three two-hour long sessions on day two, the workshop will be capped with a closing session led by Dr. Jennifer Guiliano that will allow participants to move from application to synthesis, with its goal to assist participants in drafting short critical reviews of digital humanities projects. With a mixture of formal lectures, active discussions, and hands on explorations, the workshop offers space for a variety of learning approaches. Our goal is to constitute, at the end of the Institute, a meaningful core of digital humanities-leaders who are able to re-examine and revise their own digital projects and potentially begin building new ones that are accessible to blind, low-vision, and/or hearing-impaired users. Importantly, a deliverable of this Institute will be the potential for participants to be utilized as resources at their own home institutions by other humanists looking to initiate or revise their digital projects.

Participants: The project team will solicit participants via a national call that will tap both existing digital humanities networks like HASTAC and centerNet for dissemination as well as major humanistic networks like H-Net, the major professional humanities organizations, and state-based humanities alliances. Participants will be asked to provide a 500-word description of their disciplinary interests, their experience with digital humanities and accessibility, and a brief statement of the effect of this training on their existing humanities research. Applications will be blind reviewed by a four-person team consisting of MITH Co-PI Dr. Jennifer Guiliano, Curricular Co-PI Dr. George Williams, and Senior Instructor Dr. Tina Herzberg. Primary Investigator Dr. Guiliano will gather all applications and ensure the fairness of the review process. As we are hoping to draw a wide range of participants from across a broad array of academic backgrounds and experience with digital humanities, we do not intend to impose a predetermined set of selection criteria, preferring instead to allow applicants to make the case for their inclusion in the

workshops themselves. We are delighted that the Modern Language Association's Kathleen Fitzpatrick has written a letter of support for this effort and will aid us in reaching the MLA network.

Impact, Evaluation, and Sustainability*:* Findings from this project will be disseminated in traditional and innovative ways. We will encourage and maintain collaboration among humanists, the instructors, and our participants with disabilities by offering a web-portal that allows electronic dissemination and maintains a constant web-based presence. The primary goal of disseminating experience, breakthroughs, and learned lessons will be achieved by putting the curriculum and associated publications online. The secondary goal will be facilitated by the inclusion of modules embedded in the portal that allows activities tracking (provenance data), collaboration support (including blogs, chat, and wikis), and networking support. Creating a multi-way networked activity centered on digital humanities accessibility, the experience, breakthroughs, and lessons learned from each workshop will be disseminated to attendees at previous and subsequent workshops in the series as well the wider humanities academic audience and the general public through our virtual community. This is in addition to the more traditional online papers, journal articles and research reports. Our ambition is to achieve ongoing energetic discussion and collaboration for all participants. Accessibility for the Digital Humanities involves a unique combination of assets: 1) it will further the educational knowledge of the selected humanities scholars about issues of accessibility; 2) it will allow for the extension of that knowledge to the general digital humanities community by providing a repository for curricular materials and digital networking; 3) it will create a collaborative infrastructure and virtual community accessible to digital humanists as they begin to explore authoring their next digital humanities project. The participants will enable us to identify the challenges and next steps that will need to be taken to incorporate accessibility more fully into the digital humanities by offering recommendations for the next iteration of the workshop. In serving not just invited participants but also scholars interested in the digital humanities and digital technologies more generally, this Institute captures the underlying intent of the National Endowment for the Humanities grant programs: to interest people in the Humanities and aid them in their quest to more fully understand human life and experiences.

Within the confines of this grant, our evaluation process will be conducted via evaluation tools provided by the Maryland Institute for Technology in the Humanities in conjunction with our curricular consultants. MITH has evaluated digital humanities workshops for over eight years and will bring that experience to bear in constructing online evaluations to aid in the assessment of the Institute. Data will be collected via surveys, content assessment instruments, and interviews over the course of the grant by Jennifer Guiliano using a GoogleForms Survey mechanism that will consist of quantitative and qualitative questions on the curriculum, logistics, online community, and the outcomes. Participants will be asked to assess the individual workshop curriculum as well as identify additional resources that they would require to fully implement accessibility into their digital humanities teaching, research, and production. The online community created via the Institute website will be listed with Bamboo DiRT, the online scholarly repository for DH tools and services. The website will be hosted by the University of Maryland and MITH for the duration of the grant. MITH, the University of Maryland Libraries, and the College of Arts and Humanities are committed to making curricular materials available beyond the life of this grant. All materials generated as part of the website will be archived with the appropriate University repository upon completion of the training Institutes. Curricular materials will also be released under a creative commons license following the Institute for re-use and re-distribution.

Staff, faculty, and consultants (see Appendix E: Resumes and Appendix F: Letters of Commitment)

Jeremy Boggs serves as Humanities Design Architect at the University of Virginia's Scholars Lab. Previously, Jeremy served as the Creative Lead at the Center for History and New Media at George Mason University, where he strove to promote the best in web standards design. He is also a History PhD student at George Mason University. His research interests include cultural histories of cleanliness and filth in the 19th-century US with regard to physical space and design. His current work focuses on methodologies for using design in digital history. He also researches the history of web design, the history of technology, and US cultural history. On his personal website, http://clioweb.org, Jeremy blogs about how historians can use the electronic form as a tool for academic and educational expression.

Cory Bohon, programmer on the "Making the Digital Humanities More Open" project is a graduate of the Computer and Information Systems program at the University of South Carolina Upstate with an emphasis in application development and network security. Mr. Bohon has worked with Dr. Williams and Dr. Herzberg since the beginning of the 2009-2010 academic year and has developed a number of existing accessibility tools for Omeka. Mr. Bohon will lead our explorations of Omeka within the curriculum.

Dr. Tanya Clement received her Ph.D. in English Literature from the University of Maryland where she served as Associate Director for its Digital Cultures and Creativity Program. She currently is an Assistant Professor in the University of Texas Austin's School of Information Science where she leads its digital humanities and data curation curriculum. Her research interests include digital humanities as it impacts academic research libraries and digital collections, research tools and (re)sources in the context of future applications, humanities informatics, and humanities data curation. Her research is informed by theories of knowledge representation, information theory, mark-up theory, social text theory, and theories of information visualization.

Dr. Ryan Cordell is an Assistant Professor of Literature at Northeastern University where he serves as a core faculty member of its Center for Digital Humanities. He is a regular contributor to *ProfHacker*, a blog chronicling technology and the humanities as well as board member of DHCommons, a leading digital humanities resource. He is currently building a digital edition of Nathaniel Hawthorne's short story "The Celestial Railroad" that will allow scholars, teachers, and students to follow the rich publication history of "The Celestial Railroad" in American periodicals during the 1840s and 50s.

Dr. Brian Croxall serves as the Digital Humanities Strategist in the Robert W. Woodruff Library and Lecturer of English at Emory University. In this position, he is helping to establish the new, Mellon Foundation-sponsored Digital Scholarship Commons (DiSC). Along with developing and managing digital scholarship projects in collaboration with faculty, graduate students, librarians, developers, he teaches a new undergraduate "Introduction to Digital Humanities" and works to integrate digital technologies into the whole of the library. His interests in the digital humanities include visualizing geospatial and temporal data as well as integrating digital approaches into pedagogy. Brian finished his Ph.D at Emory University in 2008.

Dr. Elizabeth Dillon currently serves as Professor of American Literature in the Department of English at Northeastern University and as co-Director of its Center for Digital Humanities. Elizabeth received her Ph.D. from the University of California Berkeley. Her research interests include Early American literature and drama; feminist, political and aesthetic theory;

transatlantic print culture; Atlantic colonialism; and the early novel. She is the author of *The Gender of Freedom: Fictions of Liberalism and the Literary Public Sphere* (Stanford UP, 2004) and is currently completing her manuscript for *New World Drama: Theatre of the Atlantic, 1660-1850,* as well as co-editing a volume of essays on early American culture and the Haitian Revolution.

Dr. Jennifer Guiliano received a Bachelors of Arts in English and History from Miami University (2000), a Masters of Arts in History from Miami University (2002), and a Masters of Arts (2004) in American History from the University of Illinois before completing her Ph.D. in History at the University of Illinois (2010). She currently is an Assistant Director at the Maryland Institute for Technology in the Humanities at the University of Maryland and a Center Affiliate of the National Center for Supercomputing Applications. She has served as a Post-Doctoral Research Assistant and Program Manager at the Institute for Computing in Humanities, Arts, and Social Sciences at the National Center for Supercomputing Applications (2008-2010) and as Associate Director of the Center for Digital Humanities (2010-2011) and Research Assistant Professor in the Department of History at the University of South Carolina. Dr. Guiliano will be responsible for workshop coordination and logistics as well as outreach to the digital humanities, libraries, and iSchool communities.

Dr. Tina Herzberg, Assistant Professor of Education and director of the Special Education-Visual Impairment Program at the University of South Carolina Upstate. Dr. Herzberg has a bachelor's degree in secondary education/math from Angelo State University, a master's degree in visual impairment from Texas Tech University, and a Ph.D. in special education and interagency collaboration from Texas A&M University. Dr. Herzberg will help to gather and develop the pedagogical materials and she will act as liaison to the community of individuals with sensory disabilities, helping to arrange the virtual presentations.

Clay Jeffcoat will serve as a consultant for the curriculum and program. He currently serves as the Access Technology Coordinator for the South Carolina School for the Deaf and the Blind and is an adjunct professor in the Special Education-Visual Impairment program at USC Upstate. He holds an MBA and has significant consulting experience with schools and agencies that serve individuals who are blind or have low vision. On a personal note, Clay is legally blind and uses access technology and braille on a daily basis. He will serve as integral part of the team of experienced blind individuals to advise project personnel and the Advisory Board.

Kirsten Keister, Designer at the Maryland Institute for Technology in the Humanities, holds a Bachelor of Art in Graphic Design from Gordon College, where she acquired a strong background in fine art and photography. She also gained valuable professional experience by interning at Return Design, an entrepreneurial firm that serves non-profit and art-related clients. After graduation, Kirsten joined the Design Center at her alma mater where she worked with a small team to provide design support for college departments and administrative offices. In 2008, she founded Lamppost Creative, a sole proprietorship that offers a wide range of graphic design services to clients primarily in the Washington, DC and Boston, MA metro areas. Kirsten will work with the AccessibleFuture team to create curricular materials and visual elements.

Christina Lambert*,* Assistant Director for Finance and Administration at MITH, handles all the accounting, budget, facilities, human resources, payroll, and travel needs for the Institute. She is also the research administrator for the unit, managing both pre- and post-award research functions. Christina will be responsible for all logistics, business, and travel affairs for the workshops.

Marty R. McKenzie will serve as a consultant for the curriculum and program. He currently serves as the Principal of the Division of Outreach Services for the South Carolina School for the Deaf and the Blind and is an adjunct professor in the Special Education-Visual Impairment program at USC Upstate. His master's degree is in visual impairment, and he holds an education specialist's certificate in administration. He has previously served as a general education classroom teacher, a teacher of students with visual impairments, access technology specialist, statewide vision consultant, coordinator of access technology and adjunct instructor. He has significant consulting experience with schools and agencies that serve individuals who are visually impaired. He is a member of the National Federation of the Blind and serves on the Transition Interagency Team and Educational Products Advisory Committee for the American Printing House for the Blind. On a personal note, Marty is legally blind and uses access technology on a daily basis. He will serve as integral part of the team of experienced blind individuals to advise project personnel and the Advisory Board.

James Smith serves the software architect for MITH and lead programmer on the "Making the Digital Humanities More Open" project that incorporates Braille into WordPress via a plugin. Before joining MITH, James was the lead digital humanities developer for the College of Liberal Arts at Texas A&M University (TAMU). Before that, he spent almost a decade as a web developer and system administrator for the central computing services UNIX group at TAMU. James will be responsible for the technical sandbox needed to support the curriculum as well as lead the WordPress explorations.

Katherine L. Walter, Professor and Chair of Digital Initiatives & Special Collections in the University of Nebraska–Lincoln (UNL) Libraries, co-directs the Center for Digital Research in the Humanities at UNL with Kenneth Price. She will serve as host of the University of Nebraska Workshop.

Dr. George H. Williams, Associate Professor of English at the University of South Carolina Upstate. While finishing his PhD at the University of Maryland, Dr. Williams worked for two years at the Maryland Institute for Technology in the Humanities, where he first began to experiment with accessible web design strategies while helping to develop the MITH-sponsored site *DISC: A Disability Studies Academic Community*. With a background in the study of orality and literacy in eighteenth-century Britain, and experience in helping to coordinate digital humanities projects, Dr. Williams will serve as co-Project Director and will manage the development of the pedagogical materials.

Appendices

Appendix A: List of Instructors and Hosts

Jeremy Boggs, University of Virginia
Cory Bohon, Independent Developer
Tanya Clement, University of Texas, Austin
Ryan Cordell, Northeastern University
Brian Croxall, Emory University
Elizabeth Dillon, Northeastern University
Jennifer Guiliano, Maryland Institute for Technology in the Humanities
Tina S. Herzberg, University of South Carolina Upstate
Clay Jeffcoat, South Carolina School for the Deaf and Blind
Kirsten Keister, Maryland Institute for Technology in the Humanities
Christina Lambert, Maryland Institute for Technology in the Humanities
Marty McKensie, South Carolina School for the Deaf and Blind
James Smith, Maryland Institute for Technology in the Humanities
Kay Walters, University of Nebraska Lincoln
George H. Williams, University of South Carolina Upstate

Appendix B: References

US Department of Labor, “Frequently Asked Questions”, Available from: http://webapps.dol.gov/dolfaq/go-dol-faq.asp?faqid=65&faqsub=Statistics&faqtop=People+with+Disabilities&topicid=11

Fox, Susannah. “Americans Living with Disability and Their Technology Profile.” Pew Research Center’s Internet & American Life Project. 21 Jan. 2011. Web. 19 Mar. 2011. http://www.pewinternet.org/.

Appendix C: Reading List

Recommended texts

Wendy Chisholm and Matt May. *Universal Design for Web Applications: Web Applications That Reach Everyone*. Sebastapol, CA: O'Reilly Media, 2008.

Joshue O Connor*. Pro HTML5 Accessibility*. Berkeley, CA: Apress, 2012.

Jeremy Keith.*HTML5 for Web Designers*. New York, NY: A Book Apart, 2011.

Ethan Marcotte*. Responsive Web Design*. New York, NY: A Book Apart, 2011.

Jeffrey Zeldman*. Designing with Web Standards*. 3rd edition. Berkeley, CA: New Riders, 2009.

Required reading

Philip M. Ferguson, Emily Nusbaum, "Disability Studies: What Is It?", *Research & Practice for Persons with Severe Disabilities* (2012) Vol. 37, No. 2, 70-80.

Jonathan Lazar, Paul Jaeger, "Reducing Barriers to Online Access for People with Disabilities," *Issues in Science and Technology* (Winter 2011), 69-82.

Kessler Foundation and National Organization on Disability, "The ADA 20 Years Later: An Executive Summary," July 2010. Available from: http://www.2010disabilitysurveys.org/pdfs/surveysummary.pdf

George H. Williams, "Disability, Universal Design, and the Digital Humanities," *Debates in Digital Humanities*. University of Minnesota Press. Available from: http://dhdebates.gc.cuny.edu/debates/text/44

"How People with Disabilities Use the Web," *Web Accessibility Initiative* http://www.w3.org/WAI/intro/people-use-web/

"Considering the User Perspective: A Summary of Design Issues," *WebAIM* http://webaim.org/articles/userperspective/

The Shakespeare Quartos Archive http://www.quartos.org

The William Blake Archive http://www.blakearchive.org

The Bracero History Archive

http://braceroarchive.org

Cornell University Library: Making of America
http://ebooks.library.cornell.edu/m/moa/

Deaf Studies Digital Journal
http://dsdj.gallaudet.edu

Visualizing Emancipation
http://dsl.richmond.edu/emancipation/

Nineteenth-Century Disability: A Digital Reader
http://www.nineteenthcenturydisability.org

BrailleSC.org
http://BrailleSC.org

Wordpress Accessibility Documentation
(http://codex.wordpress.org/Accessibility)

Wordpress Accessibility Plugin (http://make.wordpress.org/accessibility/wp-accessibility-plugin/)

W3C Accessibility Standards
(http://www.w3.org/standards/webdesign/accessibility)

W3C Web Accessibility Initiative
(http://www.w3.org/WAI/)

Omeka Theme Writing Best Practices (http://omeka.org/codex/Theme_Writing_Best_Practices)

Peterson, “Accessibility in HTML5” (http://www.clarissapeterson.com/2012/11/html5-accessibility/)

HTML5 Accessibility (http://html5accessibility.com/)

Webplatform.org (http://www.webplatform.org/)

Appendix D: Workshop Schedule

Day 1:

Time	**Activities**	**Required Readings and Case Studies**
8:30-9 am	Registration and Coffee	
9-9:15	Welcome	
9:15-10:45	Session 1:	Philip M. Ferguson, Emily Nusbaum,

	Led by Dr. Tina Herzberg	"Disability Studies: What Is It?", *Research & Practice for Persons with Severe Disabilities* (2012) Vol. 37, No. 2, 70-80. Jonathan Lazar, Paul Jaeger, "Reducing Barriers to Online Access for People with Disabilities," *Issues in Science and Technology* (Winter 2011), 69-82.
10:45-11	Break	
11-12:30	Session 2: Led by Dr. Tina Herzberg	Kessler Foundation and National Organization on Disability, "The ADA 20 Years Later: An Executive Summary," July 2010. Available from: http://www.2010disabilitysurveys.org/pdfs/surveysummary.pdf
12:30-1:30	Lunch	
1:30-3	Session 3: Led by Dr. George Williams	George H. Williams, "Disability, Universal Design, and the Digital Humanities," *Debates in Digital Humanities*. University of Minnesota Press. Available from: http://dhdebates.gc.cuny.edu/debates/text/44 "How People with Disabilities Use the Web," *Web Accessibility Initiative* http://www.w3.org/WAI/intro/people-use-web/ "Considering the User Perspective: A Summary of Design Issues," *WebAIM* http://webaim.org/articles/userperspective/
3-3:15	Break	
3:15-5 pm	Session 4: Led by Dr. George Williams	Evaluation and discussion of a number of online resources, including the following: *The Shakespeare Quartos Archive* http://www.quartos.org *The William Blake Archive*

		http://www.blakearchive.org *The Bracero History Archive* http://braceroarchive.org *Cornell University Library: Making of America* http://ebooks.library.cornell.edu/m/moa/ Visualizing Emancipation http://dsl.richmond.edu/emancipation/ *Deaf Studies Digital Journal* http://dsdj.gallaudet.edu *Nineteenth-Century Disability: A Digital Reader* http://www.nineteenthcenturydisability.org *BrailleSC.org* http://BrailleSC.org

Day 2:

Time	**Activities**	**Required Readings and Case Studies**
8:30-9 am	Registration and Coffee	
9-11	Session 5: Jeremy Boggs (HTML/CSS)	Peterson, “Accessibility in HTML5” (http://www.clarissapeterson.com/2012/11/html5-accessibility/) *HTML5 Accessibility* (http://html5accessibility.com/) Webplatform.org (http://www.webplatform.org/)
11-11:15	Break	
11:15-12:30	Session 6: Jim Smith (Wordpress)	Wordpress Accessibility Documentation (http://codex.wordpress.org/Accessibility) Wordpress Accessibility Plugin (http://make.wordpress.org/accessibility/wp-accessibility-plugin/)

12:30-1:30	Lunch	
1:30-3	Session 7: Cory Bohon (Omeka)	W3C Accessibility Standards (http://www.w3.org/standards/webdesign/accessibility) Omeka Theme Writing Best Practices (http://omeka.org/codex/Theme_Writing_Best_Practices)
3-3:15	Break	
3:15-4:30 pm	Session 8: Dr. Jennifer Guiliano	
4:30-5 pm	Wrap Up	