

## THE FIVE COLLEGES OF OHIO

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◆ COLLEGE OF WOOSTER ◆ DENISON UNIVERSITY ◆ KENYON COLLEGE ◆  
◆ OBERLIN COLLEGE ◆ OHIO WESLEYAN UNIVERSITY ◆

29 November 2012

Eugene Tobin, Program Officer for Higher Education  
Liberal Arts Colleges Program  
The Andrew W. Mellon Foundation  
140 East 62<sup>nd</sup> Street  
New York, NY 10065

Re: Proposal *Digital Collections: from Projects to Pedagogy and Scholarship* from The Five Colleges of Ohio to the Andrew W. Mellon Foundation

Dear Gene,

Over the past three years, The Five Colleges of Ohio has been immersed in the *Next Steps in the Next Generation Library* grant. With the generous support of the Mellon Foundation, librarians, faculty, and students have produced 46 digitization projects. Based on our successful experience, we have developed a new grant proposal that strengthens and extends our digital initiatives and collaborations.

The grant, *Digital Collections: from Projects to Pedagogy and Scholarship*, is composed of five key initiatives:

- Continued development of curriculum-driven digital collections in partnership with students and faculty while expanding the scope of the projects whenever possible to include digital scholarship practices;
- Hiring of a digital scholar who will leverage our new collections development, support digital scholarship efforts, and engage our campus communities in related considerations of pedagogy, along with funding to outsource open-source programming and purchase software/hardware related to digital scholarship projects;
- Additional efforts to capture and provide open access to student and faculty scholarship;
- Continued professional staff development and collaboration within and across the Ohio Five library organizations to best support the needs of faculty researchers; and
- The creation of new collaborations with similar institutions, particularly those focused upon the digital humanities, and broad dissemination of the products and processes developed under the grant.

Mark Christel, Director of Libraries at the College of Wooster, will continue as Project Director and along with the other directors (Amy Badertscher at Kenyon, Catherine Cardwell at Ohio Wesleyan, Ray English at Oberlin, and Mary Prophet at Denison) will serve as the Steering Committee.

The wider college and State of Ohio communities support this new proposal, as shown by the attached letters from The Five Colleges of Ohio Academic Committee (the deans and provosts) and Gwen Evans, the Executive Director of OhioLINK.

We are excited about the new possibilities for moving our liberal arts libraries, faculty, and students into the digital scholarship arena. Your encouragement and support for our collaborative work are greatly appreciated.

Most sincerely,

A handwritten signature in cursive script that reads "Susan Palmer".

Susan Palmer  
Executive Director

# OBERLIN

COLLEGE & CONSERVATORY

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Oberlin College, College of Arts and Sciences, Office of the Dean  
Cox Administration Building 101  
Telephone: (440) 775-8410

28 November 2012

Mr. Eugene M. Tobin  
The Liberal Arts Colleges Program  
The Andrew W. Mellon Foundation  
140 E 62nd Street  
New York, NY 10065

Dear Mr. Tobin:

As the chief academic officers for the member institutions in the Five College of Ohio, we write to express our appreciation for the impact of the Next Steps in the Next Generation Library grant as well as our strong support for the new proposal, Digital Academics: Projects, Pedagogy, and Scholarship, which will allow current activities to develop and expand into the area of digital scholarship.

We have been very pleased to see the growing impact of the Next Generation Library grant on our faculty, the courses they teach, and on student learning. As you know, a major thrust of the grant involves faculty partnering with librarians to create digital collections that are incorporated into courses. The projects completed on our campuses have engaged faculty in a broad range of disciplines. Both formal reports on the projects as well as the informal feedback we have received show significant pedagogical impact and enhancement of student learning. The digital collections that have been created have enriched both classroom and independent learning experiences in a wide variety of ways. These include deeper student exploration of topics and new perspectives related to physical artifacts. Student experiential learning has been especially valuable; the theoretical aspects of classroom experiences have been reinforced by these practical applications.

The effects of the grant on faculty are also impressive. It is clear that many have gained a new appreciation for the potential of digital collections to enhance both teaching and student learning. We're also beginning to see the incorporation of digital projects into the faculty evaluation and reward structure. On some of our campuses, projects completed under the first grant have been included in the portfolios of those under review and have therefore been considered in tenure decisions. We expect this trend to continue as there are several tenure track faculty who completed projects but whose tenure decisions are forthcoming. We are also especially pleased to learn that some Ohio Five digital collections have attracted the attention of outside scholars.

It is very clear that the grant has helped advance the libraries on each of our campuses. In addition to creating new areas of partnership between teaching faculty and librarians, our library staff members are now better trained, equipped, and organized to engage in the development of digital collections. These collaborations are also enabling us to move forward with our goal of making our institutional scholarship more openly accessible to the wider world.

We have followed with great interest, through both informal and formal discussions with the library directors, the development of the proposal, Digital Academics: Collections: Projects, Pedagogy, and Scholarship. This new grant will enable more of our faculty to experience the positive pedagogical impacts of digital collections that are created for the specific goal of hence enhancing student learning. It will also enable us to build on the very positive working relationships that have been established by librarians and faculty.

The possibility of extending grant activities into digital scholarship areas is especially exciting. Increased faculty engagement with digital scholarship is an important, desirable goal on all five of our campuses. We believe that the shared digital scholar position, which will have a strong focus on faculty development, is an excellent way for our campuses to move forward in this area.

The inclusion of digital scholarship will create an opportunity for the chief academic officers to take a more active role in grant activities. We look forward to facilitating discussions on each of our campuses and within consortial activities about the role of digital scholarship in the liberal arts context, including in the faculty reward structure. These discussions will enable us to build on the accomplishments of the current grant.

Individually and as a group, we are committed to working with our librarians and educational technology staff to ensure that we will have the capacity to continue the development of digital collections and faculty engagement with digital scholarship beyond the grant period itself. A strong emphasis will be placed on training our existing staff to enhance the skills and expertise needed to continue project activities. We're pleased that the digital scholarship position has been structured in a way that will foster the training that will advance these long-term goals.

We express our enthusiastic support for the overall direction and the specific activities of the new proposal as well as our commitment to ensuring both its success and the sustainability of activities beyond the term of the grant. With gratitude for the ongoing assistance from the Mellon Foundation, the proposal is submitted with our full endorsement.

Sincerely,



Sean Decatur, Chair  
Dean of the College of Arts and Sciences, Oberlin College

On behalf of:

Brad Bateman  
Provost, Denison University

Nayef Samhat  
Provost, Kenyon College

Carolyn Newton  
Provost, The College of Wooster

Chuck Stinemetz  
Interim Provost, Ohio Wesleyan University



Mr. Mark Christel  
Director of Libraries  
The College of Wooster  
Wooster, OH 44691-2364

Dear Mark:

OhioLINK fully supports your proposal for follow-up funding to the Andrew W. Mellon Foundation entitled “Digital Collections: from Projects to Pedagogy and Scholarship.” This is the very type of project that the OhioLINK Digital Resource Commons is intended to support: unique digital collections that facilitate learning and scholarship. Over the last two years, staff members from the Five Colleges who have been involved with the Mellon Foundation project have been an integral part of the development of the Digital Resource Commons (DRC) in many roles, ranging from developing plug-ins for the DRC to enable easy modification of the interface, to creating content and metadata that is openly accessible.

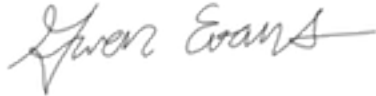
OhioLINK is committed to making the Digital Resource Commons meet the needs of member institutions that are developing digital collections such as those that will result from your project. We currently are using an NEH Digital Humanities start-up grant for a project called The Scholar’s Dashboard, which is designed to investigate and develop the functional requirements for researchers to use the digital materials in the DRC. The DRC currently provides search and browse access across all of the collections by author, title, subject and date; full-text search access by keyword is available for all of the machine-readable text contained in the textual documents. The portion of your project that deals with the scholarly output of faculty is also a good fit for the DRC, especially given OhioLINK’s efforts to encourage authors to make their scholarly work openly accessible in their institutional repositories.

OhioLINK is a consortium of 88 Ohio college and university libraries that work together to provide Ohio students, faculty and researchers with the information they need. Serving more than 600,000 students, faculty and staff, OhioLINK’s membership includes 16 public/research universities, 23 community/technical colleges, 49 private colleges, and the State Library of Ohio.

OhioLINK has developed the Digital Resources Commons in recognition of the importance of increasing cooperation in the creation and sharing of digital collections. The Digital Resource Commons provides a robust, statewide platform for OhioLINK members and other state organizations to rapidly publish and access information and resources produced by Ohio’s scholarly communities.

We look forward to working with you and your colleagues on your exciting project. As one of the longest lived, best supported, and most successful state library consortiums in the country, OhioLINK is well positioned by any measure to help make such projects successful.

Sincerely,

A handwritten signature in cursive script that reads "Gwen Evans". The signature is written in dark ink and is positioned below the word "Sincerely,".

Gwen Evans, Executive Director OhioLINK

Digital Collections: from Projects to Pedagogy and Scholarship

THE FIVE COLLEGES OF OHIO

Application to The Andrew W. Mellon Foundation

The College of Wooster  
Denison University  
Kenyon College  
Oberlin College  
Ohio Wesleyan University

30 November 2012

## Contents

- I. Summary
- II. The Next-Generation Library Grant, 2009-2012
  - A. Overview
  - B. Current State of the Next-Generation Library
  - C. Impact of the Next-Generation Library Grant
- III. Proposed Activities under the Digital Collections Grant
  - A. Curriculum-Driven Digital Projects
  - B. Digital Scholarship
  - C. Scholarly Communications
  - D. Professional Staff Development and Organizational Change
  - E. Outreach and Dissemination
- IV. Program Administration
- V. Three-year Timeline
  - A. Pre-Grant Period
  - B. Year One
  - C. Year Two
  - D. Year Three
  - E. Post-Grant
- VI. Outcomes and Assessment
- VII. Budget
- VIII. Sustainability
  - A. Carrying Forward the Next-Generation Library Grant Gains
  - B. Sustaining the Activities of Digital Scholarship Program
- IX. Conclusion
- X. Appendices
  - A. Digital Projects supported by the Next-Generation Library Grant
  - B. Curriculum-Driven Digital Project Submission, Review, and General Criteria
  - C. Position Description of Digital Scholar
  - D. *Curriculum Vitae* for Mark Christel, Program Director
  - E. Budget



# Digital Collections: from Projects to Pedagogy and Scholarship

## I. Summary

The Five Colleges of Ohio consortium requests a grant of \$775,000 from The Andrew W. Mellon Foundation for use over three years to strengthen and extend the digital initiatives and collaborations started under the Next-Generation Library grant awarded in December 2009. In this second phase, we will incorporate a new focus on digital scholarship and continue to foster organizational and professional transformations based on acquiring new skills, strengthening professional relationships, and creating pedagogical resources.

## II. The Next-Generation Library Grant: 2009-2012

### A. Overview

Through *The Next Steps in the Next-Generation Library* (NGL) grant, The Five Colleges of Ohio expanded the role of libraries on our campuses by leading efforts to design and implement digital projects for many areas of the curriculum. In partnership with our faculty, we have been able to make digital collections an integral part of classes, assisting students and faculty as they explore how these new technologies can enhance a liberal arts education and contribute new knowledge and resources beyond our colleges. While this grant has been successful in creating valuable digital collections and developing staff expertise, we are requesting new grant funding to fully solidify our support and promotion of curriculum-driven digital collections and to enter the -phase of collaborative digital practices among faculty, students, and librarians. A key aspect of our shared infrastructure under this grant will be to hire a digital scholar to engage and educate our campus communities about integrating digital scholarship into the professional portfolio of research and teaching, facilitate and coordinate creation of new digital projects, and assist with assessment and promotion of the digital accomplishments. We will continue our focus on the development of digital collections, while expanding projects into areas involving digital scholarship.

### B. Current State of the Next-Generation Library

The NGL grant, which began in 2010, focused on five areas:

- A curriculum development program for faculty, who partnered with librarians to identify, build, and integrate digital collections into their courses;
- A program to enhance access to the scholarly output of our institutions;
- A professional development program for library staff to enrich their technological sophistication and ability to envision and implement innovative efforts;
- A digital infrastructure program that improved our ability to support new initiatives; and
- A program to create The Five Colleges of Ohio Digital Projects Portal, a gateway to our digital collections as well as a site for access to digitization procedures and training documentation.

We have achieved success in each of these activities. Collectively, we have undertaken over 45 collaborative projects with faculty, creating digital collections for use in the classroom and sharing valuable content with the larger academic community. A listing of these projects appears in Appendix A. In addition, we have started institutional repositories of faculty and student works. Our

professional development efforts have trained library staff and assisted us in re-allocating personnel to create the infrastructure needed to sustain our current initiatives and undertake new projects. Finally, our [Digital Projects Portal](http://www.ohio5.info/portal/) (<http://www.ohio5.info/portal/>) now serves as a gateway to the resources and outcomes from this grant.

The NGL grant enabled us to continue a fundamental reconceptualization of the liberal arts college library, and we believe our early results have demonstrated very promising progress in each of our areas of focus. A new grant from the Mellon Foundation will allow us to deepen our current initiatives and collaborations, incorporate a new focus on digital scholarship, and foster our ongoing organizational transformations as we continue to institutionalize changes begun under our first grant.

## **C. Impact of the Next-Generation Library Grant**

### **Library staff development**

The results from pre-grant and post-grant library staff surveys demonstrate significant changes in the experiences and knowledge of the Five College staff members. Staff members have more experiences with the production, dissemination, and management of digital objects. Staff members demonstrate a greater understanding of the technical aspects of digital collections and of the issues and challenges associated with the discovery and preservation of digital objects.

For example, 54% of 2012 survey respondents have posted audio or video files online vs. 35% in 2010. The 2012 respondents report that 47% have applied metadata to digital objects vs. 37% in 2010. In areas of search engine optimization, digital preservation standards, and in metadata standards for digital objects, Five College staff members demonstrate and report greater understanding.

The impact of the grant on the use of mobile devices is particularly significant. The percentage of staff reporting using tablets on a regular basis increased from 6% to 65% in two years. The percentage of staff reporting using e-readers on regular basis increased from 12% to 46% in two years. By comparison, the [Pew Internet and American Life Project](http://www.pewinternet.org) (<http://www.pewinternet.org>) reported the growth in tablet ownership from 3% to 19% and in e-reader ownership from 4% to 19% in roughly the same period.

Additional impacts of the grant on library staff, including workflow related to digital collections, are described below.

### **Student employees**

Students who worked on digital projects developed technology skills, subject matter depth, and experience working in a team project. But over and over again in the student worker survey, students identified the importance of the development of their research skills. For some, it was their first experience with primary research. Two comments illustrate the impact:

“I have already begun applying these skills...having started an internship at the Library of Congress, working on the World Digital Library project.”

“Working on the...digital project was one of the most satisfying experiences that I had during college.”

### **Curricular development and faculty partners**

The forty-plus digital collections that resulted from our initial NGL grant have been a success in enriching classroom experiences, broadening student knowledge, increasing scholarship, and making unique material available online to a worldwide audience. Collections created by the institutions come from the widest variety of disciplines and contain material from the exceptional special collections held at the libraries of the Ohio Five, as well as student projects and material previously accessible only to specific individuals or departments.

While some final reports from faculty development projects have not yet been submitted. Several themes can be identified in those submitted to date: the use of the project materials for other courses within and at other institutions, the anticipated use of the project materials by future students for further research, and a frequent desire to expand the existing project toward new areas of research. Three quotes illustrate curricular impact:

“In submitting this final report, I would first of all like to stress how essential this project was to not only the English department at Denison University but the school as a whole as well as the wider community.”

“Indeed, having the video and audio together allowed the students to look more deeply into the context of the words being spoken by the interviewees, as inflections and mood can be difficult to infer from audio-only recordings and the subsequent transcriptions.”

“The accessibility of this digitized material cannot be over-estimated. It is invaluable!”

### **III. Proposed Activities under the Digital Collections Grant**

To deepen and continue our strong momentum, the library directors of The Five Colleges of Ohio identified five key initiatives for the Digital Collections proposal:

- Continued development of curriculum-driven digital collections in partnership with students and faculty while expanding the scope of the projects whenever possible to include digital scholarship practices;
- Hiring of a digital scholar who will leverage our new collections development, support digital scholarship efforts, and engage our campus communities in related considerations of pedagogy, along with funding to outsource open-source programming and purchase software/hardware related to digital scholarship projects;
- Additional efforts to capture and provide open access to student and faculty scholarship;
- Continued professional staff development and collaboration within and across the Ohio Five library organizations to best support the needs of faculty researchers; and
- The creation of new collaborations with similar institutions, particularly those focused upon the digital humanities, and broad dissemination of the products and processes developed under the grant. The following sections outline each of these initiatives.

## A. Curriculum-Driven Digital Projects

We will continue our initiative to construct local digital collections through partnerships of faculty, students, librarians, and archivists. With the knowledge gained during the previous grant, The Five Colleges of Ohio library staff members are now prepared to take on projects that include larger-scale efforts and more technologically innovative work. For example, digitization of our student newspapers is currently underway. With a second grant, we will complete scanning and make the full run of newspapers available and fully searchable online. These materials are a rich source of institutional history, have broad curricular appeal at all five colleges, and provide a valuable research resource for individuals studying the history of higher education in the United States. Media projects will also be a focus for digitization during this grant. Many local college productions, concerts, and speakers have been recorded on older media. In converting the most outstanding of these objects to digital format, we will preserve this valuable content, establish standards for recording future works, and enrich systems for preserving and sharing these works.

The NGL grant established a thorough process for faculty and librarian teams to submit proposals for digital collections, criteria for evaluation, guidelines for assessment, and general expectations of our projects (e.g., content digitized through a Mellon-funded project will be, whenever possible, completely open access). The guiding principles and the processes have served us well and we will continue to rely upon them under this grant. For a full description, please see Appendix B: Description of Curriculum-Driven Digital Project Submission, Review, and General Criteria.

We will also build upon the experience gained during the course of our initial grant to enhance projects funded during the new grant period. For example, there are faculty members who have found effective ways to engage students in contributing materials to digital collections and to increase access to those materials. With the support of this grant, we will share these best practices with new faculty partners, help facilitate more student participation in developing collections, and foster greater student and faculty awareness of digital publishing, metadata, and intellectual property issues.

Most importantly, we intend to transition from a model focused on the traditional digital reformatting of materials to designing projects that fully integrate the functionalities offered by today's technologies, enable researchers to interact with their materials in new ways, and deepen student engagement. This approach, which we are calling "digital scholarship," requires more nuanced planning as we consider the learning outcomes of each project and develop its functionalities, work with students and faculty on related authorship and intellectual property issues, and encourage more reflective curricular integration and assessment of these new resources. We envision projects that will be more ambitious in both scale and functionality than the typical project in our current grant, and so anticipate that the total number of projects funded by our new grant will likely decrease, allowing us to focus on these more challenging goals. At the same time, we anticipate many other "standard" collection digitization projects will be undertaken and supported as part of our increased institutional capacities developed under the NGL grant, with no further need of direct grant-funding.

Budget: We are requesting \$20,000 per college over a three-year period to support faculty projects and \$20,000 per year for three years for consortium-wide projects. Total Requested = \$360,000

## B. Digital Scholarship

To support our transition to digital scholarship and continue the process of integrating digital collections into the curriculum and faculty research agendas, we will hire a digital scholar, possibly a CLIR fellow or a digital humanist. Please see Appendix C for a draft of the digital scholar's position description. This three-year position will foster the conceptualization, design, development, and assessment of digital projects and serve as a liaison to faculty, educating them about the wide range of options offered by the libraries and collaborating with them on the use of digital collections and projects in the curriculum. Additionally, the digital scholar's broad exposure to all the projects will enable us to learn most effectively from each other, communicate best practices, document processes, and evaluate our work. The digital scholar will also work to strengthen our collaborations with other liberal arts digital humanities work, including efforts to expand Ohio Five undergraduate research presentation opportunities at venues such as [Re: Humanities](http://news.haverford.edu/blogs/rehumanities/) (<http://news.haverford.edu/blogs/rehumanities/>).

To augment the digital scholar's efforts and support the creation of open and innovative digital projects, we plan to work in an agile manner to contract with various open source web application programmers to create software and interface applications, including mobile interfaces, to fit specific research and curricular goals. In order to efficiently coordinate this contracted work, Michael Upfold, the consortium's Library Systems Manager, will allocate approximately 20% of his time to the project. An important aspect of this coordination will be setting our web development agenda and priorities within the context of work being done by other collaborations among liberal arts colleges. As liberal arts colleges seek to find sustainable means to meet the requirements of digital scholarship projects, we are eager to explore flexible structures, including appropriate outsourcing, for constructing a capable and supportive web environment. We also anticipate that we will need to purchase certain types of software (e.g., new GIS applications) and hardware and are requesting a smaller amount of support in this category.

We are proud of the new collaborative roles our staff have taken on during the initial grant and fully intend to extend and deepen those collaborations with support from the new grant. Members of the Technical Infrastructure Committee (TIC), established in the initial grant to coordinate DSpace and scanning procedures, expanded their role to become leaders by sharing their procedural innovations and open software development statewide to benefit OhioLINK's digital repository users. The TIC members, working directly with faculty on local projects, responded to their teaching needs by establishing an option to use the shared, cloud-based, and open access, online exhibit platforms, Omeka and WordPress. The TIC, together with the Library Systems Manager, will constitute a well-connected, experienced, and robust support team for the Digital Scholar.

Budget: We are basing our request for the digital scholar on a starting annual salary of \$57,000 plus benefits over a three-year period. Additional funding will be needed for office costs, professional development, and travel, including local trips among the five colleges. To support the advanced work to be promoted by the scholar, we are asking for \$120,000 for open-source programming and purchasing software and technology. Total Requested = \$380,000

### **C. Scholarly Communications**

Each Ohio Five campus has efforts underway to create collections of faculty and student scholarship, and preserving and providing open access to this material is a central concern. Faculty members at one of our colleges have already passed an open access resolution, and a similar resolution is working its way through faculty committees at a second college. Digital collections of peer-reviewed faculty publications have grown slowly, primarily due to publisher restrictions, though library staff members have worked diligently with faculty to make available all materials within those restrictions. Each of our five colleges will continue to enrich our institutional repositories under the new grant and educate our communities about scholarly communication issues, such as open access and author rights.

While not funded by this grant request, we plan to negotiate permission from publishers (e.g., Elsevier, Wiley, Cambridge, and Sage) to provide open access to retrospective articles written by Ohio Five faculty and staff. We might do this as a separate negotiation or in conjunction with a content purchase of journal backfiles (e.g., backfiles of Sage journals). In addition, we hope to use these negotiations to raise awareness of open access on our campuses and increase our faculty's knowledge of their rights and the importance of access to their research. Our ultimate goal is to capture and share openly the research and output of our institutions.

Budget: \$5,000 for related workshops with library staff and faculty. Total Requested = \$5,000

### **D. Professional Staff Development and Organizational Change**

The re-training and subsequent re-allocation of librarians and staff to support digital initiatives has proven to be an essential part of the success and sustainability of our digital projects. We plan to continue this restructuring and education of staff to improve our ability to handle more ambitious projects and to become more nimble, utilizing new technologies and processes to redefine the role of libraries on the liberal arts campus. We will also continue our annual Summer Institutes for all library staff as well as workshops organized around specific topics or skills. In some cases, we might engage consultants or colleagues. Areas where we might seek external expertise include reconfiguring our organizational structures to more strongly support digital scholarship, digital preservation, and maximizing collaborative efforts.

Primary staff development activities will be:

- Annual Summer Institutes for Library Staff. The Summer Institute series has proven to be a powerful annual event, bringing together library staff members from all Ohio Five colleges to reflect upon our successes, deepen our community and collaborations, and engage our entire organizations around key strategic priorities for the grant. Our initial institute was a hands-on event, exposing staff to new technologies and Web 2.0 tools. As our collective experience around digital collections grew, the institutes became opportunities to discuss our priorities and imagine new ways to conceive our libraries. Jim Ottaviani, Director of the University of Michigan's digital repository, [Deep Blue](http://deepblue.lib.umich.edu) (<http://deepblue.lib.umich.edu>), was the keynote speaker at our second institute. His presentation outlined a progressive vision for institutional repositories and scholarly communications that have helped stimulate our thinking about these issues within the Ohio Five. As we move into a grant focused on digital scholarship, the summer institute series will again help us to expand our thinking about

digital collections, pedagogy, and ways we can enhance student learning. One very likely option for our next institute will be to invite leading faculty in the digital humanities to discuss how technologies and digital methodologies have transformed their research and teaching and engaged students in new ways.

- Professional Training for Digital Collections Staff. In addition to the broader workshops for library staff, it is essential that those most involved in digitization, metadata creation, database production, and digital preservation efforts receive advanced training. The Staff Development Committee, working closely with the Digital Scholar and our Technical Infrastructure Committee, will coordinate internal and external training opportunities. The Digital Scholar will also play a central role by offering training, facilitating the sharing of expertise, and developing workshops. Whenever possible, we will continue to utilize experienced Ohio Five staff to train their peers. When we need to send individuals to select advanced workshops, they will in turn teach other Ohio Five staff and enrich the broader technical expertise of the entire consortium.
- Conversations on Organizational Change. Substantial change has already occurred under the NGL grant, ranging from the redefinition of an individual's responsibilities to incorporate support for metadata creation to the development of an entire new department to support digital collections. Several workshops under our current grant enabled us to discuss new responsibilities, innovative methods to effectively manage more traditional roles so staff can shift attention to evolving areas, and larger-scale reorganizations within our libraries. We will continue these productive discussions and workshops with this grant, striving for greater efficiencies and ways to leverage technologies to foster our work.

Budget: We are requesting \$5,000 per year for a three-year period to support our annual Summer Institute, fund special meetings of consortial staff, and hire external consultants.  
Total Requested = \$15,000

## **E. Outreach and Dissemination**

Open sharing of knowledge remains a core principle that governs our approach to digital projects and resources developed through the grant will be made openly accessible whenever possible. A primary goal of this grant is to provide resources and assistance so that others may learn from our projects, and the tools and documentation produced as part of the collection creation processes will be made available to assist other libraries in creating their own digital projects. Faculty and library staff will use regional and national conferences as a chance to share the new digital collections with colleagues, discuss pedagogical approaches for working with students as researchers and creators, and highlight digital scholarship practices. We will also be looking at new ways to collaborate with other institutions working on similar projects and next-generation activities, particularly those focused on related concerns in the digital humanities.

Major products of the initial grant are now publically disseminated at two websites. At the [OhioLINK DRC Wiki](https://sites.google.com/a/ohiolink.edu/drmc/documentation/) (<https://sites.google.com/a/ohiolink.edu/drmc/documentation/>) we have deposited numerous DSpace procedures and scripts designed to foster collaborations in the use of digital repositories, especially by smaller institutions. An interesting example of our contributions is a process and code that we developed to help automatically populate institutional repositories of faculty publications. The process uses a combination of Web of Science and Scopus to generate a list of citations, exports these into a citation management product to standardize formatting, exports the standardized citations into DSpace, and runs a customized script that compares the citations to the

[SHERPA/RoMEO database](http://www.sherpa.ac.uk/romeo/) (<http://www.sherpa.ac.uk/romeo/>), identifying articles for which we would have rights to deposit an open access PDF into our repositories. This process and the script have been submitted for publication in [code\(4\)lib journal](http://journal.code4lib.org/) (<http://journal.code4lib.org/>).

At the Five Colleges of Ohio [Digital Projects Portal](http://www.ohio5.info/portal/) (<http://www.ohio5.info/portal/>), we highlight a growing number of completed collections, video reflections by faculty, student exhibits, library presentations, and best practice documents. Throughout the proposed grant we will work to expand the scope and reach of both the DRC Wiki and the Ohio Five Portal; we will communicate with other groups of liberal arts colleges to portray more effectively the range and possibilities available to our faculty who are beginning to engage in digital scholarship. Our goal in this area will be to begin to create sustainable baselines of faculty expectations and library support that nurture digital collections pedagogy and digital scholarship beyond our small group of liberal arts colleges.

During our NGL grant, we began interacting with similar institutions that are focused on digital collections and pedagogy. Those early conversations convinced us that deeper collaborations with those colleges can further facilitate development of best practices, the sharing of expertise, and the coordination of efforts to overcome common challenges. Mark Christel, the NGL Project Director, met recently with Janet Simons and Angel David Nieves, the Co-Directors of Hamilton College's [Digital Humanities Institute](http://www.dhinitiative.org/) (<http://www.dhinitiative.org/>) to consider potential collaborations. The Ohio Five will certainly partner with Hamilton colleagues, but the three directors also imagined a broader collaboration with other colleges working currently on digital initiatives and struggling with similar issues. One potential idea discussed was an extended summer workshop where teams from our institutions could meet, learn from each other's practice, and identify larger areas for collaborative work. Following that meeting, these individuals reached out to others about the idea and received strong expressions of interest from Bucknell, Davidson, Grinnell, and Williams. In the upcoming months, these institutions, possibly supplemented by additional members, will put together a planning group to discuss the potential summer institute, consider a variety of models, and identify clear goals and outcomes. Regardless of whether this particular initiative moves forward, the Ohio Five will nurture collaborations with these key partners.

**Budget:** We are requesting \$5,000 per year for a three-year period. In the first year of our grant, the Ohio Five would like to dedicate this budget to conversations and planning with new partners. If a summer institute is offered in the second year of our grant, we would like to use these funds to send teams from the Ohio Five to the workshop. If a summer institute does not develop, these funds would be shifted to support inter-institutional collaborations. Finally, while we will share our results broadly throughout the grant term, in the final year we will use this funding to present our work at conferences. Total Requested = \$15,000

**Note:** We will supplement the \$15,000 budget with any interest accruing from the grant, providing us with additional funds to foster inter-institutional collaboration and outreach.

#### **IV. Program Administration**

The program will be supervised by a six-member Steering Committee that will include the library directors from each of the five colleges (Amy Badertscher, Kenyon College; Catherine Cardwell, Ohio Wesleyan University; Mark Christel, The College of Wooster; Ray English, Oberlin College; and Mary Webb Prophet, Denison University) and Susan Palmer, Executive Director of The Five Colleges of Ohio. Mark Christel will serve as the Committee Chair and Program Director. Cathi



Cardwell will be the Assessment Coordinator. There will be three ex-officio advisors to the committee: Alan Boyd, Associate Director of Libraries at Oberlin College and Technical Infrastructure Coordinator for the grant; Michael Upfold, the Five Colleges of Ohio Library Systems Manager, who will be coordinating the outsourced programming; and the Digital Scholar who will be hired at the start of the grant term.

The responsibilities of the Steering Committee will include:

- Serving on the selection committees for faculty projects at their respective institutions;
- Soliciting proposals for curriculum development grants and, with the selection committees, establishing criteria for selection and evaluation of projects;
- Facilitating collaborative initiatives and thinking among the five colleges;
- Coordinating the activities of the Technical Infrastructure and Staff Development committees;
- Organizing workshops and symposia, including agendas, publicity, logistics, and evaluations;
- Hiring and providing broad direction to the Digital Scholar;
- Planning and overseeing expenditures, particularly those for consortial projects;
- Conducting, in conjunction with the Assessment Coordinator, program assessments and modifying program objectives, activities, and procedures if appropriate;
- Preparing the annual and final reports to The Andrew W. Mellon Foundation; and
- Developing continuity plans to continue programs beyond the term of the grant period.

The Program Director will be responsible for working with the Ohio Five office on budget, organization, and policy matters; communicating with the five campuses; encouraging participation in the project; representing the consortium at meetings, conferences, and workshops; and insuring effective progress toward the project's goals.

The Library System Manager will be responsible for specifying, soliciting, and managing open source software/interface development work contracted with outside programmers. He will coordinate web applications development throughout the grant period to assure compliance with open web standards and a maximum degree of interoperability with other digital collections and library applications.

Our existing Technical Infrastructure Committee will meet regularly to implement our goals in the areas of digitization and metadata workflows. The committee will also oversee the technical support of the systems to deliver and use the digital collections and the Digital Projects Portal. The committee will support and advise the Digital Scholar. Membership of the committee will include one representative from each library. Leadership will be provided by the Technical Infrastructure Coordinator with assistance from the Digital Scholar and the Systems Manager.

The Staff Development Committee will coordinate professional development activities under the grant. The committee will have primary responsibility for planning the Summer Institutes, recommending outside consultants, managing the logistical details of the Institutes, and summarizing Institute activities on the Digital Projects Portal web site. They will also work closely with the Digital Scholar to insure that each campus receives the most useful training and programming. Membership of the committee will include a representative from the Steering Committee, a representative of the Technical Infrastructure Committee, at least one librarian or staff member from each campus, and the Digital Scholar.

Each campus will maintain a Selection Committee to manage the project within its institutional framework, including the selection and review of curriculum development projects based on general criteria established by the Steering Committee. Membership of the Selection Committee may include faculty, librarians, archivists, and educational technologists. The Selection Committees will solicit proposals from faculty, monitor the progress of funded projects, gather information about each project's impact upon student learning, promote collaborative projects at the local level, communicate with the institution at large, coordinate efforts with the institution's curriculum committee, assist with local arrangements, facilitate inter-campus efforts, and evaluate campus activities.

The Five Colleges of Ohio, Inc. will serve as the fiscal agent for the grant, in conjunction with Kenyon College, host site of the consortium. Administrative responsibilities related to fiscal management and reporting will be handled by Susan Palmer and Brenda Howard, Accounting Assistant, in the Five Colleges of Ohio office.

## **V. Three-Year Timeline**

Below is an outline, divided up into five chronological periods (i.e., Pre-Grant, Year One, Year Two, Year Three, and Post-Grant), of anticipated key activities.

### **A. Pre-Grant Period**

Between now and the beginning of the new grant, we will finalize work on the NGL grant, collect final reports from faculty partners, analyze our progress, continue our assessment, and reflect on areas where we need to improve further. A key objective during this period is to begin recruitment of the Digital Scholar. We will post an ad for the position, specifying that it is contingent upon receipt of funding, and will begin the interview process only after we receive word on the outcome of this proposal from the Foundation. Mark Christel, the Project Director, and Janet Simons, Co-Director of Hamilton's [Digital Humanities Initiative](http://www.dhinitiative.org) (<http://www.dhinitiative.org>) will continue to develop a network among key peer institutions working in digital scholarship that may include meeting with interested parties at upcoming professional conferences. The Ohio Five will also assess the capacity of OhioLINK's DRC to support the full range of functions we envision for the new grant and, if necessary, explore additional options, such as Fedora/Islandora. This pre-grant period will also be an essential period to re-connect with the technology departments at each campus, making them aware of the new grant proposal and its goals and discussing ways the libraries and IT groups can best work together to support mutual areas of interest.

### **B. Year One**

Early in the first year of the grant, we will hire the Digital Scholar. He or she will spend significant time at each campus to learn our individual needs and capabilities and to become integrated into our organizations. We will also promote the grant and its goals on each campus, discussing the advances realized under the NGL grant while highlighting additional opportunities going forward and recruiting a new cohort of faculty partners. We will work with the Ohio Five deans and provosts to initiate campus conversations about consideration of digital scholarship in promotion and tenure reviews. The libraries will complete the second phase of the consortial project to digitize our student newspapers. The libraries will also encourage more prominent discussion of scholarly communication issues on our campuses, such as consideration of open access resolutions

and further development of our institutional repositories. We will begin planning for a consortial project focused on digitization of local media (e.g., VHS tapes of theatre performances, campus lectures, etc.). Beginning as soon as late spring of 2013, campus Selection Committees will solicit proposals and award new grants to the most promising submissions. Our Staff Development Committee and the Digital Scholar will coordinate training opportunities for staff, including the annual Summer Institute. Planning and discussions with our liberal arts partners will also continue. As we clarify longer-term technical platforms and related needs, we will begin outsourcing some of our advanced programming needs to best effect.

### **C. Year Two**

Curriculum-driven projects will be in full swing, with several very substantial projects in production that include the more ambitious aspects of our digital scholarship program. The Digital Scholar will continue to offer and coordinate more advanced training, both to library staff and for faculty groups within the consortium. The second consortial project, on digitization of analog media of campus events and performances, will begin in earnest. A third consortial project will be considered, perhaps relating to digitization of our missionary materials or involving coursework related to student digital curation of local history. In the summer of 2014, we will hold another Summer Institute for our staff members and also hope to send teams of librarians and faculty to an extended workshop at Hamilton (or another peer institution that might be selected as host), where in-depth conversations about challenges can lead to collaborative efforts to achieve common goals. Whenever possible, we will target our advanced programming toward work that supports our needs but also compliments the needs of our key partners and others. We will produce an interim report, assessing our progress to date and identifying key milestones we would like to achieve in the second half of the grant.

### **D. Year Three**

We will sustain efforts to complete curriculum-driven digital scholarship projects, including an increased focus on collecting assessment and producing video or web-based overviews of successful projects. Work on the third consortial digitization project will begin. While consortial staff will actively present on our work throughout the grant period, the third year will be a natural time to share our results at local and national conferences. The Digital Scholar will gradually shift his or her attention from recruiting and supporting new projects to training and empowering consortial staff to sustain our digital scholarship efforts beyond the grant. We will continue and deepen our collaborations with our peer institutions to achieve greater efficiencies, leverage expertise, and create a more sustainable model for all of our initiatives.

### **E. Post-Grant**

We will collect of final reports, complete a broader assessment of how well we achieved our goals, and thoughtfully consider how our libraries can best sustain progress and continue to move forward collectively. Additional presentations and publications arising from the grant will be prepared. There will be ongoing collaborations with our liberal arts college partners. The grant will conclude with preparation of a final report to The Andrew W. Mellon Foundation.

## VI. Outcomes and Assessment

Assessment activities will be integrated throughout the life cycle of the grant and will include surveys of faculty and staff, project reports, and case studies of larger projects incorporating digital scholarship. Currently, several professional organizations promote ways to evaluate digital scholarship so that it gains acceptance in the tenure and promotion process. The Modern Language Association, for instance, recently developed [Guidelines for Evaluating Work in Digital Humanities and Digital Media](http://www.mla.org/guidelines_evaluation_digital) ([http://www.mla.org/guidelines\\_evaluation\\_digital](http://www.mla.org/guidelines_evaluation_digital)) and recommends that faculty be prepared to document and explain their work and their role: “Faculty members who work in digital media or digital humanities should be prepared to make explicit the results, theoretical underpinnings, and intellectual rigor of their work.” Another resource is [Evaluating Digital Scholarship](http://institutes.nines.org/docs/2011-documents/guidelines-for-promotion-and-tenure-committees-in-judging-digital-work/) (<http://institutes.nines.org/docs/2011-documents/guidelines-for-promotion-and-tenure-committees-in-judging-digital-work/>) created at the 2011-2012 NINES/NEH Summer Institutes. This document provides an extensive list of carefully organized questions for faculty to consider as they document their work. We can use these established guidelines to provide a structure for the case studies, which may ultimately help faculty on their path to tenure and promotion, assist academic officers to evaluate digital scholarship, and aid libraries gain a better understanding of supporting new forms of scholarship. Catherine Cardwell, Director of Libraries at Ohio Wesleyan, will coordinate assessment activities and the Digital Scholar will play a unifying role in assessment across all digital scholarship activities.

## VII. Budget

The budget for a new three-year grant totals \$775,000. A summary is provided below. A more detailed budget is provided in Appendix E.

<i>Expenditure Lines</i>	<i>Amount</i>
Curriculum-Driven Digital Projects	\$360,000
Digital Scholarship Staffing and Support	\$380,000
Scholarly Communication	\$5,000
Professional Development	\$15,000
Outreach and Dissemination	\$15,000
<b>TOTAL</b>	<b>\$775,000</b>

## VIII. Sustainability

### A. Carrying Forward the Next-Generation Library Grant Gains

In a period of rigorous reductions in spending across higher education, we need to be strategic in taking on new initiatives. That has certainly been our approach with the NGL grant. This new Mellon grant proposal from the Ohio Five aligns with our core vision of what libraries at liberal arts colleges need to become and supports broad institutional priorities at each of the colleges. Our long-term commitments to the goals of the grant are, therefore, substantial and integral to our identities as innovative libraries serving the needs of liberal arts communities.

The Five Colleges of Ohio libraries and the institutions they serve are careful stewards of their financial assets and personnel, so we invest those resources purposefully and strategically. During our NGL grant, the colleges developed new expertise and services to support our budding digital programs and we have now incorporated many of the standard digitization functions into our regular workflows. In just three short years, our libraries have become very different organizations than they were at the beginning of the NGL grant. Staff have been re-trained and re-assigned in every library, enabling us to support and sustain over forty digital projects developed with faculty members across the academy. In some cases, staff members have shifted their responsibilities to take on new areas, such as digitization, metadata creation, or management of a digital repository; at other colleges completely new groups have emerged to support this work. For example, at Wooster, a position that was open due to a retirement was converted to a professional Emerging Technologies Librarian appointment; a part-time position in digitization that was initially grant funded was converted to permanent status. These two staff members and their six student assistants comprise an entirely new department in the library, Digital Scholarship and Services, that was created to foster the work articulated in the NGL grant. The institutional commitment in creating these new positions is very clear. Denison University has implemented a similar reorganization, shifting 0.5 FTE staff from Government Documents and 0.5 FTE from Reserves into a 1.0 FTE position in their new Digital Initiatives Department.

Kenyon College staff took the lead in important aspects of our project's DSpace interface development, creating an image gallery display template and a new Google map interface for geospatial environmental studies and geology images. They carefully documented these developments and placed the documentation, along with other DSpace training materials on an openly accessible OhioLINK Wiki for the lasting benefit of our consortium, OhioLINK and the wider DSpace community. Another equally concrete example of sustained development during the NGL grant period is the separately funded, newly renovated Special Collections/Archives classroom space at Oberlin College, designed to leverage the faculty's use of NGL project digital collections together with the examination and exhibit of rare and archival physical materials. Denison has also leveraged the NGL-funded start up of their DSpace repository to add several additional collections with internal or additional outside funding. They are, for example, providing open access to various student publications and a large collection of prints produced by their art students titled [Orphaned Prints](http://drc.denison.edu/handle/2374.DEN/2322) (<http://drc.denison.edu/handle/2374.DEN/2322>). At Ohio Wesleyan, professional photography equipment was purchased to allow digital capture of a variety of three-dimensional artifacts and student artwork. The equipment made it possible for faculty and students to continue their collaborations after the completion of NGL grant projects, photographing rare books and artifacts of particular research interest. Though less quantifiable, one of the most satisfying impacts of the NGL grant is the increase in ways that faculty and students want to partner with our libraries to facilitate, disseminate, and preserve their research and enhance teaching and learning.

The passage of an open-access resolution by Oberlin's faculty, the establishment of a digital collection for all of Wooster's senior independent studies projects, and the creation of institutional repositories at all five institutions are additional indications of the significance of the NGL grant to our broader communities. In short, the work begun under the NGL grant has already become embedded in our libraries and our colleges; the new Mellon grant will do more than sustain those efforts, it will enable us to take them to the next level.

## **B. Sustaining the Activities of a Digital Scholarship Program**

As the letter of support from our chief academic officers indicates, the work of the new Mellon grant is also aligned with the strategic priorities of our colleges. The scholarship and curricular influence of the new digital collections have already been considered in promotion and tenure decisions. There is every indication from the CAOs that they believe new forms of digital scholarship will continue to grow in recognition and importance in future faculty review processes.

To develop a more sustainable model, we will be shifting 20% of the time of our consortium's Library Systems Manager, Michael Upfold, to support digital scholarship initiatives. We will also continue to avail ourselves of opportunities to reassess staffing vacancies, realigning positions with these new strategic needs. The next Mellon grant will enable us to enrich our approach to digital collections, focusing upon pedagogy, innovative digital research methodologies, assessment of learning outcomes, and increased long-term collaboration with key strategic partners to best leverage our investments. The Digital Scholar will be central in helping us move forward early in the grant period, as the Digital Project Coordinator was central in the beginning stages of our NGL grant. However, we anticipate that once again, our capable library staff members will grow into advanced roles over the duration of the grant period and, at its completion, will be prepared to sustain our program going forward. We will use the grant period to assess whether a consortial digital position remains a necessity and how to collectively support higher-end programming needs. Should an ongoing consortial employee be required, we believe our achievements during the grant term can be compelling enough that we could optimistically approach our senior administrators for strategic investment in this area.

## **IX. Conclusion**

Our vision recognizes the library as an inclusive and inviting campus space and a collection of resources (including personnel, materials, and technology) that can facilitate student-faculty collaboration on innovative projects that enhance learning in the classroom and extend scholarship beyond its traditional limits. This second grant extends the boundaries of our current practice, building digital collections into new modes of learning and research. Digital scholarship, which focuses upon emerging research paradigms made possible with digital resources and provides new mediums for the dissemination of research, includes key aspects of areas such as media literacy, scholarly communication, information literacy, information management, and digital publishing. The libraries of The Five Colleges of Ohio have developed a rich, collaborative infrastructure during the current grant that positions us very well to transition to the more ambitious goals of digital scholarship in a new grant from The Andrew W. Mellon Foundation.

## **X. Appendices**

- A. Digital Projects supported by the Next-Generation Library Grant
- B. Curriculum-Driven Digital Project Submission, Review, and General Criteria
- C. Position Description of Digital Scholar
- D. *Curriculum Vitae* for Mark Christel, Program Director
- E. Budget

## Appendix A.

### Digital Projects Supported by the Next-Generation Library Grant

THE FIVE COLLEGES OF OHIO  
ANDREW W. MELLON FOUNDATION  
NEXT STEPS IN THE NEXT GENERATION LIBRARY GRANT  
FACULTY PROJECTS

#### Denison University

##### Digital Costume Collection

This project created digital images showing multiple views of historic costumes.

Cynthia Turnbull, Chair and Assistant Professor of Theatre  
Lareese Hall, Fine Arts Liaison Librarian

##### Looking Back, Looking Forward

This project scanned archival material relating to the formation of the Woman's Studies Program at Denison University.

Kristina Mead, Director of Women's Studies  
Heather Lyle, University Archivist

##### Writing Our Story: An Analysis of Black Student Protests at Denison University

This project scanned archival material relating to protests by black students at Denison University and captured oral histories from former protesters.

Tina Pierce, Visiting Assistant Professor of Black Studies and Women's Studies  
Roger Kosson, Social Sciences Liaison Librarian

##### Digitization and Dissemination of Denison University Herbarium Specimens

This project annotated, cataloged and made public digital scans of the Denison University Herbarium.

Andy McCall, Assistant Professor of Biology  
Mariana Garcia, Natural Sciences Liaison Librarian

##### Digital Rock, Mineral and Fossil Collection

This project created a digital repository of images, technical information and donor information of the Geosciences Department Mineral and Fossil Collection.

Erik Klemetti, Assistant Professor of Geosciences  
Mariana Garcia, Natural Sciences Liaison Librarian

##### Digitization of *Articulate*, Denison University's magazine of the critical essays

This project created a website for *Articulate* and digitized and archived past issues of this student journal.

Sylvia Brown, Assistant Professor of English

Joshua Finnell, Humanities Liaison Librarian

Digitization of the *Denison Journal of Religion*, Denison University's Undergraduate Journal of Religion  
This project created a website for the *Denison Journal of Religion* and digitized and archived past issues of this student journal.

Josh Cort, Professor of Religion  
Joshua Finnell, Humanities Liaison Librarian

Digitization of *Exile*, Denison University's magazine of the literary art  
This project created a website for *Exile* and digitized and archived past issues of this student journal.

Peter Grandbois, Assistant Professor of English  
Joshua Finnell, Humanities Liaison Librarian

#### Kenyon College

Images of the Islamic World

This project digitized and cataloged images and video captured by faculty that document the Islamic world.

Nurten Kilic-Schubel, Assistant Professor of History  
Vernon Schubel, Professor of Religious Studies  
Nina Clements, Humanities Librarian

A Curated Database of Molecular Structure

This project created a database of NMR spectra with a structure based interface.

Yutan Getzler, Assistant Professor of Chemistry  
Aimee Jenkins, Science Librarian

Developing a Japanese Movie Database for Listening Comprehension Practice

This project created a database of Japanese movie scenes that can be searched by phrases.

Hideo Tomita, Professor of Japanese  
Mari Iwai, Visiting Instructor of Japanese  
Fang Fang, Librarian and Technology Consultant

Digitizing Kenyon's Illuminated Medieval Manuscripts and Incunabula

This project digitized text and images from medieval manuscripts.

Sarah Blick, Associate Professor of Art History  
Ethan Henderson, Special Collections Librarian

From Germany to America in the Shadow of the Holocaust

This project digitized letters and documents chronicling one family's attempt to immigrate from Germany to America in the 1940s.

Miriam Dean-Otting, Professor of Religious Studies



Ethan Henderson, Special Collections Librarian

#### Digital Gullah Archive

This project created a digital archive of oral video interviews with residents of St. Helena Island, home to approximately 5,000 Gullah speaking African Americans. The videos will then be used in Kenyon College classes and by Cleveland area teachers who conducted the oral histories.

Peter Rutkoff Professor of American Studies  
Meghan Frazer, Digital Resource Librarian

#### Voices of Knox County: Creating a Digital Archive of Oral Histories

The Voices of Knox County project constructed a digital archive of oral histories about lifelong residents of Knox County.

Sam Pack, Assistant Professor of Anthropology  
Meghan Frazer, Digital Resource Librarian

### Oberlin College

#### King-Crane Commission Digital Collection

This project digitized items from the collection of Henry Churchill King regarding his work in the Middle East following World War I.

Maren Milligan, Visiting Instructor in Middle East and North African Studies  
Ken Grossi, College Archivist

#### King-Crane Commission Digital Collection Phase Two

This project digitized items relating to the King-Crane Commission held at institutions other than Oberlin.

Maren Milligan, Visiting Instructor in Middle East and North African Studies  
Ken Grossi, College Archivist

#### Geological Images

This project indexed and provided open source access to a collection of digital images of geological features.

Steven Wojtal, Professor of Geology  
Alan Boyd, Library Associate Director

#### Shansi Digital Collection

This project created a collection of digital objects that document Oberlin's early contact with Asia.

Bonnie Cheng, Associate Professor of Art and East Asian Studies  
Ann Sherif, Professor of Japanese  
Carl Jacobson, Executive Director of Shansi  
Ken Grossi, College Archivist

Anne Salsich, Assistant Archivist

#### Oberlin College Paleontological Collections

This project created consistent and accurate data about Oberlin's collection of invertebrate fossils and created digital images to accompany the data.

Karla Parsons-Hubbard, Associate Professor of Geology  
Alan Boyd, Library Associate Director

#### Digitizing Borges

The project created a digital collection of images, audio, and video documenting Jorge Luis Borges' visit to Oberlin College.

Ana C. Cara, Professor of Hispanic Studies  
Megan Mitchell, Reference and Instruction Librarian

#### Music for Children: A Video Pedagogy

The Music for Children project uses video clips to show how to lead young children (ages 3-7) in music activities. Short clips (usually one-minute or less) will illustrate teaching strategies and learner reactions for activities appropriate to early childhood settings, intending to appeal to both music and non-music educators.

Peggy D. Bennett, Professor of Music Education  
Kathy Abromeit, Conservatory Public Services Librarian

#### Digitizing Artist's Books For Classroom Use

The project comprised two stages: first - digitized a selection of artists books for use in the classroom by creating high resolution, zoom-able scans of multiple pages, and second - created a student-curated and student-produced website about artist's books.

Sarah Hamill, Assistant Professor of Modern and Contemporary Art  
Barbara Prior, Art Librarian

#### A Digital Resource for the Investigation of Culture Contact and Colonialism

This project transferred the database of Oberlin College Ethnographic Collection to CONTENTdm and created an information webpage about the collection.

Amy Margaris, Assistant Professor, Department of Anthropology  
Linda Grimm, Associate Professor Emerita, Department of Anthropology  
Ken Grossi, College Archivist  
Megan Mitchell, Reference and Instruction Librarian

#### Musical Iconography in the Selch Collection of American Music History

This project digitized a selection of objects from the Selch Collection and developed terminology and descriptions for musical iconography.

Claudia Macdonald, Professor of Musicology  
Barbara Lambert, Curator of the Selch Collection

## Ohio Wesleyan University

### The Krempley Gender Project

This project was created for Dr. Sokolsky's Gender and Identity Course, HMCL 226. Photographs were selected by Independent Study student, Tema Krempley, from Dr. Sokolsky's private travel images, Beeghly Library's Special Collections and the Ross Art Museum with the purpose of helping students better understand the concept of gender and its subjective nature. See the final project online at: [drc.owu.edu/handle/2374.OWES/1482](http://drc.owu.edu/handle/2374.OWES/1482).

Anne Sokolsky, Assistant Professor of Humanities-Classics  
Dee Peterson, Humanities-Classics Liaison Librarian

### Auxin Transport during Gravitropism and Phototropism using a GFP-based Biosensor

A data set consisting of confocal laser scanning microscope images was used in the cell biology laboratory to teach students the use of reporter genes, to interpret gene expression, and to quantitate the influence of auxin (a plant hormone) on growth and differentiation in root cells and root tips under varied environmental conditions. This data set provides a model system for studying multicellular signal transduction. See the final project online at: <http://drc.owu.edu/handle/2374.OWES/1089>.

Chris Wolverton, Associate Professor of Botany and Microbiology  
Deborah Carter Peoples, Botany/Microbiology Liaison Librarian

### Contemporary Issues in Media Law Podcasts

Students in Media Law course created and archived podcasts explaining selected court cases.

Melinda Rhodes, Assistant Professor of Journalism  
Kristine Kinzer, Fine Arts and Journalism Library Liaison

### Digital Resources for the Teaching of the History of the Book

A medieval manuscript from OWU's Rare Books collection was digitized for use in courses dealing with the history of writing, the history of the book, and the study of scribal handwriting.

Patricia DeMarco, Associate Professor of English  
Bernard Derr, Rare Books Librarian

### Forest Tree Growth Data for the Bohannon and Kraus Ecological Preserves

A data collection on forest tree growth was archived for use by students in Botany/Microbiology studying plant communities and ecosystems.

Laurel J. Anderson, Associate Professor of Botany/Microbiology  
Deborah Carter Peoples, Science Librarian

### Developing a Pedagogical Chinese Movie Database for Chinese Courses

A collection of movie clips written and performed by students who are learning the Chinese language in OWU's Chinese Program were digitized. Voices were dubbed by native speakers so that users of the collection can hear the accurate tones and pronunciations of the language when watching the movie clips.

Ching-Hsuan Wu, Assistant Professor of Modern Foreign Languages  
Joy Gao, Librarian

#### Baist's Real Estate Atlases of Columbus, Ohio

This project scanned and processed maps from three historical real estate atlases of Columbus to create larger maps representing important Columbus neighborhoods.

John Krygier, Geology & Geography  
David Walker, Geology & Geography  
Deborah Peoples, Science Librarian

#### A Digital Image Resource And Online Database For Plant Museum

This project captured digital images of 750-900 dried plant specimens.

David M. Johnson, Professor of Botany/Microbiology  
Nancy A. Murray Herbarium Curator of Botany-Microbiology  
Deborah Peoples, Science Librarian  
Emily Haddaway, Digital Librarian

#### Japanese Language Skill Builder Program

A collection of listening and dictation exercises for Japanese Language Study were digitized.

Jun Kawabe, Instructor Modern Foreign Languages  
Joy Gao, Public Services Librarian

#### Publius Vergilius Maro: A Collection of Nineteenth Century Virgilian Scholarship

This project makes material readily accessible to Virgilian students and scholars by producing a digital collection of Virgil scholarship from the Victorian Age, a period when Virgil studies experienced a true explosion in terms of both the quantity and quality of work produced.

Lee Fratantuono, Associate Professor of Classics and Whitlock Professor of Latin  
Deanne Peterson, Humanities and Classics Liaison Librarian  
Jillian Maruskin, English Liaison Librarian

#### Photographs of the American West (1870s-early 1900s) in the Ohio Wesleyan Special Collections

This project digitized 83 photographs of the American West including numerous photographs of Native Americas and native settlements.

Jeff Nilan, Associate Professor of Fine Arts  
Bernard Derr, Rare Books Librarian

#### A Digital Teaching Collection of Student Three-Dimensional Artwork

This project created the beginnings of a digital teaching collection of 3-D art objects, primarily from Metals classes at OWU including both students' and artists' works.

Cynthia Cetlin, Fine Arts faculty  
Jon Quick, Fine Arts faculty

Kristine Szabo, Fine Arts library liaison

Enhancing Pedagogy While Preserving Heritage: Granary of Memories – Oral Histories of Food  
For this project, students conducted oral histories about food traditions.

Christopher Fink, Assistant Professor of Physical Education  
Joy Gao, Public Services Librarian

Tombs of the Unknown

This project digitally photographed tombs of relevant historical figures in East Africa and collected information related to the roles they played in shaping cultural and religious identity, and social and political history of Swahili.

Ali M. Skandor, Professor of Black World Studies  
Peter Szabo, Liaison Librarian  
Emily Haddaway, Digital Librarian

Digitizing and Documenting the Production and Testing of FILTRON Clay Water Filters for the Potters For Peace Initiative

This collection consists of digitized objects documenting the work done by Ohio Wesleyan University and Potters for Peace.

Kristina Bogdanov, Associate Professor of Ceramics  
Laura Tuhela-Reuning, Professor of Microbiology  
Kristine Szabo, Fine Arts Library Liaison

College of Wooster

Collecting and Digitizing Farmer Interviews in Wayne County, Ohio

A collection of student created oral interviews of local farmers about their farm operations and their lives in farming was digitized.

Matt Mariola, Visiting Assistant Professor in Environmental Studies  
Jessica Clemons, Science Librarian

Digital Costume Collection

A digital costume archive was created. The collection focused on over 100 garments and accessories from 1860 through the 20<sup>th</sup> century.

Dale Seeds, Chair and Professor of Theater and Dance  
Charlene Gross, Resident Costume Designer

A GIS Based Photographic Archive Chronicling Environmental Change in Northeast Ohio

This project created a digital collection of images with GIS data that tracks environmental change in the Wooster area.

Greg Wiles, Professor and Chair Geology Department  
Shelley Judge, Assistant Professor of Geology  
Jessica Clemons, Science Librarian

#### Politics and the Media

The collection contains 30-second video advertisement for political campaigns that are created by students as part of a comprehensive communication plan they develop for an actual campaign.

Angela Bos, Associate Professor of Political Science  
Stephen Flynn, Emerging Technologies Librarian

#### Images of Women in Sport and Physical Education at the College of Wooster from 1868 to 2010

This project built a digital collection of images of women involved in sport, recreation, and physical education at the College of Wooster from 1868 to 2010.

Brenda L Meese, Associate Professor of Physical Education  
Julia Gustafson, Research & Outreach Librarian  
Stephen Flynn, Emerging Technologies Librarian

#### Civil War Podcasts

This project archived podcasts created by students about the American Civil War.

Kabria Baumgartner, Assistant Professor of History  
Stephen Flynn, Emerging Technologies Librarian

#### Pilot Project to Digitize Art & Art History Slides

Marina Mangubi, Associate Professor of Art and Art History  
Mark Christel, Director of Libraries

## Appendix B.

### Curriculum-Driven Digital Project Submission, Review, and General Criteria

A NGL Program Steering Committee will allocate grant funds for consortial curriculum development projects and additional funds to each institution's NGL Selection Committee for faculty working in collaboration with librarians on collection digitization projects. (The NGL Program Steering Committee, Selection Committee, and other committees and administrative positions pertaining to the NGL program are described in greater detail in Section V., Program Administration.) While it is anticipated that most curriculum development projects will be at the individual campus level (at least initially), consortial projects involving two or more institutions will be encouraged. It is even conceivable an opportunity might arise for collaboration with liberal arts colleges beyond the Five Colleges, in which case funding could be allocated to support Five College costs of participation.

Curriculum development projects will be chosen based on proposals submitted by teams of faculty and librarians. When appropriate, educational technologists will be included on the teams that submit proposals. All projects will integrate digital collections into a course or courses in a manner that enhances the educational experience. Projects involving students in collaborative roles, such as research assistants and interns, will be especially encouraged, as will projects that involve students in the development of collections as a part of their coursework. When appropriate, projects will include student use of physical collections, such as unique archival materials or rare books, along with their digital equivalents.

Campus projects will involve collections from a single institution and will generally be more limited in scope than consortial projects. Each campus will establish a selection committee composed of faculty, librarians, and educational technologists that will award funding for campus projects based on general criteria established by the Steering Committee. The campus Selection Committees may also establish additional criteria for projects that are specific to their institutional contexts.

Consortial projects and any large-scale, single college projects that cannot be supported by funds allocated to the campus must be approved by the Steering Committee following the criteria established for all projects. Consortial projects will generally involve the creation of composite digital collections based on institutional collections of similar subject matter. All projects will include the creation of digital collections with descriptive metadata or the creation of metadata for existing digital collections. Projects may be either focused in nature, such as a small selection of materials for a specific purpose related to a course, or quite broad, such as a larger collection that has teaching or student research value for one or more courses. Since all projects must comply with copyright laws, materials that are in public domain or for which a faculty member has intellectual property rights will be emphasized. Projects which do not result in "open" digital collections will not be supported unless significant outcomes of the project (e.g. software/interface development), can be made openly available.

Project proposals will describe the materials to be digitized and how they were or will be chosen and described (metadata). Proposals must also describe how materials will be integrated into a course or courses and what educational value the project and the digitized materials will have. Proposals must also include an assessment plan and an estimated budget for all anticipated activities. Honoraria for teaching faculty will be provided for time spent on the projects. Release time may be offered in the case of significant course development or time investment. Release time or honoraria may also be

provided to librarians working on these projects when permitted by department or campus policies.

For all approved projects, faculty will collaborate with librarians to produce a brief progress report upon completion of digitization-course development, followed by an assessment report after the course is first taught. For their reports, faculty will be encouraged to submit syllabi and assignments that demonstrate the way in which the digital materials were used in teaching and learning.

To increase awareness of our efforts and stimulate consideration of curricular use of digital materials, a series of workshops is planned for teaching faculty. These workshops, which may involve outside speakers who could present on how they have integrated digital collections into their teaching, will focus on curriculum development for digital materials, particularly as we begin producing more local digital collections and seeking to encourage faculty partners to build new collections.



## Appendix C.

### Position Description of Digital Scholar

#### **The Five Colleges of Ohio Digital Collections: from Projects to Pedagogy and Scholarship**

#### **Digital Scholar**

#### **Position Description**

The Libraries at the Five Colleges of Ohio invite applications for the position of Digital Scholar. The Digital Scholar will support the Ohio Five Libraries' transition to digital scholarship and continue the process of integrating digital collections into the curriculum and faculty research agendas. Funded by a grant from the Andrew W. Mellon Foundation, the position is a full-time, three-year, limited term appointment.

#### **Responsibilities**

The successful candidate will

- Foster the conceptualization, design, development, and assessment of digital projects;
- Serve as a liaison to faculty, educating them about the wide range of options offered by the libraries and collaborating with them on the use of digital collections and projects in the curriculum;
- Train and coordinate training opportunities for staff to increase their understanding and awareness of the emerging field of digital scholarship;
- Engage Five College faculty and students, as appropriate, in collaborative scholarship and the creation of knowledge using digital collections and emerging analytical tools;
- Analyze digital collections, data, or research processes;
- Advance the Ohio Five's collaboration with other liberal arts digital scholarship work, including efforts to expand Ohio Five undergraduate research presentation opportunities at venues such as [Re: Humanities](#);
- Work closely with consortial committees in carrying out the goals of the grant;
- Travel to consortial sites, ensuring that all five campuses receive the support they need and facilitating steady progress at each; and
- Perform other duties as required.

#### **Required Qualifications**

The successful candidate must hold a graduate degree in a liberal arts discipline. We seek applicants who will bring both a demonstrated effectiveness in a training or teaching environment and a sophisticated understanding of digital projects, metadata standards, digital publishing, and scholarly communications. Familiarity with digital repositories and experience with XML, XSL, and/or XSLT. Conversant with a variety of digital methodologies, such as text-mining, geographic information systems, or data visualization. Experience creating effective digital projects and a history of successful experiences working with a broad spectrum of faculty and students. Applicants should

possess exceptional interpersonal, organizational, presentation, project management, and communication skills.

### **Preferred Qualifications**

Additional MLS (MLIS) from an ALA- accredited program, Ph.D. in a liberal arts discipline, or a computer science/informatics advanced degree. Active involvement in academic communities related to digital scholarship, like CLIR or NITLE. Demonstrated experience with statistical analysis tools, data visualization tools and methods, relational databases, server-side web-development, the digital humanities, or UNIX/Linux. Familiarity with programming languages, such as Java, Perl, or PHP. Relevant experience working in libraries or higher education.

### **Compensation**

Salary will be commensurate with experience and qualifications.

### **About the Five Colleges of Ohio**

The consortium, consisting of The College of Wooster, Denison University, Kenyon College, Oberlin College, and Ohio Wesleyan University, was founded in 1995 with support from The Andrew W. Mellon Foundation. More information is available on the consortium web site: <http://www.ohio5.org/>.

### **To Apply**

Submit cover letter, CV, and the names and contact information of three professional references to [insert name and email address]. Review of applications will begin on [insert date] and will continue until the position is filled.

An Equal Opportunity Employer, The Five Colleges of Ohio is committed to building a diverse faculty, staff and administration.

## Appendix D.

*Curriculum Vitae* for Mark Christel, Program Director

### **Mark A. Christel**

Director of Libraries, College of Wooster

Wooster, OH 44691

(330) 263-2483

[mchristel@wooster.edu](mailto:mchristel@wooster.edu)

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## PROFESSIONAL AND POST-SECONDARY EDUCATION:

- Harvard/ ACRL Leadership Institute, Harvard University, 2004
- Frye Leadership Institute Fellow, Emory University, 2001
- University Library Associate Certificate, University of Michigan, 1994 (12 additional hours of graduate course work in management, research methods, and academic librarianship)
- MILS, University of Michigan, 1994
- MA, English Literature, Rutgers University, 1992
- BA with Honors, English, University of Wisconsin, 1990

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## EMPLOYMENT EXPERIENCE:

### Director of Libraries, College of Wooster, Wooster, Ohio (June 2008- )

- Manage all aspects of library services for the Andrews, Timken, and Gault Libraries, supervise the staff of 18, and oversee an acquisitions budget of \$1.2M.
- Coordinate library services with the academic program of the College and with other academic support units to create collections and services that best support the academic community at Wooster.
- Administer the library budget and resources to best effect, cooperate with various consortia to increase access to resources and reduce costs, and continuously review library operations.
- Provide a vision and direction for the Libraries.
- Hire, support, and develop an outstanding staff for the Libraries.

### Associate Director for Reader Services and Collections, Vassar College Libraries, Poughkeepsie, New York (July 2006-May 2008)

- Supervised Reference, Instruction, Circulation, Reserves, Collection Management, web development, Interlibrary Loan and Collection Development (6 professional librarians, one administrator, and 11 unionized staff)
- Directed the liaison program, consisting of 10 librarians assigned to our academic departments
- Managed an acquisitions budget of \$2.6M.

### Head of Reference and Reader Services, Vassar College Libraries, Poughkeepsie, New York (April 2003-June 2006)

- Supervised Reference, Instruction, Circulation, Reserves, Collection Management, and Interlibrary Loan departments (5 professional librarians, one administrator, and 11 unionized staff).
- Co-developed the Information Literacy Development Program (ILDLP), which was a grant-funded project to integrate information literacy into the Freshmen Course program
- Represented Vassar at ConnectNY (our regional InnReach consortium) and NYLINK meetings when the director was unable to attend
- Provided leadership on copyright issues for the libraries

Humanities Reference Librarian with the rank of Associate Professor, Van Wylen Library, Hope College, Holland, Michigan (August 1994-March 2003)

- Offered instruction sessions for students and faculty; provided reference service and individual research appointments. In my final year at Hope, I presented over 80 class sessions.
  - Director of the TechLab (August 2001-March 2003), a high-end computer lab jointly administered and staffed by the library and Computing and Information Technology
  - Coordinator of Reference Services (July 1999-Sept. 2002)
  - Served as library liaison to the English, Modern & Classical Languages, Theatre (1994-2001), Communication (1994-1998), and Philosophy departments
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## **SELECT PROFESSIONAL ACTIVITIES & MEMBERSHIPS:**

- Member, *ALA* (1991-present); *ACRL* (1993-present); *LAMA* (2001-present)
- Oberlin Group Publishing Task Force (Fall 2010-present)
- OhioLink's Library Advisory Council, elected Private College Representative (2009-present)
- Center for Research Libraries' Liberal Arts College Interest Group (June 2007-August 2009); Undergraduate Research Working Group (September 2009-present); Chair (March 2011-present)
- Convener and host of the 3<sup>rd</sup> Annual NE Oberlin Group's Collection Development Conference, Vassar College (April 2008)
- ConnectNY's Collection Development Committee (June 2007-May 2008)
- One of six librarians invited by the Modern Language Association to advise them on future development of their *MLA International Database*, New York City (July 2003)
- Planning Committee and Instructor, "Teaching with Technology In the Humanities Conference," a Midwest Instructional Technology Center (MITC) program at Lawrence University, Summer 2003
- Selected for the Frye Leadership Institute and awarded an Andrew W. Mellon scholarship to attend (2001)
- Editorial Board, *Michigan Forum*, Michigan Library Association's peer-reviewed electronic journal (2001-2002)
- Past-Chair, Information Literacy Roundtable (ILRT), Michigan Library Association (1999-2001), Chair (1998-1999), Chair-Elect (1997-1998), Member-at-Large (1995-1997)
- Co-Chair, Michigan Library Association's ad hoc committee to develop an electronic journal (1998-2000)
- Co-Faculty, "LIS 584: Academic & Research Libraries," SUNY Buffalo, School of Information and Library Studies (1998)
- Margaret Mann Award, School of Information and Library Studies, University of Michigan (1994)
- President (May 1993-July 1994), Vice President (January 1993-May 1993), American Library Association Student Chapter, University of Michigan

## **College of Wooster Committees:**

- Campus Master Plan Steering Committee (Feb. 2011-present)
  - Financial Advisory Committee (Sept. 2011-present)
  - Provost Search Committee (2009-2010)
  - Assessment Committee (Fall 2009-present)
  - Mellon Next Generation Libraries Grant Project Director, Steering Committee member, and Campus Committee, Chair (Spring 2010-present)
  - McGregor Grant Committee (2009-2010)
  - Learning Commons Conceptual Planning Committee, Chair (2009-2010)
  - Ohio5 Collection Development Subcommittee (Fall 2008-present)
  - Library, Information Resources and Technology Committee (Fall 2008-present)
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## GRANTS:

- Lead author of The Andrew W. Mellon implementation grant, "Next Steps in the Next-Generation Library: Integrating Digital Collections into the Liberal Arts Curriculum," awarded to the Five Colleges of Ohio in Dec. 2009 (\$600,000); also serving as Project Director for the grant
  - Committee member and contributor on the McGregor Grant proposal, which resulted in an award to The College of Wooster in June 2010 (\$250,000)
  - Contributing author on the successful Mellon planning grant for Next Generation Libraries, awarded to the Five Colleges of Ohio in Jan. 2009 (\$20,000, covering Spring/Summer 2009)
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## SELECTED PUBLICATIONS & PRESENTATIONS:

- "Implementing a Discovery Layer in a Consortial Environment," a book chapter in *Planning and Implementing Resource Discovery Tools in Academic Libraries*, Information Science Reference (2012)
  - "Research and Libraries in the Age of Google," presented at the Friends of the Libraries session during Alumni Weekend (June 11, 2010)
  - "Mapping a Strategy for the Near Future: A Panel Provocation," Presenter and Panelist, Oberlin Group Directors Meeting, Colorado College (October 2, 2009)
  - "Undergraduate Research: How We Think About It and How We Support It," Presenter and Panelist, Oberlin Group Directors Meeting, Hamilton College (October 17, 2008)
  - Instructor, Teaching with Technology in the Humanities (MITC Conference), Lawrence University, Appleton, WI (June 2003)
  - Presentation with Hope's Director of Computing & Information Technology, "Collaborating with Your Technology Department," Michigan Library Association's Annual Conference, Dearborn, Michigan, November 3, 1999
  - Poster Session, "A Room of Our Own: Developing an Instructional Space that Really Works." Included in ALA Library Instruction Round Table's program, "Technology in Action: Getting the Most From Your Electronic Classroom." American Library Association's Annual Conference, New Orleans, June 27, 1999.
  - "An Analysis of the Library Associates Program at the University of Michigan: 1985-1994," Presentation of Library Associates Research Project, School of Information and Library Studies, University of Michigan, July 14, 1994
  - "In Quest of a Solution: Creating Value for Stakeholders." *Creating Value for Stakeholders: NCR 1988 Stakeholder Essay Competition National Winners*. Dayton: NCR Corporation, 1988.
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## SELECTED WORKSHOPS & CONFERENCES ATTENDED:

- Oberlin Group Directors' Annual Meeting, Poughkeepsie, NY (October 2012)
- Visual Learning: Transforming the Liberal Arts, Carleton College (September 2012)
- [Digital.Humanities@Oxford](#), Oxford University (July, 2012)
- NITLE Summit, New Orleans (March 2010)
- "Teaching with Digital Collections in the Liberal Arts Curriculum," Reed College (May 2009)
- "Shaping Liberal Arts College Library Collections: New Models and Active Strategies," FDR Presidential Library (October 2008)
- ACRL/ARL Institute on Scholarly Communications, Duke University (December 2006)
- Harvard/ACRL Leadership Institute, Harvard University, August 2004
- Teaching with Technology in the Humanities (MITC Conference), Lawrence University, Appleton, WI (June 2003)
- Frye Leadership Institute, Emory University, June 2001 (selected for an Andrew W. Mellon Foundation scholarship to attend this institute)

## Appendix E.

### Budget From Projects to Pedagogy November 2012

	Year 1	Year 2	Year 3	Total Budget
<b>Curricular Projects</b>				
Faculty Projects	100,000	100,000	100,000	<b>\$300,000</b>
Consortial Projects	18,000	30,000	12,000	<b>\$60,000</b>
<b>Digital Scholarship</b>				
Digital Scholar Salary + Benefits	74,000	78,000	82,000	<b>\$234,000</b>
Professional Development, Travel, and Office Costs	12,000	7,000	7,000	<b>\$26,000</b>
Contracted Open-source Web Application Programming	25,000	30,000	25,000	<b>\$80,000</b>
Software and Technology for Curricular Projects	15,000	20,000	5,000	<b>\$40,000</b>
<b>Scholarly Communication</b>				
Education and Workshops	1,500	2,000	1,500	<b>\$5,000</b>
<b>Professional Staff Development</b>				
Annual Institute, Consultants, and Meetings	5,000	5,000	5,000	<b>\$15,000</b>
<b>Outreach and Dissemination</b>				
Outreach, External Collaboration, and Dissemination	5,000	5,000	5,000	<b>\$15,000</b>
Estimated Contribution from Interest		4,500	3,075	<b>\$7,575</b>
<b>Total</b>	<b>\$255,500</b>	<b>\$281,500</b>	<b>\$245,575</b>	<b>\$782,575</b>
Estimated earnings on initial grant of \$775,000 <sup>1</sup>	\$5,195	\$2,380		<b>\$7,575</b>
Amount of grant request				<b>\$775,000</b>

<sup>1</sup>Earnings are estimated at 1% on unexpended funds at year end.