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Introduction

On March 6, 2006, the NEH invited a number of scholars to our offices in Washington to help us brainstorm on how the agency might best help the field when it came to the digital humanities. We dubbed this meeting the "Digital Humanities Mini-Conference" and had a day-long conversation with a number of NEH-funded scholars who had done pioneering work in digital scholarship. In attendance were John Unsworth, Michael McRobbie, David Bodenhamer, Bernard Frischer, Janet Murray, Ken Price, Worthy Martin, Vernon Burton, and Tom Scheinfeldt. Lisa Spiro, Clifford Lynch, and Roy Rosenzweig sent us suggestions via e-mail but were unable to attend in person.

The group discussed the increasing impact of technology across all humanities disciplines. Several themes seemed to emerge from the conversation. One important point was that the *stuff* that humanists study (books, newspapers, music, images) were increasingly becoming available in digital form. This increased access had many advantages but also had implicit dangers. To paraphrase historian Roy Rosenzweig, we seemed to be headed for an age of abundance, as literally millions of pages of materials were being put on the Web, forever changing the methods of scholarship.

This led to the second point, which is the importance of "digital humanists" in the overall humanities landscape. That is, people who are comfortable both in the humanities disciplines and in the disciplines of library and information science, computer science, and other technical areas who can help to build the humanities archives, libraries, and research tools necessary for the field. There was a feeling that the well-established system of humanities graduate training wasn't currently emphasizing this new breed of scholar nor recognizing how important they would be over the coming years. Nor did the entrenched promotion and tenure system reward scholars who worked collaboratively with others outside of their discipline on projects that were heavily technology focused.

The group suggested that the NEH might be well-suited to use our imprimatur to help move the humanities forward in this regard and to start a much more sustained conversation around the topic of digital humanities and the importance of building what the ACLS (American Council of Learned Societies) would later refer to as a humanities "[cyberinfrastructure](#);" that is, the technology tools, standards, best practices and, most importantly, people and organizations capable of guiding the humanities through the digital era. Across campus, we have already seen how technology has greatly changed the way scientists do their work. It has not simply allowed for faster or more efficient research; rather, it has allowed for research that could not take place before. The humanities needed to play a role in building its own technology infrastructure and, the group argued, the NEH could play a role in making that happen.

One specific suggestion the group had was for an NEH grant program that funded innovative new methods but that cut across our traditional divisions. The group noted that technology was breaking down walls between research, education, public programs, preservation and access. A digital edition, for example, may well contain a public programming element, be assigned in a classroom setting, be used by researchers, and also provide better access to materials. So where does it fall? The group felt that a grant program that focused on the digital scholarship and cut across the traditional program boundaries might be an excellent way to spur innovative work.

Immediately after the conference, the NEH formed a digital humanities working group to discuss ways in which we might address the issues raised at the mini conference. This group included representatives from across the Endowment. In just a matter of weeks, this

working group put together the guidelines for the Digital Humanities Start-Up Grant program which was officially announced to the public in the summer of 2006.

The Start-Up Grant program had a number of interesting features. It would be cross-cutting; that is, the work proposed could involve aspects of research, education, public programming, preservation, or access. The work could also focus on new methods, on specific humanities content, or a combination of both. This methodological focus proved to be a key, as many digital humanities projects focus on developing the underlying methods of scholarship. The hope was to give projects an opportunity to develop these new methods, tools, and technologies so that, down the road, they could be used in a wide variety of humanities settings, e.g. in a research project, in an education project, or in a museum or other public venue.

Another interesting feature of the Start-Up Grant program was a focus on innovation, future potential, and "high risk/high reward." Like a basic research grant program in the sciences, the guidelines were designed to encourage applicants to propose innovative projects that had long-term potential but in the short term needed funds to do preliminary work, to test out ideas, to develop prototypes, to get their planning in order, and perform other tasks necessary for the successful implementation of a digital project. We recognized the fact that digital projects can be expensive – not necessarily because of the technology, per se, but rather because of the people involved. Unlike the stereotypical single-authored monograph project in the humanities, digital projects are almost always collaborative. The best projects bring together people from multiple specialties, including scholars, librarians, information scientists, computer scientists, museum professionals, and others. One hope was that this Start-Up program would be an opportunity for the team to use the modest start-up funds to test out some ideas, bring the right team together, meet with other scholars, and basically do the legwork that would later put them in better position to win a larger award from another NEH grant program (or, for that matter, from another funder). The program also encouraged projects that studied the impact of technology, both on our culture as well as on the practices of the academic humanities itself.

Due in part to the important involvement of libraries in digital humanities projects, our colleagues at the Institute of Museum and Library Services agreed to contribute some funds to the Start-up Grant program. (The chart on page 16 breaks down each agency's contribution).

Since the announcement in 2007, the "SUG" program, as it is fondly known, has quickly grown into one of the most popular programs at the NEH. The SUG program has two deadlines per year. While having two deadlines is more work for staff, it enables applicants to hear back quickly and gives them time to revise and resubmit their application to the next deadline. This is our attempt at keeping up with "Internet speed." All SUG awardees, as of 2008, are required to submit an end-of-grant "white paper" which is posted on the NEH's own Web site. This white paper, freely shared with the public, is an opportunity for these projects to share their lessons learned with their colleagues and the general public. Building an infrastructure is not a solitary task; our white paper library of funded projects is becoming a valuable resource for the field.

At the conclusion of the fourth year of the SUG program, we have received a total of 1110 applications and made 145 awards (meaning a very competitive 13% funding ratio). Over that time, we brought in 189 peer reviewers to evaluate the applications. It is important to note that we've rarely had a peer reviewer serve more than once, as interest in serving on a digital humanities panel continues to grow. In the pages immediately following, we have

put together some charts demonstrating what kinds of institutions are submitting these applications.

The bulk of this summary report reflects work done by the NEH's Kathy Toavs who got in touch with 51 of the project directors from the first two years of the program (2007 and 2008). We chose just the first two years because we wanted to talk to project directors who had concluded their work to find out more about outcomes. Kathy provides an overview of her research including a thorough discussion of the many publications, conferences, Web sites, and software tools that emerged from the first two years of the SUG program. She also asked the project directors for their feedback on the program and Kathy provides an excellent summary of their thoughts.

On the whole, we have been delighted with the direction of the SUG program and very encouraged about the fact that many of the projects have not only produced excellent results but also used the grant as a stepping-stone to further funding. We have seen many examples of this. Recently, the ACLS [announced](#) the 2010 winners of their prestigious Digital Innovation Fellowships and we were pleased to see that three of the five awardees were former SUG projects. We've seen other projects graduate from the SUG program and move on to major funding at other agencies like the NSF and private funders like the Andrew Mellon Foundation. Other SUG projects have moved on to larger grants in NEH programs offered by other offices and divisions.

Also useful to hear was the project directors' thoughts on the impact of the SUG program on their career and on the field in a larger sense. Many of the project directors quoted in this report make mention of the importance of the NEH imprimatur for their careers in the nascent digital humanities field.

In a bit of late-breaking news, I was quite surprised and encouraged to see a front-page story in the *New York Times* on August 23, 2010 entitled "[Scholars Test Web Alternative to Peer Review](#)" that focused on two of the Start-Up Grant projects. Many Start-Up Grants receive media coverage, of course (see Attachment C), but the fact that this piece peaked as the number one most-emailed article on the *Times'* website seems to demonstrate wide interest.

While small, we feel these grants have had an impact larger than their budgets might suggest and we look forward to watching them continue to develop over the coming years.

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Digital Humanities Start-Up Grant Awards
Sorted By Project Director Discipline

American History (14)

- HD-50207-07 University of Central Florida, Orlando**
Project Director: Lori Walters
Come Back to the Fair
- HD-50291-08 University of Virginia**
Project Director: Scot French and Bill Ferster
Jefferson's Travels: A Digital Journey Using the HistoryBrowser
- HD-50442-08 University of Richmond**
Project Director: Andrew Torget
Visualizing the Past: Tools and Techniques for Understanding Historical Processes
- HD-50466-08 Connecticut Humanities Council**
Project Director: Bruce Fraser
Connecticut's Heritage ECHOSystem: Resolving the Challenges to Interoperability Across Disparate Digital Repositories
- HD-50495-08 University of Illinois**
Project Director: S. Edelson
The Cartography of American Colonization Database Project
- HD-50507-08 University of California, Riverside**
Project Director: Steven Hackel
The Early California Cultural Atlas
- HD-50630-09 Kansas State University**
Project Director: Bonnie Lynn-Sherow
Lost Kansas: Recovering the Legacy of Kansas Places and People
- HD-50788-09 Marist College**
Project Director: Ron Coleman
A DIGITAL PATHFINDER FOR HISTORIC SITES
- HD-50797-09 Western Reserve Historical Society**
Project Director: Edward Pershey
(AI)2 Artificially Intelligent Artifact Interpreter
- HD-51083-10 University of Richmond**
Project Director: Edward Ayers
Landscapes of the American Past: Visualizing Emancipation
- HD-51126-10 Bank Street College of Education**
Project Director: Bernadette Anand
Civil Rights Movement Remix (CRM-Remix)
- HD-51151-10 University of Maryland, College Park**
Project Director: David Lester
MITH API Workshop
- HD-51181-10 Montana Preservation Alliance**
Project Director: Kathryn Hampton
The Touchstone Project: Saving and Sharing Montana's Community Heritage
- HD-51185-10 University of California, Riverside**
Project Director: Steven Hackel
The Early California Cultural Atlas

American Literature (8)

- HD-50345-08 University of Texas, Austin**

- Project Director: Samuel Baker
The eCommentary Machine Project
- HD-50351-08 Hofstra University**
Project Director: John Bryant
Melville, Revision, and Collaborative Editing: Toward a Critical Archive
- HD-50420-08 American Association for State and Local History**
Project Director: Matthew Gibson
Online Encyclopedia Best Practices and Standards
- HD-50440-08 University of Nebraska, Lincoln**
Project Director: Andrew Jewell
The Crowded Page
- HD-50468-08 SUNY Research Foundation, College at Purchase**
Project Director: M. Jon Rubin
Internationalizing Humanities Education through Globally Networked Learning
- HD-50537-08 CUNY Research Foundation, NYC College of Technology**
Project Director: Matthew Gold
Looking for Whitman: the Poetry of Place in the Life and Work of Walt Whitman
- HD-50778-09 Electronic Literature Organization**
Project Director: Joseph Tabbi
Electronic Literature Directory: Collaborative Knowledge Management for the Literary Humanities
- HD-51161-10 University of Maryland, College Park**
Project Director: Tanya Clement
Professionalization in Digital Humanities Centers

American Studies (2)

- HD-50236-07 Duke University**
Project Director: Matthew Cohen
Interface Development for Static Multimedia Documents
- HD-50312-08 Lake Forest College**
Project Director: Davis Schneiderman
Virtual Burnham Initiative

Ancient Literature (1)

- HD-51041-10 University of California, Berkeley**
Project Director: Niek Veldhuis
Berkeley Prosopography Services: Building Research Communities and Restoring Ancient Communities through Digital Tools

Anthropology (3)

- HD-50972-10 Washington State University**
Project Director: Kimberly Christen
Mukurtu: an Indigenous archive and publishing tool
- HD-50979-10 Sweet Briar College**
Project Director: Lynn Rainville
African-American Families Database: Community Formation in Albemarle County, Virginia, 1850-1880
- HD-51100-10 Lewis and Clark College**
Project Director: Oren Kosansky
Intellectual Property and International Collaboration in the Digital Humanities: the Moroccan Jewish Community Archives

Archaeology (6)

- HD-50067-07 CUNY Research Foundation, Brooklyn College**
Project Director: H. Arthur Bankoff
Cuneiform Forensics - 3D Digital Analysis of Cuneiform Tablet Production
- HD-50097-07 University of Pennsylvania**
Project Director: David Romano
Digital Corinth Synchronized Database Project
- HD-50311-08 Mississippi State University**
Project Director: Paul Jacobs
Distributed Archives Transaction System
- HD-50482-08 University of Chicago**
Project Director: Nadine Moeller
Digital Documentation of a Provincial Town in Ancient Egypt
- HD-50543-08 State of Vermont Division for Historic Preservation**
Project Director: Giovanna Peebles
Creating A Sense of Place Through Archeology: Moving Archeology From Deep Storage Into the Public Eye Through the Internet
- HD-50573-09 Michigan State University**
Project Director: Ethan Watrall
Red Land/Black Land: Teaching Ancient Egyptian History Through Game-Based Learning

Architecture (4)

- HD-50583-09 University of New Mexico**
Project Director: Jennifer von Schwerin
Digital Documentation and Reconstruction of an Ancient Maya Temple and Prototype Design of Internet GIS Database of Maya Arch
- HD-50958-10 University of California, Los Angeles**
Project Director: Lisa Snyder
Software Interface for Real-time Exploration of Three-Dimensional Computer Models of Historic Urban Environments
- HD-50975-10 University of New Mexico**
Project Director: Jennifer von Schwerin
Digital Documentation and Reconstruction of an Ancient Maya Temple and Prototype of Internet GIS Database of Maya Architectur
- HD-51101-10 University of Georgia**
Project Director: Stefaan Van Liefferinge
AI for Architectural Discourse

Archival Management and Conservation (2)

- HD-50178-07 Northeast Historic Film**
Project Director: Karan Sheldon
Finding and Using Moving Images in Context
- HD-50995-10 City of Philadelphia, Department of Records**
Project Director: Joan Decker
Historic Overlays on Smart Phones

Art History and Criticism (6)

- HD-50111-07 Coastal Carolina University**
Project Director: Arne Flaten
Ashes2Art: Virtual Reconstructions of Ancient Monuments
- HD-50270-07 Old North Foundation of Boston, Inc.**
Project Director: Laura Northridge
Tories, Timid, or True Blue?
- HD-50650-09 Unaffiliated Independent Scholar**
Project Director: Amy Gansell

Identifying Regional Design Templates of Ancient Near Eastern Ivory Sculptures of Women Using Computer Technology

HD-50821-09 Alexandria Archive Institute

Project Director: Nada Shabout

The Open Modern Art Collection of Iraq: Web tools for Documenting, Sharing and Enriching Iraqi Artistic Expressions

HD-50633-09 Unaffiliated Independent Scholar

Project Director: Paul Kaiser

Spatialising Photographic Archives

HD-51000-10 University of California, San Diego

Project Director: Lev Manovich

Interactive Visualization of Media Collections for Humanities Research

British Literature (4)

HD-50173-07 University of California, Berkeley

Project Director: Alan Nelson

Records of Early English Drama: Digital Innovations for Enhanced Access

HD-50461-08 New York University

Project Director: Robert Squillace

Simonides: A Student-Centered Humanities Learning Tool

HD-50574-09 Drew University

Project Director: Martin Foy

Digital Mappaemundi: A Resource for the Study of Medieval Maps and Geographic Texts

HD-51042-10 Early Manuscripts Electronic Library

Project Director: Adrian Wisnicki

THE NYANGWE DIARY OF DAVID LIVINGSTONE: RESTORING THE TEXT

Classics (2)

HD-51022-10 University of Virginia

Project Director: Bernard Frischer

New Digital Tools for Restoring Polychromy to 3D Digital Models of Sculpture

HD-51052-10 University of Virginia

Project Director: David Koller

Supercomputing for Digitized 3D Models of Cultural Heritage

Composition and Rhetoric (2)

HD-50194-07 Hope College

Project Director: Christian Spielvogel

Living in the Valley of the Shadow: The Creation of a Web-Based, Role-Playing Simulation on the Civil War

HD-50445-08 Michigan State University

Project Director: William Hart-Davidson

Archive 2.0: Imagining the Michigan State University Israelite Samaritan Scroll Collection

Dance History and Criticism (1)

HD-50992-10 University of Virginia

Project Director: Bradford Bennett

ARTeFACT Movement Thesaurus

Education (6)

HD-50243-07 University of Nebraska, Lincoln

Project Director: Brian Pytlik Zillig

- Evince Visualization and Analysis Tool*
HD-50464-08 Wayne State University
 Project Director: Nardina Mein
The Digital Learning and Development Environment
- HD-50784-09 Apprend Foundation**
 Project Director: Laurel Sneed
CRAFTING FREEDOM ALONG NC 86: DISCOVERING HIDDEN HISTORY WITH MOBILE TECHNOLOGY
- HD-51129-10 Kent State University Main Campus**
 Project Director: Mark van't Hooft
The GeoHistorian Project
- HD-51204-10 Center for Civic Education**
 Project Director: Kaavya Krishna
Project Citizen CaseBase: Strengthening Youth Voices in an Open-Source Democracy
- HD-51209-10 PublicVR**
 Project Director: Jeffrey Jacobson
Egyptian Ceremony in the Virtual Temple- Avatars for Virtual Heritage

English (4)

- HD-50782-09 Loyola University, Chicago**
 Project Director: Peter Shillingsburg
Humanities Research Infrastructure and Tools (HRIT): An Environment for Collaborative Textual Scholarship
- HD-50843-09 University of Southern California**
 Project Director: Bruce Smith and Katherine Rowe
The Cambridge World Shakespeare Encyclopedia: An International Digital Resource for Study, Teaching, and Research
- HD-50866-09 CUNY Research Foundation, NYC College of Technology**
 Project Director: Matthew Gold
Looking For Whitman: The Poetry of Place in the Life and Work of Walt Whitman - Level 2
- HD-51189-10 University of South Carolina Research Foundation**
 Project Director: George Williams
BRAILLES.ORG

Far Eastern History (1)

- HD-50594-09 University of California, Santa Cruz**
 Project Director: Alan Christy
Eternal Flames: Living Memories of the Pacific War

Film History and Criticism (1)

- HD-51106-10 University of Chicago**
 Project Director: Yuri Tsivian
Cinematics, a Digital Laboratory for Film Studies.

Folklore/Folklife (2)

- HD-50038-07 University of Kentucky Research Foundation**
 Project Director: Jeanmarie Rouhier-Willoughby
Russian Folk Religious Imagination
- HD-50572-09 Piedmont Folk Legacies, Inc.**
 Project Director: Greg Adams
Vernacular Music Material Culture in Space and Time

French Language (2)

HD-50088-07 Old Dominion University Research Foundation

Project Director: Betty Facer

The Impact of Academic Podcasting: Emerging Technologies in the Foreign Language Classroom

HD-50978-10 University of Chicago

Project Director: Robert Morrissey

Dictionnaire Vivant de la Langue Francaise (DVLF): Expanding the French Dictionary

Geography (1)

HD-50054-07 Kohala Center

Project Director: Karen Kemp

Hawaii Island Digital Collaboratory

History (5)

HD-50106-07 University of California, Irvine

Project Director: Patricia Seed

The Development Of Mapping: Portuguese Cartography And Coastal Africa 1434-1504

HD-50564-09 Eldridge Street Project, Inc./Museum at Eldridge Street

Project Director: Hanna Griff-Sleven

Illuminating the Immigrant Experience: Level I Digital Start-Up Grant

HD-50984-10 University of Nebraska, Board of Regents

Project Director: William Seefeldt

Sustaining Digital History

HD-51096-10 George Mason University

Project Director: Dan Cohen

Scholar Press

HD-51188-10 University of North Texas

Project Director: Andrew Torget

Mapping Historical Texts: Combining Text-mining & Geo-visualization to Unlock the Research Potential of Historical Newspapers

History and Philosophy of Science, Technology, and Medicine (1)

HD-50203-07 Indiana University, Bloomington

Project Director: Colin Allen

InPhO: the Indiana Philosophy Ontology project

History of Religion (1)

HD-50927-10 George Mason University

Project Director: Sharon Leon

Crowdsourcing Documentary Transcription: an Open Source Tool

Humanities (12)

HD-50114-07 Maine Humanities Council

Project Director: Brita Zitin

Podcasting and the Maine Humanities Council: Integrating a New Tool for Public Humanities Education

HD-50306-08 University of Arizona

Project Director: Davison Koenig

Virtual Vault

HD-50320-08 Brown University

- Project Director: Julia Flanders
Encoding Names for Contextual Exploration in Digital Thematic Research Collections
- HD-50601-09 University of North Carolina, Chapel Hill**
Project Director: Natalia Smith
Image to XML (img2xml)
- HD-50776-09 Itasca Community College**
Project Director: Timothy Powell
GIBAGADINAMAAGOOM: AN OJIBWE DIGITAL ARCHIVE
- HD-50809-09 University of North Carolina, Chapel Hill**
Project Director: Natalia Smith
Main Street, Carolina: Uncovering and Reclaiming the History of Downtown
- HD-50822-09 Brown University**
Project Director: Andrew Ashton
Semantically Rich Tools for Text Exploration
- HD-51031-10 Georgia Tech Research Corporation**
Project Director: Douglas (Fox) Harrell
Gesture, Rhetoric, and Digital Storytelling
- HD-51084-10 Brown University**
Project Director: Julia Flanders
A Journal-Driven Bibliography of Digital Humanities
- HD-51088-10 Illinois State University, Milner Library**
Project Director: Cheryl Ball
Building a Better Back-End: Editor, Author, & Reader Tools for Scholarly Multimedia
- HD-51128-10 Dartmouth College**
Project Director: Mikhail Gronas
Mapping the History of Knowledge: Text-Based Tools and Algorithms for Tracking the Development of Concepts
- HD-51138-10 St. Louis University**
Project Director: James Ginther
The T-PEN Tool: Sustainability and Quality Control in Encoding Handwritten Texts

Interdisciplinary (16)

- HD-50003-07 Unaffiliated Independent Scholar**
Project Director: Michael Newton
Building Information Visualization into Next-Generation Digital Humanities Collaboratories
- HD-50033-07 University of Virginia**
Project Director: Worthy Martin
Presenting Progressions
- HD-50176-07 Texas A & M Research Foundation**
Project Director: Wei Yan
High Dynamic Range Imaging for Preserving Chromaticity Information of Architectural Heritage
- HD-50200-07 Emerson College**
Project Director: Eric Gordon
The Digital Lyceum: Emerging Frameworks for Participation in Live Humanities Events
- HD-50228-07 Indiana University, Indianapolis**
Project Director: David Bodenhamer
Conceptualizing Humanities GIS: An Expert Planning Workshop on Religion in the Atlantic World
- HD-50282-08 Unaffiliated Independent Scholar**
Project Director: Daniel Visel
Sophie Search Gateway

- HD-50300-08 Wheaton College**
Project Director: Mark LeBlanc
Pattern Recognition through Computational Stylistics: Old English and Beyond
- HD-50308-08 University of Massachusetts, Boston**
Project Director: Joanne Riley
Online Social Networking for the Humanities: the Massachusetts Studies Network Prototype
- HD-50408-08 Unaffiliated Independent Scholar**
Project Director: Bob Stein
Where Minds Meet: New Architectures for the Study of History and Music
- HD-50441-08 University of Maryland, College Park**
Project Director: Douglas Reside
Electronic Broadway Project
- HD-50462-08 Ohio State University Research Foundation**
Project Director: H. Lewis Ulman and Melanie Schlosser
Reliable Witnesses: Integrating Multimedia, Distributed Electronic Textual Editions into Library Collections
- HD-50505-08 University of Maryland, College Park**
Project Director: Jennifer Golbeck
Visualizing Archival Collections
- HD-50508-08 Plymouth State University**
Project Director: Casey Bisson
Scriblio MU
- HD-50542-08 Center for Independent Documentary**
Project Director: Michael Epstein
Murder at Harvard Mobile
- HD-50869-09 California State University, Dominguez Hills Foundation**
Project Director: Vivian Price
New Approaches: Tradeswomen Archive Project (TAP)
- HD-51087-10 Indiana University, Bloomington**
Project Director: Christopher Raphael
Optical Music Recognition on the International Music Score Library Project

Italian Literature (1)

- HD-51110-10 University of Oregon, Eugene**
Project Director: Massimo Lollini
Oregon Petrarch Open Book

Journalism (1)

- HD-50823-09 Loyola College in Maryland**
Project Director: Elliott King
The Journalism History Hub: Developing a Research-based Interdisciplinary Social Network and Meta-Conference

Languages (1)

- HD-50298-08 University of Alaska, Fairbanks**
Project Director: Siri Tuttle
Minto Songs

Library Science, Archival Management, and Conservation (11)

- HD-50065-07 Syracuse University**
Project Director: Anne Diekema
Enhanced Access to Digital Humanities Monographs
- HD-50099-07 Drexel University**

- Project Director: Robert Allen
Automatic Extraction of Article Metadata from Digitized Historical Newspapers
- HD-50231-07 Kent State University Main Campus**
Project Director: Michael Kreyche
A Bilingual Digital List of Subject Headings
- HD-50299-08 New York University**
Project Director: Brian Hoffman
MediaCommons: Social Networking Tools for Digital Scholarly Communication
- HD-50473-08 Willamette University**
Project Director: Michael Spalti
Bridging the Gap: Connecting Authors to Museum and Archival Collections
- HD-50769-09 University of Virginia**
Project Director: Bethany Nowviskie and Adam Soroka
Neatline: Facilitating Geospatial and Temporal Interpretation of Archival Collections
- HD-50794-09 University of Massachusetts, Amherst**
Project Director: James Allan
OCRonym: Entity Extraction and Retrieval for Scanned Books
- HD-50847-09 University of Nebraska, Lincoln**
Project Director: Katherine Walter
centerNet: Cyberinfrastructure for the Digital Humanities
- HD-51139-10 University of Washington**
Project Director: Ann Lally
Collecting Online Music Project
- HD-51153-10 Columbia University**
Project Director: Haimonti Dutta
Leveraging "The Wisdom of the Crowds" for Efficient Tagging and Retrieval of documents from the Historic Newspaper Archive
- HD-51166-10 Boston University**
Project Director: Jack Ammerman
Evolutionary Subject Tagging in the Humanities

Linguistics (2)

- HD-50012-07 Unaffiliated Independent Scholar**
Project Director: Richard Cook
The Character Description Language (CDL) Digital Humanities Start-up
- HD-50840-09 University of Montana**
Project Director: Mizuki Miyashita
Computer-Based Data Processing and Management for Blackfoot Phonetics and Phonology

Literature (5)

- HD-50224-07 University of Maryland, College Park**
Project Director: Douglas Reside
Digital Tools
- HD-50346-08 University of Maryland, College Park**
Project Director: Matthew Kirschenbaum
Approaches to Managing and Collecting Born-Digital Literary Materials for Scholarly Use
- HD-50880-09 University of South Carolina Research Foundation**
Project Director: Randall Cream
The Sapheos Project: Transparency in Multi-image Collation, Analysis, and Representation
- HD-50932-10 Pennsylvania State University, Main Campus**
Project Director: Jacqueline Reid-Walsh

Learning as Playing: An Animated, Interactive Archive of 17th-19th Century Narrative Media For and By Children

- HD-51023-10 University of Arizona**
 Project Director: Hale Thomas-Hilburn
Poetry Audio/Video Library Phase 2

Media-General (3)

- HD-50051-07 University of Virginia**
 Project Director: Johanna Drucker
Artists' Books Online: From Prototype to Distributed Community
- HD-50849-09 Dartmouth College**
 Project Director: Mary Flanagan
Digital Humanities Start Up Grant: Metadata Games -- An Open Source Electronic Game for Archival Data Systems
- HD-51132-10 Lower Eastside Girls Club of New York**
 Project Director: Dave Pentecost
The Lower Eastside Girls Club Girl/Hood Project

Medieval Studies (2)

- HD-50429-08 University of Kentucky Research Foundation**
 Project Director: Abigail Firey
Carolingian Canon Law Project: A Collaborative Initiative
- HD-51068-10 John Woodman Higgins Armory Museum, Inc.**
 Project Director: Jeffery Forgeng
Virtual Joust: A Technological Interpretation of Medieval Jousting and Its Culture.

Music History and Criticism (4)

- HD-50027-07 North Carolina Central University**
 Project Director: Paula Harrell
Training to Establish the North Carolina Central University/African American Jazz Caucus Jazz Research Institute Digital Lib.
- HD-50258-07 University of Texas, Austin**
 Project Director: Robert Freeman
iTunes: Music 1.01
- HD-50422-08 Haverford College**
 Project Director: Richard Freedman
The Chansonniers of Nicholas Du Chemin (1549-1551): A Digital Forum for Renaissance Music Books
- HD-51098-10 American University**
 Project Director: Fernando Benadon
The Map of Jazz Musicians: an online interactive tool for navigating jazz history's interpersonal network.

Nonwestern Religion (1)

- HD-50024-07 University of California, Riverside**
 Project Director: Justin McDaniel
Digital Humanities Start-Up Grants: Thai Digital Monastery Project

Religion (1)

- HD-50766-09 Claremont McKenna College**
 Project Director: Daniel Michon
Virtual Taxila: A Web-Accessible, Multi-User Virtual Environment (MUVE) of an Ancient Indian City

Slavic Languages (1)

HD-51008-10 University of Georgia Research Foundation, Inc.

Project Director: Victoria Hasko

Telecollaborative Webcasting: Strengthening acquisition of humanities content knowledge through foreign language education

Spanish Literature (1)

HD-50578-09 Duke University

Project Director: Margaret Greer

Manos Teatrales: Cyber-Paleography and a Virtual World of Spanish Golden Age Theater

Theater History and Criticism (4)

HD-50606-09 University of Maryland, College Park

Project Director: Douglas Reside

CAMP: The Collaborative Ajax-Based Modeling Platform

HD-50626-09 University of California, San Diego

Project Director: Emily Roxworthy

Drama in the Delta: Digitally Reenacting Civil Rights Performances at Arkansas' Wartime Camps for Japanese Americans

HD-50901-09 Buffalo and Erie County Public Library

Project Director: Anne Conable

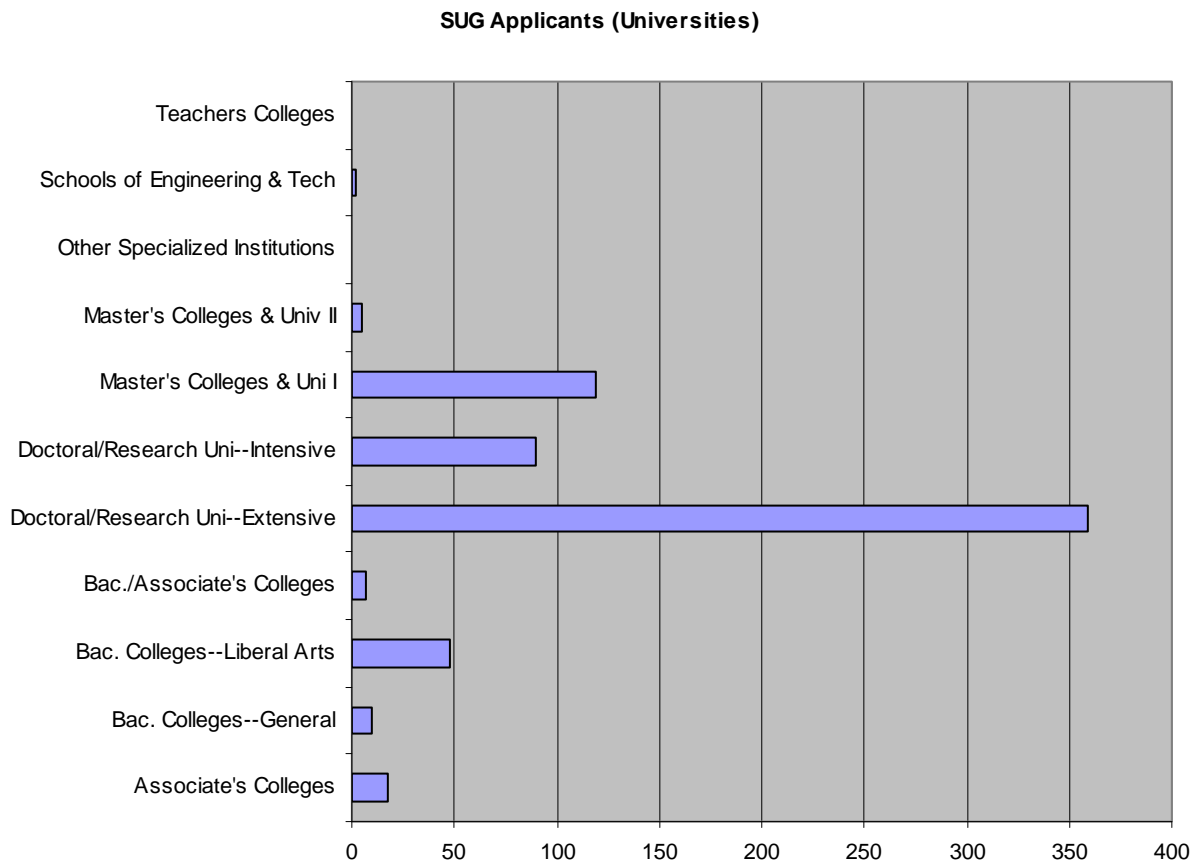
"Re-Collecting the Depression and New Deal as a Civic Resource in Hard Times"

HD-51169-10 University of California, San Diego

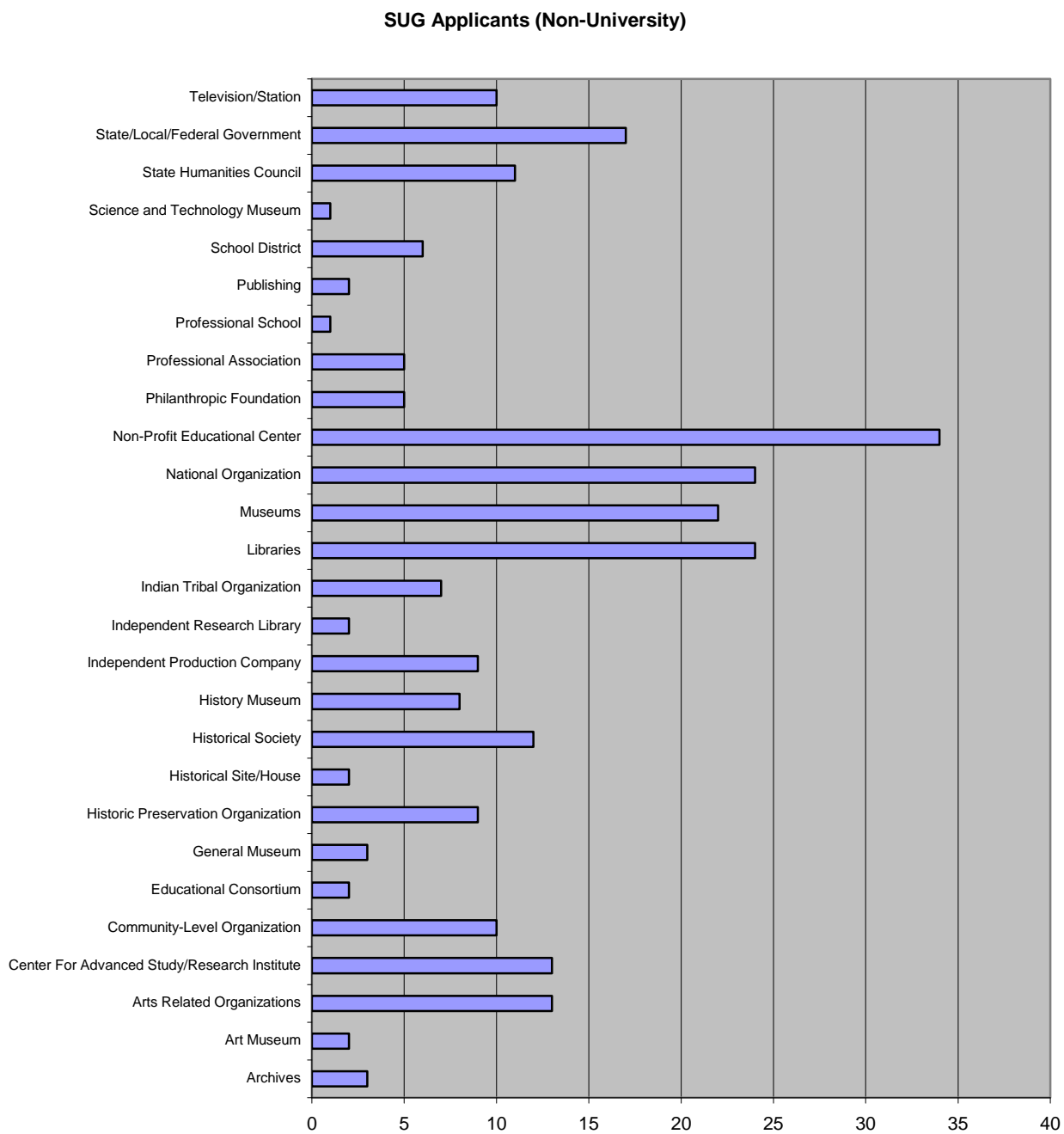
Project Director: Emily Roxworthy

DRAMA IN THE DELTA: Digitally Reenacting Civil Rights Performances at Arkansas' Wartime Camps for Japanese Americans

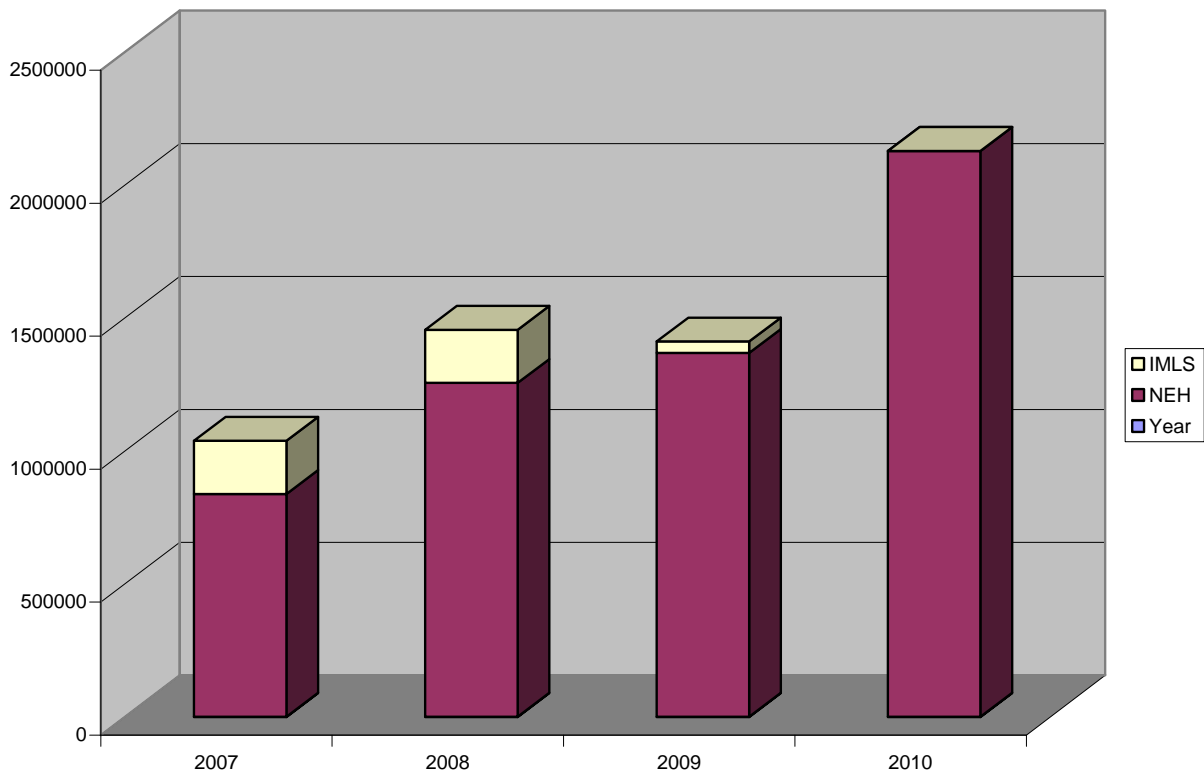
Types of Universities that Applied to SUG Program



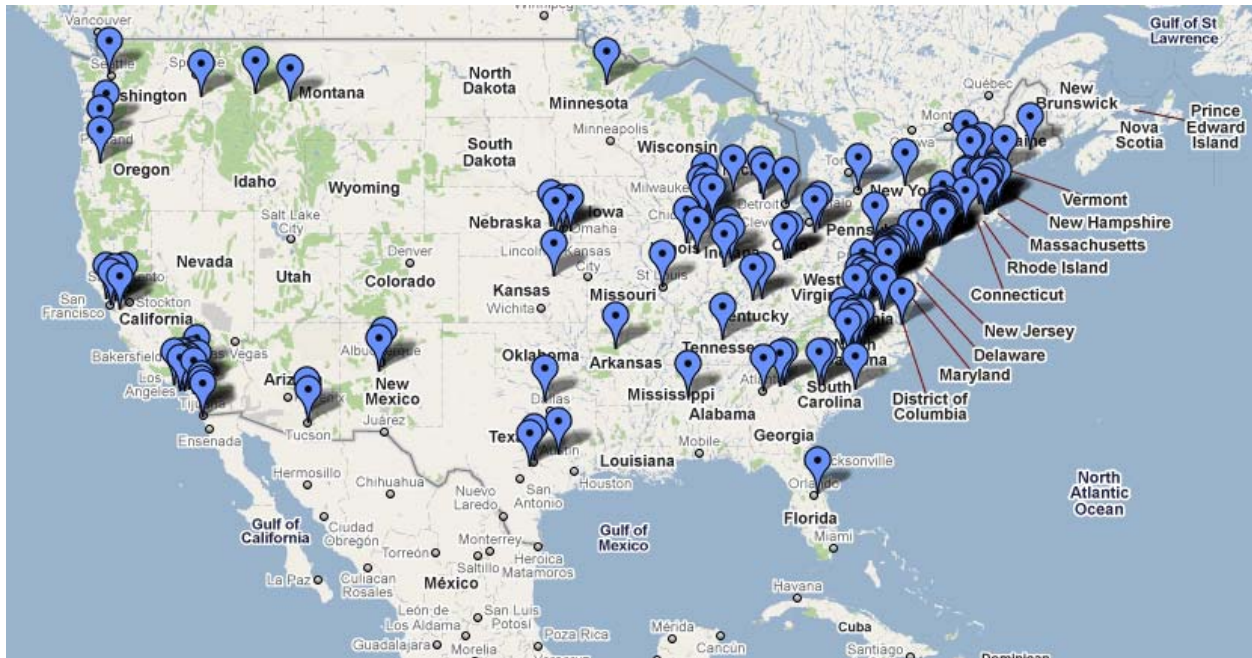
Types of Non-University Applicants to SUG Program



Start-Up Grant Funding by Year



Map of All Awarded SUG Projects



Summary Findings from Completed Start-Up Grants (2007 – 2008)

Kathy A. Toavs
Management and Program Analyst
National Endowment for the Humanities

The National Endowment for the Humanities Digital Humanities Start-Up Grant program offers relatively small planning grants that encourage innovations in the digital humanities. The first applications for this program were accepted beginning in November 2006, and the first grants were awarded in February 2007.

A two-year study was initiated by the Office of Digital Humanities to assess the effectiveness of the program. To accomplish this, a survey of six questions was sent to the 65 project directors who received start-up grants in 2007 and 2008. The request was initially made on August 14, with follow-ups on September 11 and September 29, 2009. The survey questions were:

- 1) What is the current status of your project?
- 2) Did your project lead to any of the following:
 - a) a project website? (please provide links)
 - b) journal articles or other publications? (please provide links)
 - c) a museum exhibit or other public program? (please provide link)
 - d) software or tool? (please provide links)
 - e) a class, workshop, etc? (please provide information)
 - e) mentions in the press/blogosphere? (please provide links)
- 3) Has your project continued beyond the Start-up Phase (if appropriate?)
 - a) If yes, tell us how?
 - b) Did you receive money from any other funders? Who? If so, did having an NEH SUG help you in obtaining further funding?
 - c) If you were turned down for further funding, can you give us an idea why? What barriers did you encounter?
 - d) If your project has not continued, please tell us why? (e.g. fully complete, no funding, etc)
- 4) What are your general feelings about your project?
 - a) Did you accomplish the goals you set out to do?
 - b) What lessons did you learn? (e.g. what worked? what would you do differently?)
- 5) If you have now completed the Start-Up Phase, have you sent the NEH a white paper about your project to place in the ODH Library of Funded Projects on our website?
- 6) What are you overall thoughts about the Start-Up Grant program? Was it helpful for your work? Your career?

Answers were provided by 51 (78%) of the project directors, and details varied depending on the stage of the project. Those project directors who had already completed their projects (17 of the 51 responders) were able to provide more detailed answers regarding the effectiveness and future direction of their work. Because the survey was sent so close to the beginning of the academic year, many of the project directors were only able to provide short answers. Others were limited because of travel, or felt they were not able to answer all the questions completely because their projects were still ongoing.

Almost all of the participants agreed that the Start-Up Grants were beneficial and hugely successful. Thirty (59%) of the responding project directors have created new websites (See **Attachment A**); another one has expanded an existing site. Seven others (14%) responded that they are in the process of developing new sites.

Twenty-four tools or new software have resulted from these grants; another six are planned or are in testing. For a list of some of these tools/software, see **Attachment B**.

At least 20 of the projects have received press, media, or blogosphere coverage (**Attachment C**). One project even received honors in 2007 for its podcasting research.

Over 31 articles or chapters have been published as a result of the Start-Up Grants; at least another 18 are forthcoming or under review. For a list of publications, see **Attachment D**.

At least 26 conferences, symposiums, or speeches (**Attachment E**) have already taken place, although this is a conservative estimate. It is reasonable to assume that there are many more, as project directors tended to answer this question with "several" or "many", and those answers were only counted once in tallying the survey results. Also, at least eighteen classes, workshops, lectures, or podcasts have incorporated some element of the Start-Up grants; and others are forthcoming. As with the conferences, above, many of the project directors answered this question with "several" or "many", so this is a rounded, conservative number.

Thirty-seven of the responders believed that they had achieved the goals as set out in the grants. Another eleven, whose grants are ongoing, answered that they had not yet done so. The two remaining project directors did not answer this question, although both of their projects are still in progress. Several noted that their goals had changed somewhat in the course of development, mostly for the better. One noted that the project would now be "more useful to users than what we initially thought we would accomplish."

Beginning with the 2008 competition, grantees were expected to prepare a "lessons learned" white paper. Twelve of the 35 directors with 2008 grants stated that their papers had already been submitted. Interestingly, many of the 2007 grantees, while not required to do so, indicated that they were planning to submit a paper as well

Outcomes

Almost all of the project directors who responded to the survey thought that their projects had been very successful, and highly praised the NEH Digital Humanities Start-Up Grants program for giving them the impetus they needed to move forward. They emphasized the advantages of these grants, not only to their institutions, but to the larger humanities community. One director wrote, "This project exceeded our expectations in terms of the positive reactions and involvement of humanities professionals statewide."

Some of the kudos for the program included such statements as, "The project fulfilled everything that we hoped that it would...the greatest value was in being able to quickly and effectively perform necessary (but usually hard to come by) preliminary research and networking on historical visualization work that will enable us to develop new software and research techniques for such work. That would simply not have been possible without the grant." Another wrote, "It was a fantastic opportunity to develop a really important educational initiative that will have legacy value for a long time to come."

Most were satisfied that their teams were able to work together efficiently and productively. NEH grant support for internships was indispensable in some cases. "We were able to successfully complete the project goals within the allotted time (plus a summer extension), in part because we had the wonderful advantage of a highly cooperative library environment...and terrific grad student (supported by the NEH funds)." "The primary reason for success in my view was having two graduate students and an undergraduate programmer who combined a passion for the subject material with technical skills in computing, and thus we did not have the problems of communicating between content experts and technology experts that is often a barrier to such projects." Another boasted that, "we accomplished more than we had hoped. People everywhere...tell us they are shocked at the quality of work our students produce." "The student development team thought outside the box and brought to the project a young peoples' view of how things should work."

Project team members expressed a variety of lessons learned during the grant period. One director stated that, "As with most issues in the field of humanities computing, the lessons learned involved technical, organizational and human behavior aspects. Over the course of the project year, we learned a great deal about the benefits and challenges of incorporating free, online applications...into the operations of non-profit organizations. We also learned that humanities professionals are very willing to participate in an online network of this sort, when it is tuned to their professional interests and needs. However, it became apparent that many of them need a level of technical training before they feel comfortable with the online tools, and able to participate to the extent they desire."

Many of the lessons learned had to do with technical issues, especially in learning how to navigate between the priorities and realities of the humanities scholar and various technical personnel. "On the technical side, we have gained much experience in navigating the sometimes tricky relationship between the highly-skilled consultants...and the rest of the project team. We have found it extremely beneficial to engage "technology translators," those who have both a grasp on complex technical issues and the importance of practical solutions that help achieve project goals. Technologists tend to get caught up in the challenge of the technology itself and need strong guidance on remaining in the "real" world. Too, we've found the need to develop strong project management tools to help focus the technology consultants and keep them on track." Another project director noted that "finding a programmer who is thoroughly comfortable with the humanist inclination to have

inspirations or visions along the way is a real asset in the collaboration between the technical and humanistic personnel.”

Other comments regarding technical issues and lessons learned included the following:

“We tried a few methods in the field first and not all of them were successful, we have to improve some of the data collection process.”

“I learned that outsourcing some technical work is difficult and it should be done yourself.”

“I would ask for technical support for website building.”

“It is essential to build infrastructure on a flexible, open-source platform to avoid creating a mere boutique tool; that an in-house programmer can respond more fluidly to the changing needs of a complex process than a vendor; that it is essential for academics and IT specialists to communicate fully about the nature of a project’s pedagogical goals and the systemic effects of individual technical choices.”

“I learned that a software development project focused on integrating multiple applications requires a person in the middle to be actively engaged in all aspects of code development and testing.”

“Next time I’d really focus on creating one tool, or even just a set of guidelines: that way, the project could take its time to link together all of the different scholars and projects in the digital humanities world that are working on similar issues and create something even more broadly useful.”

“I would build in additional opportunities for crowdsourcing. Much of our content is housed on third-party platforms (Google Earth), and this seems to be much smarter than developing a database or presentation system that will be obsolete due to technological changes. And yet, I’d like to have even more content filter through third-party channels in partnership relations.”

“I would encourage future applicants to look around to find better “off the shelf” solutions before reinventing the wheel.”

The need to set goals was critical. “The main lesson I personally learned is that even in a short-term project it is necessary to put intermediate goals in writing.” One director “learned that it’s worth taking the extra time to define your terms as clearly as you can from the outset.”

The need for teamwork and cooperation was needed at all stages of the process. One director noted that they had “learned more about the value of teamwork in complex technology projects and got better at working that way across disciplines.” Other teamwork related comments included:

“We learned that we have to work as a team, not as a set of individuals. Once we had a good team ethic, the work really took off.”

“Weekly meetings of the project team proved vital to progress, review, and development.”

“Collaborations with a variety of people (technologists, students, scholars) is crucial.”

Project directors learned that engaging the assistance of others, especially within the organization, had a large influence on how well goals were met. “Partnering with museum and library professionals on the project encouraged us to develop the tool with both academic and general audiences in mind. We learned that students can be active collaborators on digital humanities start-up projects and produce exemplary work. Finally, we presented the project at numerous workshops and conferences and recruited several “early adopters” to help in the development of the tool.” One of the directors expressed praise for workshops, “especially one that links technology and content. They allow projects to gain a quick start, but expanding the core is more difficult because other scholars bring different knowledge and potential different directions.”

However, some directors learned that other personnel were not always available or willing to meet a projects needs or deadlines. “I learned that artists are difficult to work with, professional librarians and curators are not. I learned that funding is essential for interns because the workload of current library and museum professionals is so tight and they cannot add new tasks to their jobs.” Another lamented that “It was difficult to achieve good “buy in” with other faculty and staff on the project, given the limited funding.” Yet another complained that, “If there is a single lesson we have learned it is the need for a clear development structure with a concrete time commitment from the academic project participants. Because our project focuses on faculty development in an area unfamiliar to the participating faculty, it was hard to define what we expected of them on a weekly basis and this made scheduling training workshops quite difficult. In the future we plan to support faculty by enrolling them in a training course with a more clearly pre-defined workload.”

While setting goals and encouraging teamwork were necessary, a project also needed to plan for contingencies. This was especially clear when faced with changes in institutional personnel and job reductions “In the future, I will have contingency and alternate plans for each goal.” A technology-intensive project means that “everything takes longer than we think it should and everything is more difficult than it at first appears.”

Unanticipated Problems

None of the survey participants cited any failures with their project, although several of the projects did encounter some unanticipated problems and issues.

Technical problems included frustration over proprietary issues. Owners of data were reluctant to release data or allow permissions. "Wide adoption of CDL font technology has been limited by the proprietary nature of the source code." At least one project team became creative in working around this problem by the "writing of pseudo-agents" to include "data from sources outside the data sets of data owners". Another wrote, "...the goal of involving other holders of digital data into the project has been very slow in developing. Though people express agreement that the idea of having a central place to use for collecting information is ideal, all too often there is a reluctance to release data to the use of other scholars and to the public."

Other technical issues had to do with service providers ("We ran into technical challenges that arose from the online service provider changing its terms midstream"), and lack of institutional support ("We had trouble finding the technical support we wanted within the university. It may have been easier for us to start from scratch with a more common set of programming languages and tools than to stick with our original prototype and require a developer to work with that.") Still other problems cited had to do with issues of long-term preservation of complex digital projects, data collection issues, and finding/maintaining qualified/interested encoders/programmers.

By far, the biggest problem encountered by project directors had to do with personnel issues, either internally or with outside collaborators. One project director wrote that "personnel issues made the project immensely frustrating, costing me and others immense personal time and psychological energy." Many realized that while their projects required library professionals and other support personnel, that assistance was not always timely or forthcoming. Other problems cited included changes in personnel, job reductions, mandates, and time restraints. One director wrote "I spent an unwanted additional amount of time coping with fractious bureaucrats." A co-director, faced with the economic recession, had to take another position, causing problems in communication between team members and a re-focus on priority issues. Still another was not pleased with the role of the advisors to the project. Other collaborations did not work out as well as planned ("Involving the Native American community was harder than I had thought. Community members don't typically attend meetings.").

Other difficulties revolved around time and budget issues. Some were concerned that the project took more time than was anticipated. Eleven (17%) noted that they had been granted extensions by NEH ODH. "As is often the case, it was a lot more work than we anticipated...Doing the work that we outlined as 'preliminary' in the grant turned out to be a huge project in itself." Others underestimated the amount of funding needed. "What we learned is that the funding (at the initial \$18,000 cap for ODH digital start-up grants) was really inadequate for the amount of effort, even with a modest investment in digital tools and technology," stated one director. Another explained that "...since I needed to collaborate with other institutions the high overhead rates cut deeply into the work I wanted done, and curtailed the amount which my team could have accomplished.

Implications

Every project director cited benefits gained from the start-up grants. Advantages included personal career enhancements, institutional enhancements, and broader implications for the broader scholarly community.

Personal

Most project directors thought that the DH Start-Up Grants had been beneficial to them in some way. One project team claimed that the "project has been the "finest achievement of our pedagogical careers." Quite a few emphasized how useful the grants were in establishing some form of credibility and legitimacy, as well as enhancing their reputations in the field. "I have credibility in my own eyes and that of the digital community I would not have had without it." "The grant provided legitimacy to my ideas to a skeptical traditional history department that is now looking to make digital a cornerstone of their nascent public history program." "I am now recognized as a leader in providing a model for digital scholarship in my academic specialty, and the grant certainly confirmed for my department and College that digital scholarship is alive and well." "It helps tremendously within our institutions that, though the funds are relatively small, they came for the NEH. The external grant gives credibility to our project within our institution, even in the Start-Up Phase." "The willingness of NEH to invest in our project, based on the recommendations of an independent scholarly review panel, provided us with external validation, so crucial to internal funding decisions and professional advancement."

Others cited improvements to job satisfaction ("It's given my work (and my career, I hope!) a tremendous boost"), promotions and tenure ("This grant was also helpful in my career, forming part of my promotion to full professor dossier"), and opportunities for future research and long-term career trajectories ("It has been extraordinarily useful for me. I've entered the world of digital humanities; I got a new "dream" job at UVA, I think in part because the grant demonstrated my seriousness with digital humanities work; and I've simply learned a lot in doing this work that will benefit my own research"). Another stated that "the SUG has given me the chance to undertake innovative digital work that I'd be unlikely to undertake on my own."

Only one gave a negative response to the question of whether the grant was beneficial to the director's career. That person stated that the "real challenge confronting academic historians who do digital history is the fact that there is no tangible professional recognition for this work."

Institutional

Benefits cited were not limited to the careers of the project team members. Other beneficiaries of the start-up grants included students. One director explained that, "The start-up grant program enabled me to begin a digital project on our campus that will not only benefit our students but the "international" classroom." Yet another stated that, "The NEH grant was helpful in promoting a new career path for our students, exposing this technology to the university, increasing the skills and knowledge of the grant personnel making them (and myself) more marketable in the workplace."

More impressive still were the comments offered by the director who boasted, "I view this as a legacy project before I retire in a few years that is of great benefit to the state." Similar claims were made by those who exclaimed, "The start-up grant we received was

indispensable to our work. It allowed us to attract the necessary interest and support to turn concept into reality and a small program's dream into a University-wide vision that promises to spread out to many institutions." Citing the importance of NEH to their institution's future, another project director was pleased that, "Although our university is late in beginning digital projects, the NEH SUG was instrumental in providing the first trained university personnel who can now continue work in this area."

Broader Scholarly Community

The start-up grants allowed for development and testing of new ideas, tools, and software beneficial to the international community. The following are just some of the comments related to broader implications:

"This was an excellent opportunity for us to experiment on a small scale and develop procedures and prototypes that could be scaled up later on."

[We] "made significant progress in creating a new field."

"This was a wonderful opportunity to put into practice many of the new media ideas I had played with only theoretically. I made connections with numerous like-minded colleagues, and thought through enormously enjoyable technical issues."

"This start-up grant has become a model example on our campus for how to start a new interdisciplinary project *and* get external funding for them...We now have a queue of external scholars who are either directly trying our tools, modifying our software, and/or seek to collaborate so we can design and implement experiments in their area of the corpus."

"I think for the localized purpose of giving the community a way to get together, talk face-to-face, ask questions, debate answers, and come to some consensus on what we all need that can make our processes more efficient was more than well spent time and money." "As a senior scholar in my field, it has also given me the chance to reach out to other specialists—at research universities and liberal arts colleges alike—in an effort to encourage collaborative work of a sort that is all too often absent in the humanities."

"It was very helpful for envisioning what is possible and for bringing together a group of researchers and technologists, some of whom continue to build out projects from those early ideas."

[This grant] "enabled us to begin important conversations among like-minded scholars scattered widely."

Future Plans

One of the survey questions asked if work was going to be continued on the grant once the start-up phase was completed. Most of the project directors responded that they have continued, or plan to continue their projects. The grants were helpful in establishing credibility and "demonstrated that other people thought the project worth funding." Other awardees agreed, claiming that "Having an NEH Start-Up Grant gave our project the imprimatur of a major humanities organization and served as external validation of the methods employed. It also helped convey the scholarly value of our work to chairs deans, Provosts, and others in a position to support it." Wrote one director, "...without this support our project would not have moved forward." Yet others stated that the grants had been helpful in "demonstrating and promoting' project goals, and served as a "gold seal of approval" for securing further funding.

Some other examples of how projects have expanded their original goals include:

National and International Collaboration

Several of the projects intend to expand their projects to include collaboration with other institutions, either to build functionality and content, or to disseminate findings in joint publications and conference presentations. One director claimed that, "Further collaborations are also in the offing...we fully expect an international collaboration." Another professed that "We will be working over the next six months to share the product within our professional communities as well as asking some of the questions posed by our experience working across applications and communities of interest." Yet another director stated that, "Several important one-of-a kind projects have been identified to produce after the completion of this project."

Incorporation into Established Programs

Beyond the benefits already cited elsewhere for the university and students, other potential benefits were also mentioned. One explained that, "This project will be a permanent part of our digital library collections web site and is being incorporated into our permanent program of offerings." Another stated that, "The funding allowed us to complete preliminary work that was essential to establishing the basis for several possible projects, which are currently in the process of being put together for larger and more sustained grant possibilities."

Several project directors, while admitting that they have not officially entered a new phase of development, stated that they have already exceeded their initial goals. One director explained that, "Essentially we used the Start Up for much more than just starting up. We used it as implementation as well."

For those projects that have not continued, many of the project directors explained that, while they had an interest in continuing, they were stymied by their inability to procure additional funding. At least eight of the start-up projects were turned down by NEH for further funding, some multiple times. Only one project was successful in receiving another NEH grant after an initial failure. One project director expressed frustration that there is a "disconnect between NEH's desire for digital projects and yet reviewers who still have a traditional model of research." Citing comments from reviews, it seemed to the director that "The greatest single objection, however, seemed to be to the proposition that results (scholarly editions produced by users of our resources and tools) would appear in print format. The enraged (in some instances) comments suggest that there is an unfortunate

hardening of the divisions between scholars who still see value in print and those committed to digital humanities.”

Other reasons for projects not proceeding included problems with “social engineering” questions, hesitation on the part of granting agencies to fund projects that rely on undergraduate work, and issues of methodology. Others felt that there were misunderstandings about the field and the related procedures, and fears that the projects were too ambitious, or the projects “did not sufficiently match the parameters of the granting agency.” “Generally, granting agencies seem to be worried about funding projects that rely heavily on undergraduate work. I hope that our project can help to change that, because the product (completely designed and implemented by undergrads) is as professional as anything produced by graduate students or in the professional world.” One suspected that “funding of the boring part of the project (populating and refining a database) will be harder to come by.”

Conclusion

All of the project directors who answered the survey had the utmost praise for the NEH Digital Humanities Start-up Grants program. Most responded along the lines of the director who stated, "we feel this is an excellent program: the small scale of both the target projects and the funding application make it easy to try out ideas without committing enormous amounts of time." Another opined, "The startup grants are a great idea. Humanities funding is so hard to get, this is a good way to spread it around and stimulate new projects." "This is a wonderful program. It is so unusual to have such an opportunity to take risks in exploring cutting edge approaches to humanities education. It has served to help legitimize our method of post-secondary course internationalization and has seeded further research and training in this area." "This grant program was a god-send! It provided us with the resources to experiment with a tool that had great potential, but which required time and focus from a wide variety of people in order to assess the scope of its usefulness for humanities professionals."

Some likes and dislikes regarding the program included the following:

Several expressed satisfaction with the opportunity to gather together at the project directors' meeting. One wrote, "Although the day-long meeting was almost too much to grasp, I got a fuller sense of what a digital project might entail." "The start-up grant was very helpful, and the project directors' meeting in DC was especially good as it provided direct encouragement for our approach and the incentive to take the project further." "We were very impressed by NEH's willingness to take risks here by investing in a broad spectrum of promising but preliminary approaches to the digitization and access of historical materials. One of the lasting memories of the project for me was the extraordinary sophistication of the projects funded under the Start Up program evident in your project directors' meeting in Washington, the enthusiasm of the group and the remarkable ways in which these projects promised to re-imagine and re-invigorate the discipline. It was a delight to be included."

Suggestions for improvement included asking NEH advice on how to create "a smooth way of creating 'layers' of participants—owner of site; editor for individual projects; and contributors who might pose questions or offer solutions. I am sure that other Project Directors supported by the ODH have faced and solved this sort of problem, but in some ways I am at a loss to know exactly how to discover exactly who could help. I am confident that we will shape a workable solution, but wonder whether there might be some mechanism beyond the ODH website for sharing solutions to this sort of problem." On the program guidelines, one director questions the requirement for 501(c)(3) status of applicants." I would think that this restriction reduces competition among applicants, and makes limited funding more limited (given excessive institutional overhead requirements)."

However, the complaints about the NEH Digital Humanities Start-Up Grant program were minimal. Although some of the projects encountered various obstacles, most of them were able to find solutions to their problems. One director, faced with job reduction in the IT staff, was forced to reach out to another institution. As a result, "the subsequent partnership for technical guidance and development has been wonderfully creative and productive." It was deemed "An extremely valuable program, and frankly perhaps the most innovative thing I've seen come out of the NEH. The SUG established legitimacy and credibility for our work, and was an important vehicle for allowing us to publicize what we were doing (which in turn put us into contact with other individuals who are attacking similar problems and with whom we can collaborate in the future. I very much hope to see

the DH SUGs continue.” “I have always (and continue to) believed that the Start-Up Grant Program was extremely important in assisting humanities scholars to investigate whether their scholarship can be enhanced by technological developments. I believe that on a local level, a Start-Up Grant can provide the motivation for the humanities scholar to seek out technologists at their institution and leeway for the technologists to allocate personnel resources to the scholar’s problem. I believe that the size of the grants makes it difficult to measure their impact in traditional ways, for example, the opening of effective communication lines between scholar and technologists may not yield documentable evidence, yet still have a sustained impact on the scholarship of the grantee.”

“This comes as close as anything in the humanities to a broad-scale address to the problem of training, collaboration, and development in humanities computing. The resources and time involved in developing tools, debates, training, and archives in the humanities today are more similar to the resources and time needed in the natural sciences. This program recognizes that challenge, and it was crucial to allowing me to move forward in my digital work while also generating the kinds of traditional scholarship required for tenure in the literary humanities.

Again, the NEH is providing an extremely valuable service to the nation by helping to spur the embrace and adoption of digital tools through the ODH program. It has helped to provide a new window of perspective into our understanding of the humanities, as well as a new platform for sharing that understanding.”

Attachment A

WEBSITES

<http://www.wenlin.com/cdl/> (Character Description Language - HD50012-07)
<http://tdm.ucr.edu/> (Thai Digital Monastery Project - HD50024-07)
<http://www.rch.uky.edu/RFRI> (Russian Folk Religious Imagination - HD50038-07)
<http://www.artistsbooksonline.org/> (Artists' Books Online - HD5005107)
<http://corinthcomputerproject.org> (Digital Corinth Synchronized Database Project - HD50097-07)
<http://www.pmoca.org> (Portuguese Cartography and Coastal Africa, 1434-1504 - HD50106-07)
<http://www.coastal.edu/ashes2art> (Ashes2Art: Virtual Reconstructions of Ancient Monuments - HD50111-07)
<http://www.reed.utoronto.ca/downloads.html> (Records of Early English Drama- HD50173-07)
<http://movingimagesincontext.org> (Finding and Using Moving Images in Context - HD50178-07)
<http://inpho.cogs.indiana.edu> (InPhO: the Indiana Philosophy Ontology project - HD50203-07)
<http://lcs-h-es.org> (A Bilingual Digital List of Subject Headings -HD50231-07)
<http://www.asmodeus.ws/cohenlab/annotations.htm> (Interface Development for Static Multimedia Documents -HD50236-07)
<http://evince.unl.edu/index.html?file=../xml/base.xml> (Evince Visualization and Analysis Tool - HD50243-07)
<http://utunes.utexas.org> (iTunes: Music 1.01 - HD50258-07)
<http://sophieproject.org/> (Sophie Search Gateway - HD50282-08)
<http://lexomics.wheatoncollege.edu> (Pattern Recognition through Computational Stylistics: Old English and Beyond - HD50300-08)
<http://www.jeffersonstravels.org> ; <http://www.historybrowser.org> ; <http://www.viseyes.org> (Jefferson's Travels: A Digital Journey Using the HistoryBrowser - HD50291-08)
<http://MAStudies.ning.com> (HD50308-08)
<http://www.datsproject.org/> (Distributed Archives Transaction System - HD50311-08)
<http://vbi.lakeforest.edu> (Virtual Burnham Initiative - HD50312-08)
<http://www.people.virginia.edu/~msg2d/IDEA> (*project temporarily housed at this site*) (Online Encyclopedia Best Practices and StandardsHD50420-08)
<http://ricercar.cesr.univ-tours.fr/3-programmes/EMN/duchemin/> (The Chansonniers of Nicholas Du Chemin (1549-1551): A Digital Forum for Renaissance Music Books - HD50422-08)
<http://ccl.rch.uky.edu/> (Carolingian Canon Law Project - HD50429-08)
<http://dsl.richmond.edu/workshop/> (Visualizing the Past: Tools and Techniques for Understanding Historical Processes - HD50442-08)
<http://libmedia.willamette.edu/acom/neh/> (Bridging the Gap: Connecting Authors to Museum and Archival Collections - HD50473-08)
<http://emergentmediacenter.com/vtarch/> (Creating A Sense of Place Through Archeology - HD50543-08)
<http://www.telledfu.org> (Digital Documentation of a Provincial Town in Ancient Egypt - HD50482-08)
www.literae.com/echo (Prototype) (Connecticut's Heritage ECHOsystem - (HD50466-08)
<http://www.wide.msu.edu> (Archive 2.0: Imagining the Michigan State University Israelite Samaritan Scroll Collection - HD50445-08)

Attachment B**Software or Tools**

<http://www.wenlin.com/cgi-bin/wenlinSVGhelp.pl> (HD50012-07)

<http://www.pmoca.org/> (HD50106-07)

<http://www.flintbox.com/technology.asp?page=4022> (HD50173-07)

<http://valleydev.cs.hope.edu>; www.valleysim.com (HD50194-07)

<http://inpho.cogs.indiana.edu/taxonomy/> (HD50203-07)

<http://lcs-h-es.org> (HD50231-07)

http://www.structuralknowledge.com/markup_demo/markup/ (HD50236-07)

<http://evince.unl.edu/index.html?file=../xml/base.xml> (HD50243-07)

<http://www.historybrowser.org> ; <http://www.viseyes.org/edit.htm> (HD50291-08)

<http://lexomics.wheatoncollege.edu> (currently only available to developers)
(HD50300-08)

<http://MAStudies.ning.com> (forthcoming Sep 2009) (HD50308-08)

<http://mel.hofstra.edu/TextLab/> (HD50351-08)

<http://ricercar.cesr.univ-tours.fr/3-programmes/EMN/duchemin/> (HD50422-08)

<http://www.stoa.org:8080/cclxtf/search> (HD50429-08)

<http://www.wide.msu.edu/content/archive/> (HD50445-08)

<https://source.sakaiproject.org/contrib/simonides/> (HD50461-08)

www.telledfu.org (HD50482-08)

<http://emergentmediacenter.com/vtarch/> (HD50543-08)

Attachment C**Blogs/Media/Press**

Old Dominion University's Research/Innovations/Breakthroughs Quest, Volume 12, Issue 1, Summer 2009 (HD50088-07)

Old Dominion University's Center for Learning Technologies: Video Broadcast to prospective students on Distance Learning/Podcasting Technology. August 14, 2009. (HD50088-07)

The Virginian-Pilot, "iPod Instruction," by Janette Rodrigues, February 6, 2007. (HD50088-07)

<http://movingimagesincontext.org/blog/> (HD50178-07)

<http://www.research.iu.edu/news/stories/0310.html> (HD50203-07)

<http://www.insideindianabusiness.com/newsitem.asp?ID=34395> (HD50203-07)

http://www.nydailynews.com/ny_local/queens/2009/08/11/2009-08-11_time_warp_64_world_fair_to_make_web_comeback.html (HD50207-07)

<http://collocate.wordpress.com/2008/07/25/experimental-spanish-version-of-lcsh/> (HD50231-07)

<http://bengu-cn.blogspot.com/2008/08/more-chinese-translations-of-ifla.html> (HD50231-07)

<http://splconferences.blogspot.com/2008/04/at-last-bilingual-subject-access-to.html> (HD50231-07)

<http://laureltarulli.wordpress.com/2008/10/16/standards-are-like-toothbrushes-a-good-idea-but-no-one-wants-to-use-anyone-elses/> (HD50231-07)

<http://lumagoo.wordpress.com/2009/07/12/session-thoughts-the-future-is-now-global-authority-control/> (HD50231-07)

<http://www.libraryjournal.com/blog/1010000101/post/730024073.html> (HD50231-07)

<http://www.uaf.edu/research/frontiers/studying/index.xml> (HD50298-08)

<http://www.datsproject.org/blog/> (HD50311-08)

<http://grou.ps/digitalobjects/talks/1059308> (HD50308-08)

http://placebased.typepad.com/placebased_education/theory_and_practice/ (HD5030808)

<http://museum-musings.blogspot.com/2009/04/national-council-on-public-history.html> (HD50308-08)

[#ncph12:17 PM Apr 3rd](http://mastudies.ning.com/) (HD50308-08)

<http://www.alexandriaarchive.org/blog/?p=147> (HD50311-08)

<http://vbi.lakeforest.edu/press.html> (HD50312-08)

<http://hangingtogether.org/?p=677> (HD50346-08)

<http://chronicle.com/article/Archiving-Writers-Work-in/22770> (HD50346-08)

<http://news.haverford.edu/blogs/digitalduchemin/> (HD50422-08)

<http://chronicle.com/blogPost/Archive-Watch-Good-Samaritans/8138/> (HD5044508)
<http://www.archivesnext.com/?p=417> (HD50445-08)
<http://beyondwordsblog.com/2009/09/21/archive-2-0-transforms-traditional-practices/>
(HD50445-08)
<http://www.youtube.com/watch?v=UaVLTs0KQus> . (HD50445-08)
<http://abclocal.go.com/wjrt/story?section=news/localandid=6546890>. (HD50445-08)
<http://www.youtube.com/watch?v=UaVLTs0KQus> (HD50445-08)
<http://www.cal.msu.edu/Samaritan.php>.(HD50445-08)
<http://www.archives.gov/research/online-access-newsletter/2008-december.pdf>.
(HD50445-08)
<http://www.lansingstatejournal.com/article/20081206/NEWS06/812060327/1102/NEWS06>.
"MSU Newsroom." (HD50445-08)
<http://www.capitalgainsmedia.com/inthenews/texts0246.aspx>. (HD50445-08)
<http://news.msu.edu/story/5751/>. (HD50445-08)
Peck, Jim, prod. "Samaritan Scrolls." Samaritan Scrolls. Big Ten Network. 22 Jan.
2009. (HD50445-08)
Sorg, Walt. ""Archive 2.0"" AmLansing with Walt Sorg. 1320-WILS, Lansing, MI. 15 Dec.
2008. (HD50445-08)
http://www.amlansing.com/amLansing/Hart-Davidson_12.15.html. (HD50445-08)

<http://www.globeinvestor.com/servlet/story/BWIRE.20090701.20090701005670/GIStory>
(HD50461-08)
<http://finance.yahoo.com/news/NYU-and-Unicon-Present-Sakai-bw-3194065180.html?x=0&.v=1> (HD50461-08)
<http://www.tmcnet.com/viewette.aspx?u=http%3a%2f%2fwww.tmcnet.com%2fusubmit%2f2009%2f07%2f01%2f4253863.htm&kw=2> (HD50461-08)
<http://www.freshnews.com/news/176598/nyu-and-unicon-present-sakai-portfolio-track-10th-annual-sakai-conference> (HD50461-08)
<http://www.reuters.com/article/pressRelease/idUS151002+01-Jul-2009+BW20090701>
(HD50461-08)
http://rds.yahoo.com/_ylt=A0geu.BtbrpKu14BNzJXNyoA;_ylu=X3oDMTEzdWlucGNmBHNIYwNzcgRwb3MDMTcEY29sbwNhYzIEdnRpZANIMTg3Xzc3/SIG=132pvepl2/EXP=1253818349/**http%3a//www.forbes.com/feeds/businesswire/2009/07/01/businesswire126274981.html
(HD50461-08)

<http://www.champlain.edu/Emergent-Media-Center/Projects/Virtual-Archeology-Museum.html> (HD50543-08)
<http://www.timesargus.com/article/20090215/FEATURES07/902150318/1016/FEATURES07>
(HD50543-08)

Attachment D**Publications**

"Performative metatexts in metadata, and mark-up" in *European Journal of English Studies*, Vol. 11, No. 2 (August 2007), pp. 177-191. (HD50051-07)

SpecLab: Digital Aesthetics and Speculative Computing, University of Chicago Press, 2009. (One chapter) (HD50051-07)

Academic Podcasting and Mobile Assisted Language Learning: Applications and Outcomes. Edited by Betty Rose Facer and M'hammed Abdous, scheduled to be published in 2010. (HD50088-07)

"MALL Technology: Use of Academic Podcasting in the Foreign Language Classroom." *ReCALL*, 21(1), UK: Cambridge University Press (January 2009).
<http://journals.cambridge.org/action/displayAbstract;jsessionid=46782D29F3E9A0C74CF5DA719837515C.tomcat1?fromPage=online&aid=3786836> (HD50088-07)

"The Impact of Academic Podcasting on Students: Learning Outcomes and Study Habits" in *Research on E-Learning Methodologies for Language Acquisition*, ed. Rita Marriott and Patricia Torres (New York/UK: Information Science Reference/IGI, July 2008).
http://books.google.com/books?id=yHW_oPO3aA4C&pg=PP20&lpg=PP20&dq=betty+rose+facer&source=bl&ots=kvNfn1hQP3&sig=o01z4d0qfECuHLTjZqFcPr53oaQ&hl=en&ei=-sSnStLwIjLQIAfItpmRBw&sa=X&oi=book_result&ct=result&resnum=1#v=onepage&q=betty%20rose%20facer&f=false (HD50088-07)

"The Cone of Africa...Took shape in Lisbon," *Humanities Magazine*, Nov 2008. (HD50106-07)

Arne R. Flaten and Alyson Gill, eds. and contributors, *Visual Resources, An International Journal of Documentation, Special Edition: Using Digital Representations in the Humanities* (London: Taylor & Francis/Routledge, forthcoming December 2009); Essays: "State of the Discipline (Gill)," and "Ashes2Art: Digital Models of 4th Century BCE Delphi, Greece (Flaten)." under contract. (HD50111-07)

Arne R. Flaten, "Ashes2Art as Pedagogical Experiment," in Peer-reviewed Proceedings of *Computer Applications & Quantitative Methods in Archaeology* 36th annual meeting, Budapest; accepted. (HD50111-07)

Alyson A. Gill, "'Chattering' in the Baths: The Urban Greek Bathing Establishment and Social Discourse in Classical Antiquity," in Peer-reviewed Proceedings of *Computer Applications & Quantitative Methods in Archaeology* 36th annual meeting, Budapest; accepted. (HD50111-07)

Arne R. Flaten, "Ashes2Art: Digital Collaboration in the Humanities," in book: *New Technologies to Explore Cultural Heritage* (Washington and Rome: National Endowment for the Humanities and the Consiglio Nazionale delle Ricerche, 2009). (HD50111-07)

Alyson Gill and Arne R. Flaten, "Digital Delphi: The 3D Virtual Reconstruction of the Hellenistic Plunge Bath at Delphi," in *The Digital Heritage: Proceedings of the 14th International Conference on Virtual Systems and Multimedia*, ed. M. Ioannides, A. Addison, A. Georgopoulos, L. Kalisperis, Hungary: Archeolingua, 2008. (HD50111-07)

- Flaten and Gill, "Ashes2Art: Collaboration and Community in the Humanities," in *First Monday: Peer-reviewed Journal on the Internet* 13, 8 (4 August 2008).
<http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/index> (HD50111-07)
- Flaten and Gill, "Virtual Delphi: Two Case Studies," in *The ISPRS International Archives of the Photogrammetry, Remote Sensing and Spatial Information Sciences*, XXXVI-5/C53, 2007; also published in *CIPA International Archives for Documentation of Cultural Heritage*, XXI-2007. (HD50111-07)
- Rajan, P and Yan, W. "Cast Shadow Removal Using Time and Exposure Varying Images", *Proceedings of The 7th International Conference for Advances in Pattern Recognition (ICAPR)*, Kolkata, India. 2009. <http://www.isical.ac.in/~icapr09/> (HD50176-07)
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- "InPhO: The Indiana Philosophy Ontology", *American Philosophical Assn. Newsletter on Philosophy and Computers* 7(1) 2007: 26-28.
http://www.apaonline.org/documents/publications/v07n1_Computers.pdf (HD50203-07)
- "Answer set programming on expert feedback to populate and extend dynamic ontologies." In *Proceedings of 21st FLAIRS*. AAAI Press, 2008; 500-505.
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- "The World is Not Flat: Expertise and InPhO." *First Monday* [Online], Volume 13 Number 8 (20 August 2008).
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- "Working the Crowd: Design Principles and Early Lessons from the Social-Semantic Web." In *Proceedings of the Workshop on Web 3.0: Merging Semantic Web and Social Web - (SW)^2 at ACM Hypertext*, Turin, Italy, 2009. <http://sunsite.informatik.rwth-aachen.de/Publications/CEUR-WS/Vol-467/> (HD50203-07)
- Cameron Buckner, Mathias Niepert, and Colin Allen. *From Encyclopedia to Ontology: Toward A Dynamic Representation of the Discipline of Philosophy*. In a special issue of *Synthese*, Springer-Verlag, 2009 (forthcoming)
<http://inpho.cogs.indiana.edu/Papers/TaxonomizingIdeas.pdf> (HD50203-07)
- David Bodenhamer, John Corrigan, and Trevor Harris, eds., *The Spatial Humanities: GIS and the Future of Humanities Scholarship* (Indiana University Press), inaugural volume in a series on *The Spatial Humanities*, with Bodenhamer, Corrigan, and Harris as general editors (two other titles under contract; another volume on religion and the Atlantic World under development).
http://www.iupress.indiana.edu/catalog/product_info.php?products_id=287756 (HD50228-07)

Drout, M., Kahn, M., LeBlanc, M.D., Jones, A. '11, Kathok, N. '10, and Nelson, C. '11. "Lexomics for Anglo-Saxon Literature." *Old English Newsletter*, [in press] Fall 2009. (HD50300-08)

Drout, M., Kahn, M., LeBlanc, M.D. (submitted June 2009). Lexomic Methods for Analyzing Relationships Among Old English Poems. *Journal of English and Germanic Philology*. (HD50300-08)

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Jacobs and Holland, "Sharing Archaeological Data: The Distributed Archives Transaction System" (invited article) in *Near Eastern Archaeology*, 2008. (HD50311-08)

Jacobs, "Getting Data into the Hands of Archaeologists: DATS" in Proceedings of Conference "Co-operation networks for the transfer of know-how in 3D digitization applications" at the Cultural and Educational Technology Institute/"Athena" R.C., Xanthi. (HD50311-08)

Jacobs, "Coroplastic Studies, An Argument for Total Publication" in Coroplast Studies Interest Group (CSIG) Newsletter No. 2, Summer 2009.
http://www.coroplasticstudies.org/images/csig_newsletter_02_0001.pdf (HD50311-08)

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Connect, "Simonides: A Faculty-led, Student-Centered Technology Initiative" (forthcoming; November, Volume 20, Number 1) (HD50461-08)

Attachment E**Exhibits, Workshops, and Conferences**

"Spreading the Word: Reaching Out to Students and Faculty." IALLT 2009 Annual Conference, Georgia State University, Atlanta, Georgia, May 29, 2009. (HD50088-07)

"Authentic Materials as Portable Media Content," at the Summer Institute - Center for Learning Technologies, "Web 2.0: Social Networking at ODU" at Old Dominion University, Norfolk, Virginia, May 18, 2009. (HD50088-07)

"Academic Podcasting for Foreign Language, Literature, and Culture," at the Summer Institute - Center for Learning Technologies, "Making the Magic Happen" at Old Dominion University, Norfolk, Virginia, May 21, 2008. (HD50088-07)

"Academic Podcasting Technology," at the Summer Institute - Center for Learning Technologies, "Technology Fair" at Old Dominion University, Norfolk, Virginia, May 19, 2008. (HD5008807)

"Academic Podcasting Technology: The Impact on Foreign Language Acquisition." Research Expo 2008, "Communities of Research: Discovery, Innovation & Entrepreneurship," Old Dominion University, Norfolk, Virginia, April 9, 2008. (HD50088-07)

"The Impact of Academic Podcasting on Student Learning Outcomes." CALICO with IALLT 2008 Annual Conference, University of San Francisco, San Francisco, California, March 22, 2008. (HD50088-07)

"The Impact of Academic Podcasting on Student Learning Outcomes: Emerging Technologies in the Foreign Language Classroom (NEH-DHI)." SEALLT-MAALLT Joint Conference 2008, Pine Crest Preparatory School, Ft. Lauderdale, Florida, February 1, 2008. (HD5008-807)

"iPods, Podcasting and Podagogy: The New Generation of Technology for Foreign Language Education," at the Summer Institute "pODUcation: All About Podcasting," Center for Learning Technologies at Old Dominion University, May 23, 2007. (HD50088-07)

Conference presentation at <http://www.vsmm2008.org/> (HD50207-07)

Presentation on "Archive 2.0" at the European Conference of Digital Libraries, September 27-October 2 in Corfu, Greece on the panel "Digital Libraries, Personalisation, and Network Effects - Unpicking the Paradoxes." The full description is available here: http://www.ionio.gr/conferences/ecdl2009/pnl_per.php (HD50445-08)

The Jefferson's Travels demonstration project inspired an interactive exhibit in the new Monticello Visitor Center and has led to collaborations on other HistoryBrowser/VisualEyes projects with the Smithsonian Institution www.viseyes.org/show/?base=smithson and the Hagley Library <http://www.historybrowser.org/brower.php?id=49172> (HD50291-08)

In addition to designing TextLab, the project's tasks were for Hofstra to host a day-long mini-conference (called MELCamp) on the shaping of the Melville Electronic Library (MEL) and for me to write an NEH grant proposal for launching MEL online. MELCamp met on October 24, 2008, with over twenty Melville and digital scholars in attendance. The NEH start-up grant provided some travel reimbursement. Hofstra provided matching funds for travel and footed the food expenses for the day. In November, 2008, I submitted a proposal for a Scholarly Editions grant to fund the launching of MEL. It was provisionally accepted in May, 2009, with the condition of budget downsizing. The revised proposal for \$175,000 for two years was finally accepted in August. The new grant will begin in November, 2009.(HD50351-08)

Digital Humanities presentation http://www.mith2.umd.edu/dh09/?page_id=89 (HD50505-08)