



NATIONAL ENDOWMENT FOR THE

Humanities

**Appropriations Request
For Fiscal Year 2013**

**Submitted to Congress
February 2012**

NATIONAL ENDOWMENT FOR THE HUMANITIES

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NATIONAL ENDOWMENT FOR THE HUMANITIES

Fiscal Year 2013 Appropriation Request

SUMMARY AND HIGHLIGHTS

The Administration and the National Endowment for the Humanities (NEH) request an appropriation totaling \$154,255,000 for the agency for fiscal year 2013:

- \$103,505,000 for the Endowment's grant programs in support of high quality projects in the humanities, including \$40,350,000 for the operations, projects, and programs of the 56 state and territorial humanities councils;
- \$9,000,000 to support NEH's special initiative—*Bridging Cultures*—that will enhance Americans' understanding of the nation's rich cultural heritage, as well as the cultural complexity of the world in which we live;
- \$11,500,000 in federal matching funds, including funds for the NEH Challenge Grants program to help stimulate and match private donations in support of humanities institutions and organizations; and
- \$27,250,000 for salaries and expenses needed to operate the agency and \$3,000,000 to offset some of the cost of the anticipated relocation of NEH from its current quarters in the Old Post Office building.

With this funding, we believe that NEH can make a credible investment in a range of humanities activities that will yield both immediate and long-term returns to the nation.

The NEH Mission

Fiscal year 2013 will mark the forty-eighth year of NEH's service to the nation in fulfilling its mandate to promote, preserve, and disseminate the best of the humanities in the United States. The Endowment was founded in the conviction that cultivating the highest quality scholarship, education, and public programming in the humanities has real, tangible benefits for the nation as a whole. Identifying excellence in the humanities enables and furthers the study and understanding of human history and culture, thereby enriching the lives of our nation's citizens and better equipping them to participate fully in our democracy. NEH takes seriously the words of the preamble to our authorizing legislation: "Democracy demands wisdom and vision in its citizens."

Over the decades, the importance and value of the NEH mission, and the agency's success in fulfilling it, have been endorsed by a broad consensus of Americans—educators and scholars; business and philanthropic leaders; and local, state, and national leaders from both political parties, including support from every Congress and president of the United States.

The Endowment works conscientiously to advance knowledge and understanding in the humanities—that is, history, literature and languages, philosophy, archaeology, ethics, jurisprudence, comparative religion, and other humanities subject areas—and to bring this knowledge and learning to every corner of the land. In pursuit of this mission, NEH has supported research and scholarship that resulted in the publication of thousands of books, many of which have won prestigious awards for excellence, including 16 Pulitzer Prizes and 20 Bancroft prizes. Each year, NEH-supported humanities projects digitize hundreds of thousands of pages of historic U.S. newspapers; provide subject matter training for hundreds of school teachers and college and university teachers; and reach millions of Americans with high quality television and radio documentaries, exhibitions, and reading and discussion programs in museums and libraries across the nation. And, with funds provided by NEH, the state humanities councils—the Endowment’s affiliates in the fifty states and six U.S. jurisdictions and territories—have supported tens of thousands of reading and discussion programs, literacy programs, speakers bureau presentations, conferences, Chautauqua events, media programs, and a variety of technology, preservation, and local history projects.

The universe of individuals and institutions engaged in the humanities in the United States, which NEH helps to support through its grant making and national leadership, is significant. The nation's 4,400 institutions of higher learning employ approximately 125,000 humanities faculty who teach millions of students. An additional 3.7 million school teachers—many, if not most, teaching humanities subjects—educate the millions of school children who attend the more than 127,000 K-12 schools in this country. Likewise, the nation's 17,500 museums and historical societies, which each year greet 2.3 million visitors per day, and the 56 state humanities councils, which through over 55,000 programs annually reach millions of citizens of all ages in every state and territory, form the cultural backbone of cities and towns across the country. Collectively, these institutions, and the people they employ, buttress our democracy, strengthen communities, and form a significant part of the American economy. The critical role of NEH in these vast endeavors is to broaden access and bolster the quality of humanities programming throughout the country. Indeed, no single institution stimulates more humanities scholarship or ensures more humanities outreach programs than the NEH.

One of the myths of our times is that the humanities are good for the soul but irrelevant to the pocketbook and job creation. We believe, however, that the humanities actually are central to long-term American competitiveness. NEH grants to institutions and scholars, for instance, advance basic research in the humanities that helps to sustain a thriving infrastructure of knowledge and ideas that has been at the core of U.S. leadership and a model for the rest of the world. In a world where America’s role will continually be tested, the nation cannot afford to ignore the humanities. A citizenry that does not understand its heritage, as well as the heritage of other cultures, may find growth and prosperity beyond its reach. There are no substitutes for the lessons of history, the stimulus of literature, and the values that philosophy can illuminate and clarify.

NEH’s FY 2013 budget and program plan would enable the agency to provide grants and awards to approximately 1,000 projects across all fields and disciplines of the humanities and in every state of the union. Funding also would support the vital work of

the 56 state and jurisdictional humanities councils, which support a wealth of locally based programming throughout the nation.

As with the peer review procedures used by the National Science Foundation and the National Institutes of Health, NEH's application evaluation system involves hundreds of external, independent scholars and experts in many fields who review grant proposals each year. The NEH imprimatur, in turn, provides a seal of approval for successful applicants that often serves as a catalyst for additional private sector funding.

In the pages that follow, we provide detailed justifications for our new and ongoing programmatic activities and initiatives. Highlighted below are the salient features of these programs.

Special Initiative: *Bridging Cultures*

During a time of rapid global change and persistent uncertainty about the future, the vitality of our twenty-first century democracy depends on a commitment to understanding the historical and cultural forces that have shaped our world, both at home and abroad. In recognition of this challenge, in 2010 NEH launched a special initiative, called *Bridging Cultures*, that is designed to renew and reinforce the bridges between the multiplicities of cultures and heritages that are part of the fabric of American life. These bridges of mutual respect have deep roots in the American tradition of civility, dating back to the Founders' concerns about the destructive powers of "factions" in our democracy. An objective of *Bridging Cultures* is also to strengthen bridges across international lines that will enhance Americans' understanding of the contemporary global context for economic, political, and cultural interactions among peoples.

The aims of *Bridging Cultures* relate directly to NEH's enabling legislation, which mandates, among other things, that the agency encourage "understanding of the nation's rich cultural heritage," foster "a mutual respect for the diverse beliefs and values of all persons and groups," and "relate the humanities to the current conditions of national life." By making connections across space and time and across academic disciplines, the initiative will help Americans gain a deeper understanding of their own varied heritage, as well as the history and cultures of other nations. Shared human experiences of history, culture, and creativity form lasting bridges between people and societies, and the humanities can play an important role in enhancing understanding and respect.

Bridging Cultures makes use of NEH's extensive experience in working with cultural organizations and institutions of higher education, as well as the state humanities councils, to reach diverse groups and audiences across the nation. In 2010, for example, NEH awarded grants for eight pilot projects to bring together scholars, state councils, and members of the public in discussions of two important national concerns—the role of civility in democracy and the need for a deeper understanding of the Muslim world. In the spring of 2011, these grantees hosted regional forums that shared with members of the public the best of recent research on these topics. In the next stage of these projects, which NEH funded in FY 2012, participants are collaborating with educators and state

humanities councils to produce materials such as books, films, exhibitions, and other public programming for local, regional, and national audiences. With funding requested for FY 2013, the Endowment will invite proposals for a new set of programs focused on such *Bridging Cultures* themes as “Becoming American” and “Connecting Local to Global: History of Trade, Migration, and the Movement of Ideas.”

Bridging Cultures has gathered momentum as other special grant activities have been put in place. For example, the Endowment established a grant category within its America’s Media Makers program—*Bridging Cultures* through Films: International Topics—that is supporting documentary films that examine critical issues in ethics, religion, or politics through an international lens. Building on this program, in FY 2013 we plan to launch a national film screening project, in which a set of existing NEH-funded documentary films that highlight cross-cultural connections will be packaged for broad distribution to libraries and communities across the United States.

NEH has also entered into an innovative partnership with the Carnegie Corporation of New York in support of a multi-year *Bridging Cultures* Bookshelf project. This project will use \$1.2 million of Carnegie’s funds to provide a set of books on Muslim history and culture to 1,000 libraries nationwide. The Endowment’s FY 2013 request would enable the agency to provide small grants to libraries for complementary reading and discussion programs in communities that receive the bookshelf.

Another special grant opportunity is aimed at strengthening cross-cultural understanding through the humanities at America’s two-year colleges. The Endowment recently made five awards in this program that will enhance the role of the humanities at community colleges through curriculum and faculty development. These projects are focused on diverse cultures and historical perspectives and will encourage students to develop a deeper understanding of America’s role in the world and how they fit in the global economy. With an additional investment of funds in FY 2013, NEH would expand this effort and thus reach many more teachers and students at these institutions.

The *Bridging Cultures* request would support advanced research in the humanities, path-breaking preservation and access projects, and cutting-edge digital humanities projects that relate to the initiative’s themes. It would also enable NEH to enhance its partnership with the state humanities councils to ensure that the initiative reaches every corner of our nation.

Included in a separate section of this budget request (see page 13) is a fuller discussion of *Bridging Cultures* and the Endowment’s plans for the initiative in FY 2013.

Other FY 2013 Program and Budget Highlights

A brief overview of the Endowment's other programmatic objectives for FY 2013 follows. These plans are discussed in more detail in the individual division, office, and program sections of this budget submission.

- Support for the programs and activities of the state humanities councils. NEH's work in FY 2013 will be complemented and extended by the programs and projects of the NEH-affiliated humanities councils in the states and U.S. territories. With their strong networks of cultural and educational institutions, the councils are able to reach citizens in diverse and remote settings that NEH's national programs may not be able to reach. Every council has a unique programmatic mix that is tailored to the needs and interests of the citizens of their state. Collectively, the state councils each year support many thousands of excellent reading and discussion programs; state and local book festivals; educational institutes for elementary and secondary school teachers; research on state and local history; Chautauqua-style historical performances; radio and film projects on humanities themes; and programs in places as diverse as veterans hospitals, museums, libraries, and even in state prisons.
- Research and scholarship that expand our knowledge and understanding in the humanities. The Endowment's FY 2013 budget request will provide critical support for advanced research and scholarship in the humanities in the United States. Funding would allow NEH to make more than 250 awards to individual scholars, as well as teams of scholars engaged in collaborative research, to explore subjects that enrich our knowledge of the people, ideas, and events that make up the record of civilization. By supporting humanities research and scholarship, the Endowment also contributes to faculty enrichment, improved teaching, and quality public programming.

Agency-wide, approximately half of NEH's competitively awarded funds each year support advanced scholarship and other research and development projects on the nation's college and university campuses and in research libraries, archives, and other institutions. These investments lead to new discoveries and new ways of understanding the past, thinking about the present, and imagining the future.

The results of humanities research are typically communicated through books and articles, and each year NEH-supported scholars produce hundreds of such publications. Many of these win prestigious academic, scholarly, and literary prizes for intellectual distinction, such as Pulitzer Prizes for history and biography, National Book Awards, and the Bancroft Prize (generally recognized as the most prestigious award in the field of American history). In 2010, the first volume of the *Autobiography of Mark Twain* (University of California Press) appeared, and it was an instant popular hit. The *Autobiography*, which required painstaking editorial detective work to prepare by the NEH-supported Mark

Twain Papers Project at the University of California, Berkeley, spent sixteen weeks on *The New York Times* best sellers list and sold well over a half million copies in both traditional and electronic formats. The writers Kai Bird and Martin J. Sherwin recently received a Pulitzer Prize for biography for their *American Prometheus: The Triumph and Tragedy of J. Robert Oppenheimer*, and Phi Beta Kappa presented its annual prize for outstanding literary study to Randall Fuller of Drury University in Springfield, Missouri, for his study *From Battlefields Rising: How the Civil War Transformed American Literature*. And, the American Historical Association awarded its 2011 prize for best book on the history of American law to Pauline Maier, a Professor of History at the Massachusetts Institute of Technology, for her acclaimed monograph *Ratification: The People Debate the Constitution, 1787-1788*. In researching her book, Professor Maier made extensive use of the NEH-supported *Documentary History of the Ratification of the Constitution and the Bill of Rights*, a multi-volume edition of documents and other materials written by the Founders and others involved in this crucial event in the formation of our nation.

- Preserve and increase access to cultural and intellectual resources. In FY 2013, the agency's preservation and access grant programs will continue to focus on efforts to preserve and reformat the intellectual content of historically significant books and periodicals; preserve and provide access to important archival materials and library special collections; and create humanities research tools and reference works such as dictionaries, bibliographies, and encyclopedias. Indeed, the Endowment is a major force behind the production of important and authoritative reference materials such as the *Dictionary of American Regional English*; the *Historical Atlas of Political Parties in the United States Congress, 1789-1989*; and the *Sumerian Dictionary*, a project at the University of Pennsylvania that is producing a comprehensive vocabulary of Sumerian, the oldest known language to be preserved in written form, based on clay tablets written in cuneiform beginning around 3200 B.C.E. in what is now southern Iraq.

In FY 2013, the Endowment also will continue to invest in the National Digital Newspaper Program, a long-term partnership with the Library of Congress that is converting tens of millions of pages of historically significant U.S. newspapers into digital files and making them available free of charge on a national, web-accessible database. Over the anticipated twenty years of this creative partnership, NEH will provide grants to an institution or organization in each state to digitize key newspaper titles published between 1836 and 1922. To date, projects have begun in 28 states and 4 million pages have been processed and posted on the Library's *Chronicling America* website. In addition to newspapers published in English, this national project has begun digitizing historic U.S. newspapers printed in French, German, Italian, and Spanish, thus providing access to the nation's vibrant ethnic and immigrant press. With funds requested for the *Bridging Cultures* initiative in FY 2013, this effort would be expanded and many more non-English newspapers digitized in a timely fashion.

- Provide opportunities for teachers to improve their instruction of the humanities in the nation's schools and colleges. In FY 2013, NEH will continue to sponsor summer institutes, seminars, and workshops that provide teachers with opportunities to refresh and deepen their knowledge of the humanities through intensive study of books and other materials. The Endowment supports teacher and faculty development projects that are based on rigorous humanities scholarship and directed by distinguished scholars and master teachers. The ultimate beneficiaries of these programs are the hundreds of thousands of American students who annually are taught by teachers who have deepened their knowledge of the subjects they teach. In the past three years alone, more than 7,000 school teachers and 2,600 college faculty have participated in NEH-supported summer programs, to the benefit of more than one million American school children. In the summer of 2011, for example, teachers from across the nation attended programs on such topics as James Madison and constitutional citizenship; the frontier experience in the American Midwest; Cervantes' novel *Don Quixote*; abolitionism and the Underground Railroad; America's industrial revolution; the plays of William Shakespeare; and Abraham Lincoln and the forging of modern America.
- Provide opportunities for Americans to engage in lifelong learning in the humanities. In FY 2013, the Endowment will provide support for public humanities projects that will enable millions of Americans to explore significant works, ideas, themes, and events in the humanities. The Endowment supports a wide range of public humanities programs that reach large and diverse audiences. These programs make use of a variety of formats including television and radio documentaries, museum exhibitions, interpretation at historic sites, and websites and other digital media.

Millions of Americans each year watch NEH-supported documentary films on television or listen to radio programs that make history and other humanities subjects accessible and exciting. Some of these productions win the nation's most prestigious awards for content and artistic quality, and many become invaluable historical and cultural resources for use in classrooms. For example, *Prohibition*, a three-part documentary by filmmakers Ken Burns and Lynn Novick on the story of the rise, rule, and fall of the Eighteenth Amendment to the U.S. Constitution and the era it encompassed, received critical acclaim and was viewed by millions when it aired in December. Other recent notable programs broadcast on PBS have included documentaries on twentieth-century U.S. presidents, the life of Robert E. Lee, and *The Buddha*, which featured the work of some of the world's greatest artists and sculptors who across two millennia have depicted the Buddha's life in art. Last spring, PBS stations nationwide broadcast the NEH-supported documentary *Freedom Riders*, the story of the hundreds of civil rights activists who challenged segregation in interstate transportation in the American South during the spring and summer of 1961. The film won three Emmy Awards and other prizes for excellence. It and its complementary programming at museums, libraries, and historic sites have received an enthusiastic response from the public.

NEH also will continue to support the planning, creation, and display of interpretive exhibitions about important subjects in our nation's history and culture, as well as the history and cultures of other nations. Many of these exhibitions travel to multiple cities and towns, bringing millions of Americans the kind of rich historical, cultural, and artistic experiences that may not otherwise be available locally. During 2011, 34 traveling exhibitions and 124 long-term exhibitions funded with NEH support appeared in 45 states and the District of Columbia. For example, *Lincoln: The Constitution and the Civil War* is a panel exhibition that explores how the nation's 16th President used constitutional tools to preserve the union and end slavery. This exhibition is now on tour to public libraries across the nation and will reach institutions in cities and towns in 15 states by the time it completes its tour in 2015.

- Innovative use of digital information technology. In the humanities, as in the sciences, digital technology has changed the way scholars perform their work. Through its Office of Digital Humanities, NEH fosters the development of a wide variety of innovative digital humanities projects. The Digging Into Data program, for example, brings together eight other funders from the U.S. and abroad to support international projects that use advanced computing tools to query large digital datasets of humanities materials. On a smaller scale, for the last several years the Endowment has provided small seed grants to scholars to develop plans, prototypes, or demonstration models for cutting-edge digital humanities projects. In FY 2013, we will build on and extend the successes of this effort by supporting a new grant category that will provide implementation support for the most promising experimental projects.

Consistent with the goal of opening up knowledge through digital technology, NEH has been working in cooperation with the Library of Congress, the National Archives, the Smithsonian, and the Institute of Museum and Library Services to plan for the creation of a national digital library. Such a library would be a repository of written and cultural materials from antiquity and would encompass museum as well as library contributions from every state, while linking with similar efforts underway in Europe. This past October a coalition of parties met to lay the groundwork for such a library, which would be of unprecedented scope, free to all Americans. We think such a historic undertaking would have vast implications for the Endowment's *Bridging Cultures* initiative and could merit additional NEH funding in FY 2013.

- Other partnership initiatives. NEH also provides national leadership through creative partnerships with other nonfederal and federal institutions in support of mutual interests in the humanities. The Endowment's EDSITEment website, for example, is a nationally recognized gateway for teachers seeking rich humanities resources on the Internet. The website contains over 500 scholar-developed lesson plans for K-12 teachers and features links to more than 350 websites selected for their high quality humanities content and interactive design. The Verizon Foundation provides principal funding for the site through the National

Trust for the Humanities. More than 1,350,000 visitors—teachers, students, and parents—avail themselves of EDSITEment’s rich resources each year. During the next three years, in conjunction with the Endowment’s *Bridging Cultures* initiative, EDSITEment will develop lessons and interactive materials for students—to be available via computers, tablets, and smartphones—that focus on world languages, literatures, and cultures. In addition, more educational materials drawn directly from projects supported by the NEH, such as the growing body of digital state and territorial encyclopedias, will be incorporated into EDSITEment, thus reinforcing its trademark tag, “the best in the humanities on the web.”

A collaboration with the National Science Foundation is providing support for projects to document, record, and archive information related to endangered languages worldwide that are on the verge of extinction, including hundreds of American Indian languages. It is estimated that 3,000 of the world’s 6,000-7,000 current spoken languages are on the verge of extinction. Since FY 2005, NEH has supported 83 projects and awarded nearly \$7.5 million, including many projects on endangered American Indian languages.

- Strengthen the institutional base of the humanities. The NEH Challenge Grants program in FY 2013 will continue to assist educational and cultural institutions in developing new sources of long-term support for their humanities programs. Challenge grants are recognized for their success in encouraging private giving to the humanities. FY 2013 also will be the third year of NEH’s new special initiative to encourage two-year colleges to strengthen their humanities activities, programs, and resources. Encouragement for these institutions—many of which have been reluctant to apply for challenge grants because of the significant matching requirements—will include a lower matching ratio of 2-to-1 (instead of the standard 3-to-1) and an extended grant period to allow increased time to meet the NEH fundraising challenge.
- Leverage third-party contributions to humanities projects. Encouraging private-sector support for cultural activities is an important goal of the agency. For FY 2013, NEH requests funding for its Treasury funds account, which will be used to match nonfederal contributions to individual projects in the humanities. NEH Treasury matching grants, which match nonfederal donations on a one-to-one basis, have proven to be an effective mechanism for leveraging the contributions of businesses, foundations, and individuals on behalf of the humanities.
- No funding for the agency’s former *We the People* initiative was included in NEH’s FY 2012 budget request, and no funds for this program are requested for FY 2013. As we noted in last year’s appropriations request, the key programs established under this initiative have been fully integrated in NEH’s regular programming structure.
- Collect, analyze, and disseminate statistical information about the condition of the humanities. In FY 2011, the Endowment entered into a multi-year partnership with the American Academy of Arts and Sciences (AAAS)—an honorary society

that recognizes achievement in the natural sciences, social sciences, the humanities, and the arts—to sustain and extend AAAS's developmental work on the *Humanities Indicators* project. This project, which is responsive to NEH's legislative mandate to develop a "system of national information and data collection . . . on the humanities," is making a wide range of humanities data available to researchers, educators, and the general public. These data will equip policymakers and institutional administrators with statistical tools to help inform decision-making about primary and secondary education; higher education; the humanities workforce; levels and sources of humanities funding; public understanding of the humanities; and other areas of concern to the humanities community. This partnership will be continued in FY 2013.

- Provide administrative funds to operate the agency effectively and efficiently. The NEH budget request includes funds needed to support the cost of operating the agency at the FY 2013 request level while maintaining a high level of customer service. Funds requested would support personnel compensation and benefits; building rent and security; the agency's grant application review system; NEH's participation in the government-wide Grants.gov program; and other necessary expenses. The request also includes \$3 million needed to cover some of the costs NEH will incur in FY 2013 for an anticipated relocation to another building.

NATIONAL ENDOWMENT FOR THE HUMANITIES

FY 2013 Appropriation Request

(in thousands of dollars)

	<u>FY 2011</u> <u>Appropriation</u>	<u>FY 2012</u> <u>Appropriation</u>	<u>FY 2013</u> <u>Request</u>
<i>Bridging Cultures</i>	\$1,500	\$3,494	\$9,000
Education Programs	13,750	13,179	13,550
Federal/State Partnership	42,450	40,435	40,350
Preservation and Access	16,500	15,176	15,700
Public Programs	15,000	13,404	13,900
Research Programs	16,250	14,502	15,255
Digital Humanities	4,000	4,143	4,250
We the People	3,219	2,995	--
<u>Program Development</u>	<u>500</u>	<u>499</u>	<u>500</u>
Subtotal - Definite Funds	113,169	107,827	112,505
Challenge Grants	9,471	8,357	8,750
<u>Treasury Funds</u>	<u>4,800</u>	<u>2,381</u>	<u>2,750</u>
Subtotal - Indefinite Funds	14,271	10,738	11,500
Administration			
Salaries and Expenses	27,250	27,456	27,250
<u>Relocation Expenses</u>	<u>--</u>	<u>--</u>	<u>3,000</u> ²
Subtotal - Administration	27,250	27,456	30,250
TOTAL - NEH	\$154,690	\$146,021 ¹	\$154,255

¹Reflects 0.16 percent across-the-board rescission, as per the Department of the Interior, Environment, and Related Agencies Appropriations Act, 2012.

²Estimate of funds needed to offset some of the cost of the anticipated relocation of NEH from its current quarters in the Old Post Office building in Washington, DC.

BRIDGING CULTURES
Special Initiative

FY 2013 Request: \$9,000,000

“All of us share this world for but a brief moment in time. The question is whether we spend that time focused on what pushes us apart, or whether we commit ourselves to an effort—a sustained effort—to find common ground, to focus on the future we seek for our children, and to respect the dignity of all human beings.” President Barack Obama, Cairo University, June 4, 2009

The importance of bridging cultures, both within America and across borders, has never been greater than it is today. As a consequence of globalism and the revolution in information technology, the world’s peoples are in more direct contact than ever before. However, mere proximity—actual or virtual—does not guarantee mutual understanding. Concerns about the consequences of cultural divides are pervasive. For Americans, inadequate cultural understanding has serious and ultimately dangerous ramifications: incivility and disharmony at home, misunderstandings detrimental to our national security abroad, a reduced ability to compete effectively in the global economy, and an uninformed and limited view of the world in which we live. As Secretary of Defense Leon Panetta recently said, “How can we possibly deal with other countries without understanding their culture, without understanding their language, without understanding what really is at the heart and soul of those nations?”

The National Endowment for the Humanities, in response to these pressing concerns, has developed a special initiative called *Bridging Cultures* intended to shine a light on the cultural diversity that is at the heart of America’s strength and potential. To compete in a global economy, it is essential that Americans understand our own history and values as well as those of foreign cultures. The initiative seeks to tell the stories of the myriad cultures among us—from which we draw the strength and ingenuity that are the fabric of this nation and its history. The initiative also seeks to deepen our knowledge of cultures and people around the world.

For the past two years, we have showcased the *Bridging Cultures* theme in the work of the Endowment and in talks Chairman Leach has given across the country, including his 50-state “Civility Tour.” The initial focus of *Bridging Cultures*, launched with a set of pilot projects in 2010, has been two-fold: 1) an exploration of the role of civility in bridging differences and sustaining democracy in America and 2) an effort to bridge gaps in Americans’ understanding of international and cross-cultural perspectives, through the support of public conferences and new documentary films. These efforts have helped stimulate humanities groups to think creatively about pressing national concerns, ranging from civility in politics to care for returning veterans to “Re-Imagining the American Dream,” the title of the most recent national conference for state humanities councils. Through public events and presentations—including a Jefferson Lecture in the Humanities, NEH’s annual honor for intellectual distinction in the humanities—by

world-renowned China scholar Jonathan Spence, we have showcased the work of humanities scholars whose careful study of other nations and traditions contributes knowledge that is vital to a sound foundation for American foreign policy. In the area of education, we have also focused on diverse cultures, local and global, and we are developing model humanities programs for community colleges, where we intend to expand opportunities for students to study history and culture—subjects that will prepare them to compete in a global economy and provide perspective on our times.

NEH received \$1.5 million for *Bridging Cultures* in its FY 2011 appropriation and \$3.494 million for FY 2012. At the FY 2013 request level of \$9 million, the initiative would expand significantly to address high priorities across the Endowment in education, research, preservation, and public programs in the following areas of focus:

- National dissemination of model *Bridging Cultures* programs for the public, including community presentations of a *Bridging Cultures* film series and a “bookshelf” for libraries, to engage both live and on-line audiences in consideration of the themes of the initiative;
- Community college programs that feature the study of diverse cultures and histories in America and the world;
- Development of teacher support and online curriculum for the teaching of world history, cultures and languages in schools and community colleges;
- Strengthened support for humanities research on *Bridging Cultures* themes, including interdisciplinary research opportunities engaging scholars in collaborations supported by other research agencies such as NIH and NSF;
- Expansion of the National Digital Newspaper Project to include as a new priority the digitization of historic American newspapers from immigrant communities with newspapers printed in languages other than English, such as Spanish, Italian, German, and French;
- Documentary films that explore other countries and cultures;
- Endowment-wide emphasis on development of new digital technologies (such as “apps” for smartphones and tablet computers) to engage students, teachers and life-long learners in opportunities to learn about connections between cultures;
- Scholarly forums open to the public that synthesize cutting-edge humanities scholarship on new *Bridging Cultures* themes and lay the groundwork for ongoing public programs;
- Collaboration with state humanities councils in extending the reach of national *Bridging Cultures* programs and identifying the best new ideas for the work of the initiative in American communities; and
- International collaborations that facilitate research and scholarly exchange among U.S. scholars and their counterparts elsewhere in the world.

As we have undertaken new projects as part of this initiative, we have been particularly conscious of the need to be careful stewards of public funds. Several key efforts involve public-private partnerships with foundations. In addition, many of the pilot projects funded in FY 2010 were supported by multiple partners whose

contributions extended the reach of the initial NEH-funded proposal. As often occurs with Endowment funding, NEH's lead has been followed by others who help broaden the impact of the grants we make.

Bridging Cultures through Public Programs: Films, Books and Community Discussions

A principal goal of the *Bridging Cultures* initiative is to open up new opportunities for all Americans—in and out of school—to explore their own history and cultural heritage and to learn about connections to less familiar cultures in the US and around the globe. Using a combination of well-established approaches like book discussions and film screenings, along with enhanced websites and funding support for new documentaries on international topics, NEH is bringing forth a range of new public programs to highlight *Bridging Cultures* themes.

NEH has a long history of funding compelling documentary films that draw viewers into extended examinations of a wide range of topics in the humanities. The Endowment's recently established grant category, *Bridging Cultures* through Film: International Topics, supports documentary films that explore cultures outside of the United States. Our goal is to stimulate the development of the kinds of excellent documentaries that NEH is known for—innovative nonfiction storytelling deeply grounded in humanities scholarship, that present multiple points of view. The products of these grants include not only the films themselves but also a variety of educational materials, including web-based resources, which broaden the impact of these documentaries online and in classrooms. Recent awards under this new grant category are supporting projects that will introduce Americans to other cultures and that investigate a wide range of topics, from endangered languages worldwide to the role of American popular music in the collapse of the Iron Curtain.

In addition to support for the creation of new films, NEH plans to launch a national film screening project in which a selection of existing NEH-funded films (previously aired on television) will be selected and packaged together for broad distribution to libraries and communities across the United States. This *Bridging Cultures* film series will extend the educational impact of significant films by offering screening and discussion events for public audiences, providing educational materials to schools, and making excerpts from the films and ancillary materials available online. The theme for the first round of screenings will be *Bridging Cultures: Global Perspectives*; featured films will present stories across time and geography that highlight cross-cultural connections and reveal our shared humanity. A key goal of this program is to increase the impact of films already paid for by the NEH and to develop new audiences for humanities programming through opportunities to learn about diverse cultures at home and abroad.

NEH also continues to look to book discussion programs as an important opportunity for life-long learning in communities across the country. As a part of *Bridging Cultures*, NEH has developed a partnership with the Carnegie Corporation of New York, a major private foundation, which has contributed \$1.2 million to support a

new, multi-year *Bridging Cultures* Bookshelf project. Modeled on previous successful NEH bookshelf projects, this program will use Carnegie's funds to provide a set of books on a *Bridging Cultures* theme to 1,000 libraries nationwide. The books, which will be carefully vetted by experts, will be chosen to give Americans new opportunities to read about and discuss less familiar cultures, beginning with the diverse histories and cultures associated with Muslim populations in the United States and around the world. A companion website will offer further opportunities for readers to gain deeper understanding of the books and the cultural context. The distribution of these selected educational resources is expected to begin by late 2012. To enhance the value of the books distributed with Carnegie's private support, NEH is requesting funds in the FY 2013 budget to provide small grants to libraries for the creation of reading and discussion programs in communities that receive the bookshelf. We will be conducting a formal evaluation of this *Bridging Cultures* effort and its impact, and we will use the evaluation to help us develop future programs, which are likely to offer books on other foreign cultures that are unfamiliar to many Americans.

Bridging Cultures through Outreach to Community Colleges

As a part of a national focus on unlocking the potential of community colleges to train workers and create jobs, NEH has stepped forward with a new program called *Bridging Cultures at Community Colleges*. This new grant category is designed to engage leading humanities organizations in the creation of new and improved humanities courses in the nation's approximately 1,700 community colleges. Through an emphasis on diverse cultures and historical perspectives, enhanced courses in the humanities will offer students a deeper understanding of America's role in the world, build a foundation for students to position themselves in a global economy, and enable students to see themselves as valued contributors to the mosaic of American cultures.

This new program was initially offered on a small scale and with a tight deadline for application. Five leading organizations received grants for programs to begin in 2012, and our application review demonstrated a broader than expected interest in this new approach to engaging community college students in studies of the humanities. With an additional investment of federal funds, these programs can affect thousands more community college students and become more visible, inspiring other funders and educators to follow suit.

NEH's Office of Challenge Grants has also established a special program for community colleges, in which applicants can seek long-term funding to strengthen humanities teaching, with special encouragement for projects developing model courses in world history and cultures. Recent grants in this new program include support for endowment of an "intercultural center" at a rural college, where students, faculty and the surrounding community can participate in a wide range of cultural activities using the humanities to make connections among diverse American cultures as well as introducing global cultures to local audiences.

Bridging Cultures and Technology for Learning and Research

The Endowment's budget request for *Bridging Cultures* includes support for projects that help teachers and students expand their knowledge and understanding of our own complex culture, as well as that of other nations. Recent national surveys of teachers (MetLife Surveys of the American Teacher 2008, 2009) have found that while a high percentage (71 percent) believe it is important that students be prepared for competition and collaboration in a global economy, nearly two-thirds of survey respondents (64 percent) rated their students as fair or poor on their knowledge of other nations and cultures, and of international issues. At the same time, classrooms today reflect the growing diversity of the United States; in 2008, according to Department of Education statistics, 21 percent of school-age children speak a language other than English at home.

Within the highly successful website for teachers, EDSITEment, NEH plans to develop new *Bridging Cultures* lesson plans to help meet the needs of K-12 teachers who are asked to teach about cultures and geographies that may not have been covered in depth in their own educational preparation. Given the particular importance of foreign language proficiency for American security and competitiveness, we will also continue to emphasize opportunities to include exposure to foreign languages in EDSITEment's offerings. NEH's longstanding partner in this innovative program for K-12 teachers is the Verizon Foundation.

New technologies for learning at a distance—whether in school or out of school—are becoming ubiquitous, and present opportunities to engage people of all ages in discovering more about the multiple histories and cultures that have shaped our country and connect us to other places. NEH plans to look for opportunities to support innovative digital projects that reflect bridging cultures themes—for example, using “apps” for smartphones to provide self-guided tours of cultural landmarks or to engage students in learning on EDSITEment.

Another key resource that NEH has supported, in partnership with the Library of Congress, is the National Digital Newspaper Program, which is digitizing the rich resources of historic American newspapers from communities in all fifty states. Within the collections to be digitized are examples of newspapers in Spanish, French, Italian, and German, which document the heritage of these new immigrant communities and offer a window on the varied experiences of new arrivals to this country. The *Bridging Cultures* initiative would provide the extra resources needed to ensure that these ethnic newspapers can be digitized and included in the larger project in a timely fashion. We would also explore the educational possibilities associated with foreign language learning and if feasible, develop supporting materials for use of these newspapers through EDSITEment.

Consistent with the overall goal of bridging cultures by opening up knowledge through digital technology, NEH has given a modest grant and been integral in coordinating with the Library of Congress, the National Archives, the Smithsonian, and the Institute of Museum and Library Services in working with private universities and

foundations to plan for the prospective creation of a national digital library. Such a library would be a repository of written and cultural material from antiquity and embody museum as well as library contributions from every state and link with efforts underway in Europe of a similar variety. This past October a coalition of parties met to lay the groundwork for such a library which would be of unprecedented scope, free to all Americans. We believe such an historic undertaking would have vast implications for bridging cultures and could deserve further support in the near future.

Bridging Cultures in Humanities Research

NEH funding for humanities research is vital to sustain America's infrastructure of ideas and deepen our understanding of the historical and cultural forces that shape events around the globe. Through the *Bridging Cultures* initiative, NEH intends to offer additional support for research that expands knowledge of other cultures and analyzes the social and historical consequences of cultural differences as well as cultural connections, America's security and competitiveness ultimately depend on a continued commitment to careful study that prepares us for unforeseen shifts in world events and maintains strong university programs to educate the leaders and thinkers of the future.

As part of this effort to support research, NEH plans to encourage collaboration across disciplines in science and the social sciences, and to explore joint funding opportunities with the National Science Foundation (NSF), the National Institutes of Health (NIH), and other research-oriented agencies. We are currently in discussions with NIH about support for research that includes humanities scholars in investigations of the relationship between health and culture. Through our Digging into Data partnership with NSF, the Institute of Museum and Library Services (IMLS), and five international funders, we are supporting cutting-edge digital projects that draw upon multiple disciplines to explore, for example, how patterns of communication in newspapers during the 1918 influenza pandemic affected the spread of disease. Scientists and social scientists seek out these research collaborations because they recognize the value of humanities-based approaches to solving problems and exploring new questions. Exploration of new research questions about "bridging cultures"—the challenges and opportunities associated with the diversity of peoples, languages, religions, in the United States and overseas—would draw upon the strengths of the humanities as well as disciplines as diverse as neuroscience, economics or psychology.

Bridging Cultures Forums and Workshops

In the spring of 2011, NEH supported a series of eight *Bridging Cultures* forum and workshop programs designed to bring some of the best of recent humanities research and scholarship to the general public. These regional public forums were held at venues across the country, with each forum also being broadcast to the wider public by means of radio, television, or the Internet. Selected through an extremely competitive grant process, these programs brought together prominent scholars and public intellectuals in forums where they shared their latest scholarship. Half of these forums were focused on the role of civility in our democracy, and half were focused on the history and culture of

Muslim societies. Topics covered ranged from “cyber civility” to Islamic intellectual history to the cultural legacy of Timbuktu in the United States.

Because an important goal of these forums is to translate significant scholarly research into accessible public programs that reach beyond the immediate conference audiences, the Endowment awarded funds in its FY 2012 budget to support the dissemination of follow-up programs to reach multiple venues. Two projects were selected to expand regional and national opportunities for humanities-based discussions of the two initial themes: The American Bar Association will create a national series of on-line and community dialogues on civility and free expression, and a collaboration between NEH with two public programming organizations, City Lore and Poet’s House, will bring a travelling exhibition and speaker series to libraries where audiences will learn about the role of poetry in the Muslim world.

In FY 2013, we will shift focus to a new theme or themes with broad national interest such as “Becoming American” or “Connecting Local to Global: History of Trade, Migration, and the Movement of Ideas.” We would invite proposals for scholar-driven forums that will inform and engage public audiences using creative approaches based in the humanities. As we move forward, we expect to incorporate the results of evaluations collected from the initial pilot projects and to adjust the grant guidelines accordingly. The intense interest generated in the field by this program so far suggests that many humanities scholars and institutions are seeking this kind of opportunity to reach the public with new knowledge, including knowledge about parts of the world that are less familiar but have become subjects of keen interest to many Americans.

Bridging Cultures in American Communities

In its developmental stages our *Bridging Cultures* initiative was focused on a handful of projects of national significance. As we move more aggressively to expand the reach of this initiative, we are eager to enhance our partnership with NEH’s affiliated state humanities councils to ensure that it touches every corner of our nation. The NEH partnership with the state humanities councils is a model of American federalism in action. This collaborative effort dedicated to the study and appreciation of the humanities links the agency with all fifty-six state and jurisdictional humanities councils. Under current economic conditions, federal support is also vital to state humanities councils, which face the twin challenges of lean budgetary prospects and increased demand for programs that bring communities together in challenging times.

The state humanities councils have enthusiastically embraced the goals of *Bridging Cultures*. Indeed, with their strong networks of cultural and educational institutions, the councils are especially well positioned to ensure that the initiative has a broad reach. The councils, which advance the finest humanities outreach education in the world today, are particularly adept at bringing together citizens to discuss complex civic issues and fostering dialogue among diverse audiences. State and local projects and programs can also enhance mutual understanding and respect by comparing and contrasting diverse traditions within communities and regions. Such in-depth

explorations of vital civic issues serve purposes beyond creating more thoughtful and better-informed citizens. They also increase citizen engagement in public life and encourage citizens to work toward common goals in shaping the future of their community and nation. With a significant infusion of funds in FY 2013, NEH would be able to provide enhanced funding to state councils working to develop high quality projects and programs focused on these and other themes related to *Bridging Cultures*.

International Collaborations

The FY 2013 budget request for *Bridging Cultures* would also enable NEH to maintain a portfolio of international collaborations that facilitate humanities research and beneficial exchange of ideas with scholars around the world. For example, we are supporting an ongoing series of academic conferences, co-sponsored by the People's Republic of China, that bring together Chinese and American scholars to discuss common interests in the humanities. We have also recently renewed a bilateral agreement with the Italian National Research Council, the largest public research institution in the Republic of Italy. This agreement, which began in 2007, has been well received by humanities researchers in both countries and will result in further scholarly exchanges in the coming fiscal year to examine contemporary developments in the fields of cultural identity, cultural heritage and cultural preservation of significance to both nations. We plan a grant competition to support a collaborative project that will bring together American scholars with scholars from Mexico's largest university, Universidad Nacional Autonoma de Mexico (UNAM). This reciprocates a previous conference sponsored by UNAM and furthers academic exchange with our neighbor to the south.

As the Endowment cultivates relationships in these international contexts, a primary goal is the creation of new joint funding programs that build bridges between humanities communities in the United States and those abroad while expanding the resources available to U.S. scholars involved in mutually beneficial collaborations with their counterparts in other countries. This past spring we co-sponsored a workshop with NEH's British counterpart, the Arts and Humanities Research Council (AHRC), in which scholars discussed the place of communities in pluralistic societies—an exchange that highlighted commonalities between *Bridging Cultures* and a British initiative on “Connected Communities.” Based on the results of this workshop, NEH and AHRC are continuing to discuss opportunities for joint support of collaborative projects. Similar joint funding efforts involving the United Kingdom and Germany have been developed through the leadership of the NEH Office of Digital Humanities. In the digital humanities arena, we are also exploring the possibility expanding the Endowment's successful Digging into Data program, through which the U.S., Canada, the Netherlands, and the United Kingdom have invested in collaborative digital humanities research, to include funders from the Asia Pacific region.

EDUCATION PROGRAMS

FY 2013 Request: \$13,550,000

Programs/Grant Categories:

- Summer Seminars and Institutes for School Teachers
- Summer Seminars and Institutes for College and University Teachers
- Landmarks of American History and Culture Workshops
- *Bridging Cultures* at Community Colleges (new grant opportunity)
- Humanities Initiatives for Faculty at Historically Black Colleges and Universities, Institutions of High Hispanic Enrollment, and Tribal Colleges and Universities
- Enduring Questions Course Grants

Through its Division of Education Programs, NEH supports teacher and faculty professional development, model humanities courses, and classroom resources that are based on rigorous humanities scholarship. These programs address one of the Endowment's key strategic objectives: to strengthen teaching of the humanities at all grade levels, from elementary through graduate training, in the nation's schools, two- and four-year colleges, and universities. Endowment-funded projects help educators become more knowledgeable in their subject areas and therefore more effective teachers. NEH's education programs focus on deep subject-matter training for teachers, mainly through projects involving collaboration with noted scholars. The ultimate beneficiaries of such projects are the hundreds of thousands of American students—in rural, suburban, and inner-city classrooms, as well as in colleges and universities—who annually are taught by reinvigorated and intellectually engaged humanities instructors.

While the federal government provides support to education in many forms, NEH's programs uniquely address the importance of substantive knowledge of humanities subject matter and the need for humanities faculty to be well versed in the subjects they teach. Over the years, the Endowment has helped foster far-reaching improvements in American education, such as the creation of web-based humanities teaching and learning tools and the revival of interest in core curricula and foreign languages. NEH supports content-based improvements in the teaching of English and other languages, history, literature, philosophy, religion, and other humanities subjects. NEH projects ultimately help students engage deeply with the core disciplines and knowledge that are crucial for an educated citizenry as envisioned by the nation's Founders and no less essential in the twenty-first century.

In FY 2011, the Endowment's Education Programs received 770 applications and made 108 grants, including applications and grants under the Teaching Development Fellowships program and the Picturing America School Collaboration Projects category, both of which have now been discontinued. In FY 2012, approximately 530 applications and 94 awards are anticipated, including 5 grants in a new grant category, *Bridging Cultures* at Community Colleges. This new opportunity replaces NEH's Landmarks of

American History and Culture Workshops at Community Colleges program, which made its last awards in FY 2011. At the Endowment's FY 2013 request level, approximately 540 applications and 101 awards are anticipated.

NEH Seminars and Institutes

NEH Summer Seminars and Institutes have long been one of the nation's premier forms of professional development in the humanities for college and university teachers and elementary and secondary school teachers. NEH offers college and school teachers opportunities to pursue serious, substantive intellectual inquiry in fields such as history, foreign languages, literature, philosophy, and political science. Working with distinguished scholars, participants deepen their knowledge of the subjects they teach and explore effective ways of bringing this understanding to their students. Increasingly, both seminars and institutes have been relying on digitized materials in addition to traditional printed books and articles.

NEH Summer Seminars enable sixteen participants to study for two to five weeks under the guidance of a senior scholar. The principal goal is to engage teachers in the scholarly research and discussion, equip them with deep understanding of their subject areas, and improve their teaching. In NEH Summer Institutes, participants engage in an intensive program of study with teams of humanities scholars who present a range of perspectives on a given topic. Well-suited to larger groups (as many as thirty-five in school-teacher projects or twenty-five in college-teacher projects), institutes also last from two to five weeks and are a particularly effective forum for foreign language immersion, which the Endowment specifically encourages. In past years, these programs could last for up to six weeks. The reduction in duration by one week—a cost saving measure to be sure—will make attendance possible for a large constituency of teachers who cannot to attend longer-term institutes.

In 2010, NEH revised the eligibility criteria for the Summer Seminars and Institutes program to include humanities graduate students. In higher education programs, two spaces in Summer Seminars and three spaces in Summer Institutes are now reserved for graduate students, and in school teacher programs, the same numbers are made available for graduate students who intend to pursue K-12 teaching careers. This policy change, a response to suggestions from the humanities community, has been well received by project directors and graduate students and will be continued in FY 2012 and FY 2013.

NEH annually supports Summer Seminars and Institutes on a wide range of topics in the humanities. During the summer of 2011, for example, San Jose State University conducted a three-week institute for twenty-five school teachers on the works of John Steinbeck, including *Of Mice and Men*, *The Grapes of Wrath*, *East of Eden*, and *Cannery Row*, and considered how Steinbeck speaks “of, to, and for America and Americans.” The University of Colorado conducted a three-week seminar on the religion of Daoism, which was founded in the second century CE, and its impact on Chinese civilization and society. Working with primary sources from all periods of Daoist history and from a

variety of genres, sixteen college and university faculty with a knowledge of literary Chinese received advanced language instruction while enhancing their understanding of a key element of Chinese culture. The Library Company of Philadelphia hosted a four-week seminar for sixteen college and university faculty focused on governance under the U.S. Constitution during the first two generations after Independence. Participants approached the nation's founding as a grand experiment in republican self-government, something new and untried, and considered Alexis de Tocqueville's 1835 classic *Democracy in America*, among other readings. Chicago's Newberry Library was the setting for a four-week school teacher seminar on "the interplay between art and maps as cultural and historical documents in the Americas from the time of European contact to the present." The sixteen participants examined how maps shaped European perceptions of the Americas and indigenous responses—how new genres of commercial and scientific mapping and fine and commercial art shaped emerging American national identities in the late nineteenth and twentieth centuries—and how mass distribution of maps affected twentieth-century American art and culture.

In the summer of 2012, pre-collegiate literature teachers may apply to attend NEH-supported seminars or institutes on Shakespeare's *The Comedy of Errors*, *The Merchant of Venice*, *Othello*, and *Pericles*; Chaucer's *Canterbury Tales*; classic fairy tales and works of fantasy, such as *Alice in Wonderland*, *Peter Pan*, *A Thousand and One Nights*, and *The Golden Compass*, and the impact of such works on the development of imagination and moral sense in children; and four classic novels of Native America: D'Arcy McNickle's *The Surrounded*, N. Scott Momaday's *House Made of Dawn*, James Welch's *Winter in the Blood*, and Leslie Marmon Silko's *Ceremony*. High school history teachers will be able to choose from such topics as the abolitionist movement, archaeology in the Upper Mississippi River Valley, the Great Migration, the Industrial Revolution in Great Britain, and the War of 1812. College-level faculty will be able to study, among other topics, pivotal developments and critical issues in Asian-American art history; the American maritime experience over the past four centuries; the visual record and culture of the American Civil War; the life and works of Leonardo da Vinci and the relationship between art and science in the Renaissance; recent debates in France concerning Vichy and the Holocaust; the novels of Jane Austen alongside the works of writers of her own time; systems of communication in the Roman empire; and the meanings of liberty, equality, and justice, and the ways they apply within and between nations.

For the next Summer Seminars and Institutes grant competition, NEH guidelines provide special encouragement for proposals in three areas: *Bridging Cultures*, advanced foreign language education, and community college faculty development.

In 2010, the Endowment inaugurated a special competition for supplemental support of up to \$10,000 for seminar and institute project directors to extend the reach, duration, and impact of their summer programs through digital means. Twelve projects received support to develop and maintain their websites for at least five years. Building on the success of this pilot effort, the Endowment conducted a similar competition for 2011 summer projects, and thirteen received support. For example, one project

supplement, awarded to Michael Gerli of the University of Virginia for his summer seminar, “Medieval and Early Modern Islamic Iberia,” will broaden the scope, reach, and effectiveness of its website by adding bibliographies, virtual reality components, clickable maps, timelines, images, lessons, video lectures, interviews, podcasts, and a blog for ongoing commentary and discussion. The central component will be a virtual reality reconstruction of the Great Mosque of Córdoba, Spain, which will incorporate links to director- and participant-created classroom materials. In FY 2012 and FY 2013, the Endowment will repeat this special competition for its summer programs, and we anticipate making at least fifteen awards.

Landmarks of American History and Culture Workshops

The Landmarks of American History and Culture program supports summer workshops that train K-12 educators to employ historical and cultural sites in teaching central themes and issues in American history, increasing knowledge and appreciation of these sites, and encouraging staff at the sites to improve their professional development programs. Landmarks workshops are held at or near presidential residences and libraries, colonial-era settlements, major battlefields, and sites associated with notable writers, architects, and artists. Projects accommodate a minimum of forty teachers at one-week sessions, which are offered twice during the summer. They are academically rigorous, involve leading scholars, and help participants develop new teaching resources.

In the summer of 2012, school teachers will be able to choose from such workshops as “Abraham Lincoln and the Forging of Modern America”; “Huck, Jim, and Jim Crow”; “Inventing America: Lowell and the Industrial Revolution”; “The Problem of the Color Line: Atlanta Landmarks and Civil Rights History”; “At the Crossroads of Revolution: Lexington and Concord in 1775”; “Crafting Freedom: Black Artisans, Entrepreneurs, and Abolitionists of the Antebellum Upper South”; “The War of 1812 in the Great Lakes and Western Territories”; “Empires of the Wind: Exploration of the United States Pacific West Coast”; and “The American Skyscraper: Transforming Chicago and the Nation.”

Beginning in FY 2005, NEH also provided support for Landmarks of American History and Culture for community college teachers to deepen their knowledge of the nation’s history and culture. The agency’s early competitions in this program yielded a relatively small number of projects on a few topics. In the course of monitoring and evaluating the projects, staff learned that community college faculty participants would have liked more choice among the topics and sites to be explored. The Endowment responded by providing support for additional projects (increasing the number from six to ten per summer) on a wider range of topics in American history and culture. Despite the expansion of topics and sites, many projects struggled to attract sufficient numbers of participant applications, and it was difficult to fill all the available spaces each summer. Upon further monitoring of the projects, including conducting interviews with project participants, NEH staff came to the conclusion that the one-week intensive format (with limited opportunities for individual research at the sites) and the summer timing of these Landmarks workshops were not particularly well-suited to the year-round, intensive

teaching calendar of many community college faculty. Participants urged NEH to support instead more localized efforts on two-year campuses in order to broaden the reach of its efforts for these faculty. As a result, the Endowment has discontinued its program of Landmarks of American History and Culture workshops for community colleges and will focus its resources instead on a new, more far-reaching kind of professional development program that is especially designed for faculty members at these institutions.

Bridging Cultures at Community Colleges Program

NEH's new *Bridging Cultures at Community Colleges* program was created to encourage and support large scale, multi-year projects to strengthen the quality of teaching and learning in the humanities at community colleges. Two-year institutions currently claim over half the students enrolled in post-secondary education, and for many of these students, the only exposure to serious humanities study takes place in survey, introductory, or general education courses. In FY 2011, NEH announced a special competition for pilot projects for this new grant opportunity. The five successful applicants represent a range of institutions and national organizations committed to addressing professional development needs of community college teachers. The funded projects address a variety of disciplines and provide faculty with opportunities to work closely and over time with top scholars, to conduct individual scholarly research that could be presented in the classroom and for publication, and also to work with community college colleagues—at their home institutions or from other campuses—on curricular issues of common concern.

One grantee, for example, the American Historical Association (AHA), proposed to address the need to expand the scope of the ubiquitous United States history survey course by bringing together pairs of faculty from twelve community colleges to explore American political, economic, and cultural developments in the Atlantic World from 1450 to 1850 and in the Pacific Rim from 1600 to 1850. The AHA plans to convene week-long programs at the Huntington Library in California and the Library of Congress in Washington that will give participating faculty opportunities to collaborate with humanities scholars and delve into the collections on their own. The AHA will create a special section on its website to house sample syllabi, as well as podcasts of presentations and discussions of scholarship on the Pacific and Atlantic basins that can be integrated into community college classrooms.

In another project, the Community College Humanities Association will be engaging eighteen competitively selected community college teams in the work of improving introductory courses in a range of core disciplines. In preparation for the first national conference, the participants would explore notions of “building community” and “cultural understanding” by reading core texts by philosopher Charles Taylor (*Modern Social Imaginaries*), writer Azar Nafisi (*Reading Lolita in Tehran*), and American historian Thomas Bender (*A Nation Among Nations: America's Place in World History*). Five experienced community college teachers will serve as mentors to the various teams

throughout the two years of the project, working with them to translate the results of their collaborative study with humanities scholars into workable courses for their students.

The overwhelmingly positive response to NEH's initial request for proposals suggests that this effort addresses a clear need in the community college community. The Endowment recognizes that community colleges could further be served by additional academic resources and is confident that there is significant interest in developing such programs. Therefore, the NEH will continue this grant opportunity in FY 2013. We anticipate that up to three additional projects, each capped at \$360,000, would be supported.

The Endowment also anticipates that these national projects would stimulate curricular or professional development undertakings on individual community college campuses around the country. A small grant from the NEH would enable such plans to take shape and thrive. We therefore plan to develop a special grant category that would allow community colleges to create such campus-wide or regional professional or curricular development opportunities. Projects would be capped at \$75,000 each and would assist faculty at these important community institutions in strengthening humanities teaching and learning.

Humanities Initiatives at Historically Black, Institutions of High Hispanic Enrollment, and Tribal Colleges and Universities

In 2003, in response to special Presidential Executive Orders to all federal agencies, NEH established a program, Humanities Initiatives, to extend the reach of its grant opportunities to three types of institutions: Historically Black Colleges and Universities, institutions with high Hispanic enrollment, and Tribal Colleges and Universities. Humanities Initiatives awards may be used to enhance the humanities content of existing programs; to develop new humanities programs, such as foreign language programs, new humanities minors, first-year seminars, or summer bridge programs for high school students; or to lay the foundation for more extensive endeavors in the future. Each project is organized around a core topic or set of themes. Originally capped at \$100,000 each, NEH has lowered the maximum award amount to \$75,000 for FY 2012 and FY 2013. This action will allow the agency to make additional awards to deserving institutions.

Humanities Initiatives grants also may create opportunities for faculty members to improve their capacity to teach the humanities through joint study, support collaboration among faculty to devise ways to strengthen humanities programs, and fund visiting scholars to help improve or redefine an institution's humanities programs. Also supported are projects to train staff and faculty members in the use of humanities materials and technologies; build ties among faculty at several institutions; or help faculty develop new humanities programs or take advantage of underused humanities resources, particularly as they pertain to the professions, such as medicine, law, business or economics.

For example, Albany State University in Georgia plans to strengthen the college preparation of area high school students by conducting a humanities summer bridge program. For each of two summers, twenty-five under-achieving tenth and eleventh graders will study the Civil Rights Movement, focusing on the catalytic Albany Movement (1961-1963), “a collective protest against Jim Crow laws that laid the foundation for subsequent demonstrations in the South and throughout the nation.” In addition to improving the participants’ critical reading, writing, and communications skills, the project will lead students in an examination of the history, art, and music of the era and involve them in collecting oral histories of surviving participants in the Albany Movement. They will read works by Frederick Douglass, James Weldon Johnson, Ernest J. Gaines, Maya Angelou, Robert Frost, and Amy Tan, as well as study Billie Holiday’s rendition of “Strange Fruit,” an anti-lynching blues piece. They will also travel to Montgomery and Selma, Alabama, and Atlanta, Georgia, to visit other sites related to the Civil Rights Movement in addition to those visited in Albany.

California’s Central Valley is currently home to a diverse population of people from across the nation, as well as Latin America, Eastern Europe, Southeast Asia, and other areas. These groups of people embrace a variety of religious beliefs and practices. With “Ethics, Religion, and Civil Discourse in Central California,” California State University, Fresno will conduct a conference, hold curriculum development workshops, design a new college course, and assemble an edited conference volume. The project will bring together humanities scholars in religious studies, philosophy, and other disciplines with K-12 educators and religious leaders to engage in civil dialogue about religion and the religious diversity in this California region.

Leech Lake Tribal College in Minnesota is using its grant award to create a digital repository of digital images of Ojibwe materials held by cultural institutions. Exceptional holdings of Ojibwe materials from four partner cultural institutions (Newberry Library, Penn Museum, American Philosophical Society, and Minnesota Historical Society) will be digitized, and four partner tribal and community colleges (Leech Lake Tribal College, White Earth Tribal and Community College, Fond du Lac Tribal and Community College, and Itasca Community College) will develop digital exhibits and curricular resources using these materials. Through this process of “digital repatriation,” the materials are brought back to the indigenous community where they originated.

Enduring Questions Course Grants

The Endowment established the Enduring Questions Course Grants program in FY 2009 to provide opportunities for faculty at higher education institutions to design a new course for undergraduate teaching and learning that promotes engagement with fundamental issues in the humanities. The program encourages faculty and students at the undergraduate level to join together in deep, sustained programs of study and encounter influential thinkers over the centuries and into the present day.

Enduring Questions are questions that have more than one plausible answer. They have long held interest for young people, and they allow for a special, intense

dialogue across generations. Some of these questions are: What is the good life? What is justice? What is freedom? What is happiness? What is friendship? What is dignity? Is there a human nature, and, if so, what is it? Is there such a thing as right and wrong, good and evil? What is good government?

Two recent examples demonstrate the promise of the program for generating creative and rigorous responses to the Enduring Questions challenge. At Cleveland State University, project director Sonya Charles is developing a course that immerses students in an examination of the ways humans have envisioned societies. The course will begin with Plato's *Republic* and John Stuart Mill's *On Liberty*. After this grounding in two very different philosophical treatments of the question—"What would an ideal society look like?"—students will examine how it has been answered in fiction, reading and discussing Thomas More's *Utopia*, Edward Bellamy's *Looking Backward*, Ernest Callenbach's *Ecotopia*, and Marge Piercy's *Women on the Edge of Time*. These utopian visions will then be contrasted with the dystopian societies in Aldous Huxley's *Brave New World*, Kurt Vonnegut's short story "Harrison Bergeron," and Octavia Butler's *Parable of the Sower*. Throughout, students will consider both the way the works illuminate enduring themes and the historical and political contexts in which these texts were written. The class will also examine nineteenth-century attempts to create an ideal society, including antebellum African-American towns and the Oneida community in New York state, and students will visit the nearby Shaker Historical Museum.

At Georgetown University, Samantha Pinto, assistant professor of English, and Lahra Smith, assistant professor of African studies, are developing an undergraduate course examining the question "What is equality?" focusing on Europe, the United States, and Africa. They assert that by juxtaposing very different and, for some students, unfamiliar cultures, they can help students come to "a global understanding of the term." The course will begin with a historical examination of equality, and students will then go on to consider equality in the context of colonialism, slavery, nationalism, feminism, and human rights. Readings will include Plato's *Republic*, Sophocles' *Antigone*, Jean-Jacques Rousseau's *Discourse on the Origin and Foundations of Inequality Among Men*, and Thomas Jefferson's *Notes on the State of Virginia*, as well as theoretical works and fiction by African authors such as Ama Ata Aidoo (*Anowa* and *The Dilemma of a Ghost*), Mariama Ba (*So Long a Letter*), J. M. Coetzee (*Disgrace*), Buchi Emecheta (*The Joys of Motherhood*), Wole Soyinka (*Madmen and Specialists*), and Zoe Wicomb (*You Can't Get Lost in Capetown*). The instructors also plan to use video conferencing technology to connect with a class at the University of Dar es Salaam in Tanzania.

FEDERAL/STATE PARTNERSHIP

FY 2013 Request: \$40,350,000

The NEH Federal/State Partnership is a model of American federalism in action. This collaborative effort dedicated to the study and enjoyment of the humanities links a national federal agency with fifty-six state and jurisdictional humanities councils. The councils were established to fulfill the requirement in NEH's enabling legislation—the National Foundation on the Arts and the Humanities Act of 1965, as amended—that the Endowment support humanities programs “in each of the several states.”

The Federal/State Partnership helps the Endowment realize its two primary strategic goals: (1) to advance knowledge and understanding of the humanities, and (2) to increase public awareness of, access to, and support for the humanities in the United States. The Partnership makes humanities education and lifelong learning readily available at the local level, tailored to local interests and needs and drawing upon local resources, traditions, and heritage.

State humanities councils are nonprofit 501(c)(3) organizations governed by volunteer boards of directors. They operate in each of the fifty states as well as in the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam, the Commonwealth of the Northern Mariana Islands, and American Samoa. The fifty-six councils employ more than 500 staff members and engage 1,200 volunteer board members. Each council receives funds annually from NEH according to a statutory formula. In accordance with the federal mandate, every NEH dollar a council receives is matched by local contributions of cash, goods, or services. The Endowment protects the federal investment by ensuring that state councils are strong organizations capable of delivering high quality humanities programming. It does so by collaborating with them on a regularly updated, self-assessment and evaluation process and by maintaining a high level of accountability.

State humanities councils have two major ways to support the humanities in their jurisdictions: They grant a portion of their funds on a competitive basis to locally initiated programs, and they develop and carry out their own programs. In their grant-making role, they act as foundations from which eligible organizations and individuals seek funding; in their program-generating role, they are nonprofit service providers drawing on their own resources and looking to the public to support the benefits they offer. Schools, libraries, historical societies, museums, literacy programs, filmmakers, teachers, researchers, writers, and storytellers are among the organizations and people with which the state humanities councils work. Councils also successfully collaborate with non-traditional partners as well, bringing the humanities to bear on a wide range of community activities, especially in the areas of public policy and social service. In all of their activities, state councils strengthen the bonds of community by bringing citizens together in neutral surroundings to discuss issues of importance in the humanities.

The councils support thousands of humanities projects and programs every year that reach millions of Americans in rural areas, urban neighborhoods, and suburban communities. With funds provided through the NEH Federal/State Partnership, the councils provide support for reading and discussion programs for children, families, and the newly literate that take place in libraries and other civic places; state and local book festivals, as well as the participation of a number of councils in the annual National Book Festival sponsored by the Library of Congress's Center for the Book; educational institutes and seminars for elementary and secondary schoolteachers; scholarship on state and local history and culture, such as comprehensive online state encyclopedias; exhibitions at museums, libraries, and historical sites; and radio, television, and film projects on humanities themes. They carry out an increasing amount of programming and communications electronically using social networking, podcasting, and RSS feeds in addition to websites and electronic newsletters. A number of councils post videos on the YouTube website.

With their strong networks of cultural and educational institutions, state humanities councils are especially well-positioned to ensure that NEH's *Bridging Cultures* initiative has a broad reach. The California Council for the Humanities, the Illinois Humanities Council, the Virginia Foundation for the Humanities, and Humanities Washington have been directly involved in major NEH *Bridging Cultures* grants. For many councils, bridging cultures is a daily activity because they address the diverse cultures in their states through programming directed to such groups as native peoples and immigrant populations, both historic and contemporary. The Hawai'i Council for the Humanities (HCH), for example, is collaborating with a variety of public humanities groups to facilitate and conduct programs around the general theme of Ha'i Mo'olelo ("to tell our stories") in order to highlight and focus on the ways the citizens of Hawai'i bridge cultures. This initiative explores the ways the humanities highlight traditions of civil discourse and cultural, social, and historical empathy so as to enhance mutual understanding and respect by comparing and contrasting these traditions. HCH's partners in this effort include the Hawai'i Book and Music Festival, Hawai'i Public Radio, Hawai'i International Film Festival, and council-guided humanities conferences, literary festivals, and events. Outreach includes public programs, teacher professional development and curriculum materials, and extensive media activity.

State humanities councils across the country also make it possible for citizens to come together to address such issues as the economy, health care, demographics, energy, and education, through discussions informed by history and literature. Such in-depth explorations of critical and potentially divisive issues serve purposes beyond creating more thoughtful and better-informed citizens. They also increase citizen engagement in public life and bring citizens together to work toward common goals in shaping the future of their community and nation. State humanities councils were actively engaged in NEH Chairman Jim Leach's Civility Tour as he travelled throughout the country, either as organizers of events or as facilitators and partners with sponsoring organizations.

Inspired by the 2012 Super Bowl taking place in Indianapolis, Indiana Humanities has launched a new multi-year initiative, "Spirit of Competition," which will examine

five core elements of competition: civility, rivalry, innovation, passion and failure. Community issues on Maryland's Eastern Shore are the focus of the Maryland Humanities Council's 2012 "Practicing Democracy" community conversations. "Project Civil Discourse" is a partnership of the Arizona Humanities Council and civic and community organizations around the state to provide opportunities for the public to participate in trainings, forums, and special events that share, model and provide insight on collaborative problem-solving skills. The 2012 annual symposium of the Massachusetts council, Mass Humanities, is on "Civility and American Democracy." A nationwide audience can participate by means of a live stream and downloads of the entire event.

The Maine Humanities Council developed "Literature & Medicine: Humanities at the Heart of Healthcare" in 1997. Since then, this reading and discussion program for health care professionals has been adopted by state humanities councils in twenty-five other states as well as in Argentina. Fourteen state councils work with the Department of Veterans Affairs and have Literature & Medicine programs in veterans' hospitals, including the councils in Arizona, California, Illinois, Maine, Maryland, Massachusetts, Missouri, Nevada, New Jersey, New York, North Carolina, South Carolina, South Dakota, and Vermont. The Maine Humanities Council has published an anthology for use in veterans' hospitals, *Echoes of War: A Literature & Medicine Anthology*. In November 2010, the Council also hosted a national conference in Washington, D.C. entitled "After Shock: Humanities Perspectives on Trauma" that explored ways in which the humanities can support the personal and professional development of health care professionals who work with war veterans and others who have experienced trauma. In November 2011, councils that support Literature & Medicine participated in a White House program highlighting the ways the humanities can assist and strengthen veterans and their caregivers.

Thirty-six states and the District of Columbia are participating in "Making Sense of the Civil War," sponsored by NEH and the American Library Association. Most of the host institutions for this multi-year program are state humanities councils. The Vermont Humanities Council is commemorating the sesquicentennial of the Civil War with an electronic "Civil War Book of Days," which goes out once a week as a review of the events that took place that week 150 years ago. The Virginia Foundation for the Humanities uses electronic media to initiate discussions through their "Backstory with the American History Guys" radio call-in show, which features three prominent historians providing perspective on "events happening around us every day." This program continues to increase its reach and is now broadcast by 114 public radio stations in 38 states and the District of Columbia.

Because the written word is the currency of ideas, most state humanities councils promote reading and literacy. Thirty-nine councils currently support literacy programming and all sponsor discussion programs, most of which are based on the common reading of texts. Many councils support such family literacy programs as "Motherread," a nationally acclaimed non-profit organization that combines the teaching of literacy skills with child development and family empowerment. "Prime Time Family Reading Time," developed by the Louisiana Endowment for the Humanities, provides

reading, discussion, and storytelling programs for young children and their parents and is used by state humanities councils around the country. The New York Council for the Humanities supports “Together—Book Talk for Kids and Parents” and a Spanish-language program in libraries. Both programs provide a forum for parents and their children ages 9-11 to talk about books and ideas, with the young people frequently initiating the discussions.

Councils support programs designed specifically to target audiences of older Americans. “Humanities to Go” is the New Hampshire Humanities Council’s speakers bureau offering 180 humanities programs to non-profit and ad hoc community organizations throughout the state. The program has been referred to as a lifeline for cash-strapped local organizations, including senior centers that could not afford to pay for this kind of quality humanities programs on their own. In 2011, “Humanities to Go” was the winner of the Business and Industry Associations New Hampshire Advantage Award. The Louisiana Endowment for the Humanities’ RELIC (Readings in Literature & Culture) program targets seniors with programs, such as “I’ll Be Seeing You . . . America and World War II,” that draw seniors in uncharacteristically large numbers. Veterans of the war sometimes provide ancillary presentations about their own experiences. Utah Humanities awarded an oral history grant to support teams of students to interview older adults about their literacy acquisition in the 1920’s to 1940’s, and Colorado Humanities supports “Native Traditions: Crossing Generations,” a lecture series featuring Native American Elders teaching their history and sharing stories and traditions to encourage discussions about race and diversity.

Councils take an active role in providing K-12 teachers with professional development opportunities and humanities curriculum support. The Minnesota Humanities Center, for example, offers teacher institutes that range from short half-day programs to week-long institutes led by regional and national humanities scholars. The governor of Minnesota held the first summit on American Indian education at the Minnesota Humanities Center in January, 2012. K-12 teacher development is a key element in the mission of the Florida Humanities Council, which hosts summer workshops, full-day workshops available to all school districts in the state, customized programming for districts that have received Teaching American History funding, and a teacher resource center on its website. The 2012 Idaho Humanities Council summer seminar for teachers will explore “Visionary Landscapes: Willa Cather and the Search for Place in the West.” “Chautauqua in the Schools,” a program of the Kentucky Humanities Council, is designed specifically to help elementary, middle, and high school teachers meet the state program review standards.

PRESERVATION AND ACCESS

FY 2013 Request: \$15,700,000

Programs/Grant Categories:

- Humanities Collections and Reference Resources
- Documenting Endangered Languages
- National Digital Newspaper Program
- Preservation and Access Education and Training
- Preservation Assistance Grants for Smaller Institutions
- Sustaining Cultural Heritage Collections
- Preservation and Access Research and Development

Through its Division of Preservation and Access, NEH provides leadership and support in the national effort to preserve and create access to cultural heritage resources that constitute the foundation for research, education, and public programming in the humanities. A substantial portion of the nation's cultural heritage and intellectual legacy is held in libraries, archives, and museums. These repositories, large and small, are responsible for preserving and making available collections of books, serials, manuscripts, sound recordings, still and moving images, material culture, works of art, and rapidly expanding digital collections. The challenge is great: to preserve diverse formats of materials that are threatened by factors inherent to their physical structures or by the environments in which they are housed; to train library and museum professionals in the latest, best practices; and to deliver these collections, and the cultural resources created from them, to the widest possible audience for scholarship and intellectual enjoyment.

Good stewardship of cultural resources requires equal attention to preservation and access. All of the division's programs focus on ensuring the long-term and wide availability of primary resources in the humanities. In this sense, research, education, and appreciation of the humanities depend on the foundational work of preserving cultural heritage materials and making them available to scholars, teachers, students, and the general public.

The Endowment's Preservation and Access division received 781 applications and made 237 grants in FY 2011. In FY 2012, an estimated 685 applications and 145 grants are anticipated. At the FY 2013 request level, we anticipate receiving more than 750 applications and making 175 awards.

Assessing Preservation and Access Grant Outcomes and Impact

Through a recent survey of grantees and external analysis of project outcomes in the division's major grant program, the Endowment confirmed that the successful completion of a Humanities Collections and Reference Resources grant turns out to be only the beginning of a series of long-lasting improvements and impacts on the grantee

institution and its staff. The most striking result of the evaluation was the capacity-building effect of Preservation and Access awards. The Newberry Library in Chicago wrote, "With NEH grants, we have been able to set up the infrastructure to manage manuscript and archival collections." The Library Company of Philadelphia, one of the nation's most distinguished independent research libraries, said that its two NEH grants "effectively brought us into the digital age." Nine out of ten project directors reported that their grants had given staff the skills and necessary experience to conduct other challenging preservation and access projects. And two-thirds of those surveyed stated that the grants had led their own institutions either to dedicate more internal resources to preservation and access activities or to leverage external funding for this purpose. Many grantees affirm that the "NEH seal of approval" attracted private funds and donations of significant collections and also raised the profile of their institutions.

Job creation or retention were notable outcomes of these grants: More than one-third of the project directors reported that their projects led their institutions to hire or retain staff on a permanent basis. For instance, the director of the Dictionary of American Regional English at the University of Wisconsin wrote that "NEH grants were instrumental in our retaining well-trained people and in our raising private funds for matching grants." Even the smaller institutions have seen these significant results. The Bessemer Historical Society in Pueblo, Colorado, reported that its two NEH grants to process archival collections had "allowed three archivists to remain employed" and led to their being given "an improved research center" for the project. The success of the project caused the advisory board of the historical society to establish a small endowment to support salaries and supplies and has spurred the project director to develop a business plan for marketing archives-related products. Creating new jobs and attracting new streams of revenue to make cultural heritage institutions more self-sustaining have been important outcomes of Humanities Collections and Reference Resources grants.

Evaluating the Economic Impact of Preservation and Access Grants

In order to gain a better understanding of the amount and effect of NEH grant funds in supporting the creation of new employment and purchase of American-made goods, Endowment staff evaluated the 150 awards made over three fiscal years in three grant programs: Humanities Collections and Reference Resources, Preservation and Access Research and Development, and Sustaining Cultural Heritage Collections. These 150 awards created 373 two- to three-year jobs, some of which were made permanent by the grantee institutions, and employed 424 consultants. Salaries and benefits for these new jobs and the fees for consultants amounted to \$22.2 million. Sample job titles include Archivist, Art Handler, Cataloger, Conservator, Library Technical Assistant, and Website developer. Additional temporary employment was created through the \$7.8 million spent on architectural, engineering, construction, and technical services. The amount of NEH funds spent to buy American-made goods, such as specialized storage furniture for collections, digital imaging equipment, and environmental control and fire or security systems, was approximately \$14.6 million. The employment created, especially those jobs that grantee institutions made permanent, and the substantial amount

of American-made equipment purchased represent a positive impact on the economy and long-lasting improvements to the infrastructure of cultural heritage institutions.

Achieving a High-Priority Goal in Long-Range Planning

In 2009, the Endowment conducted a rigorous four-month process of long-range planning to set preservation and access priorities for the coming years. Recognizing that a major part of the primary sources for the history of the twentieth century exist only on deteriorating audiovisual formats, NEH made preservation and access to these historical materials one of its most important objectives. The Endowment gave special encouragement to recorded sound and moving image projects in our largest grant program, Humanities Collections and Reference Resources, and offered a larger maximum award for them in Preservation and Access Research and Development. Those efforts have succeeded, and in the last calendar year alone, NEH has made eleven major awards for high-profile projects to preserve significant collections of recorded sound and moving image materials and to develop new methodologies for preserving and providing access to these media. These awards have helped to save historic radio broadcasts, film, videotape, and music and spoken word recordings, and have also provided training for the next generation of audiovisual professionals.

Leveraging Federal Funds

NEH has a long history of having been the earliest supporter of seminal preservation and access projects. From 1987 to 1999, for example, the Endowment funded the development of the Text Encoding Initiative guidelines, which codify the representation of the structural components of humanities texts (such as act, scene, and line divisions in plays) for online research, teaching, and preservation. Over the years, the Text Encoding Initiative guidelines have been employed internationally to create hundreds of scholarly editions and electronic resources—from single-work editions to digital libraries that contain thousands of texts. What NEH helped to create has now received support from many sources and acceptance as an international standard.

A recent example of NEH's ability to identify important projects worthy of seed money is an award to George Mason University in Fairfax, Virginia to test methods of text mining and analysis and to develop tools to help historians take full advantage of the vast amount of digitized materials now available to them. This recently completed project, funded through the Endowment's Research and Development program, was selected by Google as one of twelve projects from around the world to receive further development and additional funding.

Through NEH support, the University of California, Santa Barbara, is developing a comprehensive discography of recordings made by Victor, the largest record company in the United States between 1900 and 1950. With data already available on 82,000 recording sessions, the University of California, Santa Barbara, is now collaborating with the Library of Congress to link catalog records of sound recordings from this era to the actual historical recordings in the Library of Congress's online "National Jukebox," which logged more than 1 million page views and more than 250,000 streams within 48

hours of its launch in May 2011. Through the collaboration of the University, the Library of Congress, and the SONY Corporation, this project is being lauded as a model of public-private partnership.

The University of Pennsylvania Libraries have confirmed that the work supported by two recent NEH awards to digitize the university's collections of medieval and Renaissance manuscripts was the major factor in their receiving the donation of a private collection of medieval and Renaissance manuscripts valued at over \$20 million. The university said that the principal reason behind the donor's gift was "the Libraries' reputation for providing digital access to rare materials." The Minnesota Historical Society's participation in NEH's National Digital Newspaper Program has led to its developing an automated digital access tool to allow the public to search online a variety of Minnesota newspapers received regularly from Minnesota publishers and an ingest tool to permit publishers to login and automatically upload their digital newspaper files into the historical society's database. The Minnesota Historical Society's awards from NEH have also led to its collaborating with Swedish and American partners to digitize Swedish-American newspapers.

Discovery and Innovation

Although much of the work of preservation and access takes place behind the scenes, it often occupies the front lines of discovery and innovation in the humanities. An NEH award to Brigham Young University, for example, is supporting the use of multi-spectral imaging, which can extract information the human eye cannot capture, in order to decipher ancient texts on damaged and illegible papyri. Of the 400 texts selected for imaging, the project team has already tentatively identified works by the classical Greek writers Xenophon and Alcidas, and the hidden contents of the texts will be revealed at the completion of this imaging project.

NEH's preservation and access programs support original research that leads to new digital tools, technologies, national standards, best practices, and other vital methodologies for collections and cultural resources. For instance, a joint award to Indiana University and Harvard University supported the successful development of a new set of best practices for the digital reformatting of old recorded sound formats, and those best practices have now been adopted by the field, benefiting every institution trying to save the audio legacy of the twentieth century.

The Endowment's newest preservation and access grant program, Sustaining Cultural Heritage Collections, pushes the boundaries of preventive conservation by targeting innovative methodologies for support. It is the only federal program, and perhaps the only program in the country, that supports planning and implementing sustainable methods for preventing damage to humanities collections. With its emphasis on sustainable strategies, this program will help cultural heritage institutions reduce their dependence on expensive mechanized systems. It also aligns the agency's work with the most innovative scientific findings in the preservation field and with efforts to find sensible, low-energy solutions that would help institutions reduce their carbon footprint.

Broad Reach

A considerable number of preservation and access grants involve partnerships, ranging from the work of two institutions to large-scale collaborations. Such partnerships help to expand the impact of the NEH's grant awards. For example, a project at Oregon State University to create the Northwest Digital Archives is providing integrated online access to major and mid-sized archives in Idaho, Montana, Oregon, and Washington.

Large networks of collaborators are necessary for the dictionary, encyclopedia, and electronic database projects supported by NEH. For instance, Répertoire Internationale de la Presse Musicale, a Maryland-based bibliographic resource on periodical literature documenting the history of nineteenth- and early-twentieth-century music and musicology in Europe, the United States, and Latin America, benefits from bibliographic contributions to its cooperative database from librarians worldwide.

Nationwide support for cultural heritage has been made possible through NEH's awards to regional preservation field service organizations, which provide consultation, training, and emergency assistance to thousands of small and mid-sized collecting institutions. A recent survey of work accomplished during two and a half years of NEH support revealed that, among many project activities carried out in that span of time, preservation field service organizations had responded to a total of 30,000 telephone or e-mail requests for assistance and had conducted 480 training workshops (an average of four per week) for the staff of museums, libraries, historical societies, and archives nationwide. Through Preservation Assistance Grants for Smaller Institutions, the agency's largest outreach program, the Endowment has made over 1,500 awards over the past eleven years to small and mid-sized institutions across the nation whose collections tell the story of American history and culture town by town and county by county.

Programs/Grant Categories

Humanities Collections and Reference Resources

The Endowment provides grants to projects that preserve and create intellectual access to collections that, because of their intellectual content or value as cultural artifacts, are considered highly important to the humanities. Grants support the digitization of collections to enhance their accessibility, as well as the integration of humanities materials that are geographically dispersed. Humanities Collections and Reference Resources awards also support preservation reformatting and de-acidification of humanities collections; arranging and describing archival and manuscript collections; and cataloging collections of printed works, photographs, recorded sound, moving images, and other materials important for humanities research and education. For example, the American Antiquarian Society in Worcester, Massachusetts, is digitizing election returns from the early Republic period (1788-1825) of American history for dissemination via a website called, "A New Nation Votes."

The Ohio State University received a grant to catalog and digitize for free online access nearly 125,000 color slides from the Huntington Photographic Archive of Buddhist and Asian art, artifacts, and monuments, including artifacts and sites now damaged or inaccessible. The Newberry Library in Chicago is arranging and describing the business records of the Chicago, Burlington and Quincy Railroad, which was established in 1855 and which in its heyday was the primary transportation system for the nation's midsection, covering more than 12,000 route miles across 14 states from Wyoming to Kentucky and Minnesota to the Gulf of Mexico.

The Endowment has long supported the creation of a wide array of humanities research tools and reference works. Some of these resources, such as ancient language historical dictionaries and descriptive catalogs of manuscripts and rare books, serve primarily the needs of scholars. Others have been acclaimed for their contributions to education and lifelong learning in the humanities. Among reference works that serve both specialist and generalist audiences are two projects of the University of Wisconsin, Madison—the *Dictionary of American Regional English*, which describes the rich array of regional and folk varieties of American speech, and the *History of Cartography*, a comprehensive account of the evolution of maps and map-making through history and around the world.

Humanities research tools and reference works increasingly appear in electronic form. For well over thirty years, NEH has supported digital technology for the humanities. Endowment funds have made possible the development of online encyclopedias and dictionaries, as well as databases of bibliographical information, digital archives of textual and visual materials, and historical atlases. The Newberry Library's *Atlas of Historical County Boundaries*, for example, features a website that shows changes in the shape, location, name, and organization of each U.S. county and state from 1634 through 2000. In the database, genealogists, geographers, historians, political scientists, attorneys, demographers, and others can find accurate county data to assist in their research. A recent grant to the University of Michigan, Ann Arbor, will result in a digital encyclopedia on the great influenza epidemic of 1918 in the United States, focusing on the 50 most populous cities at that time. Although the influenza pandemic was the modern era's most devastating outbreak of disease, the diverse ways in which it was experienced in different locations remains unknown. The creation of a digital collection of 50,000 primary sources, with contextual essays, will provide an understanding of the American experience of this worldwide epidemic.

Documenting Endangered Languages

The Endowment supports the creation of tools—such as bilingual dictionaries, grammars, and text collections—that document languages threatened with extinction. Of the 6,000 to 7,000 currently spoken languages, at least 3,000 are endangered, including hundreds of American Indian languages, which are our highest priority. These lesser known languages constitute an irreplaceable treasure for scholars who need to consider evidence from past and presently spoken languages in order to understand the nature of language. Moreover, a language embodies unique local knowledge of the cultures and

natural systems of the region in which it is spoken. As an effort to address this issue, in 2005 NEH and the National Science Foundation established a joint special initiative, “Documenting Endangered Languages.” Grants support fieldwork and other activities relevant to recording, documenting, and archiving endangered languages, including the preparation of lexicons, grammars, text samples, and databases. In each documentation project, academic linguists work closely with native speakers in the language community, and all products of these awards are made available to that community to increase their knowledge of their own heritage and to help them with any efforts they might undertake to pass on information about their language to younger generations. Recent awards support, for example, the creation of a dictionary and introductory grammar for Mescalero Apache, an endangered Athapaskan language in New Mexico, and an online and print dictionary for the Tepehua language, spoken by approximately 2,500 persons in Veracruz, Mexico.

National Digital Newspaper Program

Newspapers chronicle the daily life of our citizens in towns and cities, and it is the stories of those towns and cities that together make up the history of our nation. They also document the civic, legal, historical, and cultural events in every region during the past 300 years. For over thirty years, the Endowment has committed to preserving the content of historically important American newspapers. Beginning in 1980, NEH support enabled organizations and institutions in 50 states, the Virgin Islands, and Puerto Rico to locate, catalog, and microfilm their historic newspaper holdings and to create a centralized bibliographic record of all newspaper titles published in America since 1690.

With digital technology, there is now a means of providing full text searching of newspaper content. In pursuit of this objective, NEH and the Library of Congress signed a memorandum of understanding in 2004, which was renewed in 2009, establishing a partnership to create the National Digital Newspaper Program (NDNP). Under the terms of this partnership, over a period of approximately twenty years the Endowment will provide grants to an institution or organization in each state and territory to digitize titles published between 1836 and 1922 and to prepare fully searchable files that the Library of Congress will maintain permanently online.

The NDNP is a complex undertaking that will be implemented in successive phases. To date, the NEH has provided support under this grant category for twenty-eight state projects, which have created a collection of digitized newspapers published between 1836 and 1922. Some projects have found it profitable to collaborate with partners in other states. In general, the experience gained through these newspaper projects can help develop the technical infrastructure and skills necessary for other kinds of digitization work. In Vermont, the newspaper project represents the largest digitization effort ever conducted in the state. Thus far, more than four million pages of historic American newspapers have been digitized through NDNP, with many millions more pages to follow. The selected pages, along with title essays and a directory of papers published in the United States from 1690 to the present, are publicly accessible online through *Chronicling America* (<http://chroniclingamerica.loc.gov/>), recognized by *Family Tree Magazine* as one of the “Best U.S. Government Sites.” Materials related to

the American Civil War are now available on *Chronicling America*, in time for the sesquicentennial of the war. Also, awardees may now digitize U.S. newspapers published in English, French, German, Italian, or Spanish, thus providing access to the nation's vibrant ethnic and immigrant press. More languages will be added in future years.

Preservation and Access Education and Training

Complementing the Endowment's support for preserving and establishing access to a variety of cultural resources are its grants for projects to increase the ability of the nation's libraries, archival repositories, and museums to care for their collections. NEH has always considered support for education and training to be an important component of its national preservation effort. It is necessary that stewards of humanities collections familiarize themselves with new developments in the dynamic fields of digital technology and conservation science. For example, a recent award to the Image Permanence Institute at the Rochester Institute for Technology is disseminating, via workshops and webinars, new information gained from research in conservation science that can help staff of museums, libraries, and archives manage collection environments in sustainable ways. Participants are learning strategies for reducing energy cost and consumption in cultural repositories without sacrificing the preservation quality of collection environments.

Grants are also made for regional preservation field services to help ensure that smaller cultural institutions across the country receive the kind of advice and knowledge they need to preserve their collections. For example, LYRASIS, the nation's largest regional preservation field service organization for libraries and information professionals, provides workshops, webinars, and other preservation training opportunities and has developed new courses on digital preservation. It offers services for the staffs of libraries, archives, and historical organizations in the Southeast, Mid-Atlantic, and Rocky Mountain and Plains regions, as well as U.S. jurisdictions in the Caribbean.

NEH also supports academic programs that train the next generation of conservators responsible for the protection of the nation's humanities collections. There are only four institutions offering graduate programs in art conservation in the United States—New York University, the University of Delaware/Winterthur Museum, SUNY Buffalo, and the University of California Los Angeles/Getty Museum. NEH has supported each of these programs.

For more than two decades, the NEH has helped museums, libraries, archives, and historical organizations improve their ability to plan and respond to disasters. Inadequate planning for emergencies remains a serious problem for the nation's cultural institutions. At present, four out of five cultural repositories in the United States lack disaster or emergency plans and the trained staff to carry them out. The Endowment helps to integrate emergency management into all aspects of a collecting institution's operations by supporting preservation education programs and the work of the regional preservation

field services that provide the training needed to plan effectively for disaster preparedness and response.

NEH currently supports the Western States and Territories Preservation Assistance Service (WESTPAS), which provides emergency preparedness and response training in 14 Western states and Pacific territories. The importance of WESTPAS's NEH-supported services was underscored in press articles covering the tsunami that devastated American Samoa in 2009. Professional staff and volunteers of cultural and governmental institutions in American Samoa were able to apply the correct techniques in salvaging their priceless artifacts and archives because WESTPAS had provided them with training in disaster response a few months before the tsunami hit.

In addition, recent awards to Heritage Preservation have supported the Alliance for Response, a national program to foster collaboration between stewards of humanities collections and emergency management agencies. Forums were held in Oregon, Texas, and Utah and others are being planned to bring together first responders (firefighters, law enforcement officials, and local emergency managers) with representatives of cultural heritage institutions to improve coordination in the event of disasters. Leadership institutes designed to develop strategic partnerships with emergency managers and sustain local disaster response networks were also held in Pennsylvania and Colorado. The Endowment also provided much-needed emergency grants directly to educational and cultural institutions that were affected by Hurricanes Katrina and Rita in 2005, by historic floods in the Midwest in 2008, and by Hurricane Irene in 2011.

Preservation Assistance Grants for Smaller Institutions

Smaller cultural repositories constitute the large majority of collecting institutions in the United States. These organizations often lack the resources to address the preservation needs of their collections. The Endowment's Preservation Assistance Grants provide small and mid-sized libraries, archives, museums, and historical organizations with awards of up to \$6,000. Funds support on-site consultation by a preservation professional, enable staff to attend preservation training workshops, and help purchase preservation supplies and equipment. In the eleven years since the program began, 1,584 grants have been made to institutions in all 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. Nearly one-half (43 percent) of these Preservation Assistance Grants represent a first award from the Endowment, good evidence that this grant program effectively reaches institutions not previously served by NEH.

Recent awards include a grant to the Philadelphia Camp Sons of Union Veterans of the Civil War to purchase supplies to preserve records and personal papers of the Grand Army of the Republic, a fraternal organization composed of veterans of the Civil War, and its successor, the Sons of Union Veterans. The Idaho State Historical Society in Boise received an award to assess its collection of oral history and moving image materials that document topics ranging from homesteading, logging, and folk customs to veterans' histories and civil rights. The Coronado Historical Association, in Coronado,

California, hired a preservation consultant to conduct an assessment of its collection of photographs, manuscripts, paintings, and artists' prints that document the local history of the surrounding San Diego harbor area, including the North Island Naval Air Station, a U.S. Navy SEALs duty station, and the famous Hotel Del Coronado.

The Stearns History Museum, in St. Cloud, Minnesota, and five other area museums will receive workshop training in basic collection care practices. Altogether, the six museums possess collections containing household, agricultural, and recreational artifacts; images; archival records; and family histories related to the history of this part of Minnesota. Notable collection themes include author Sinclair Lewis, nineteenth-century European immigration, and the dairy industry. The Chickasaw Nation in Ada, Oklahoma, used its grant to conduct a preservation assessment and to purchase supplies to store its collection of oral histories, maps, photographs, and genealogies tracing the history of the tribe from the early 1800s to the present.

Sustaining Cultural Heritage Collections

Libraries, archives, museums, and historical organizations across the country hold collections of books and manuscripts, photographs, sound recordings and moving images, archaeological and ethnographic artifacts, historical objects, and art that facilitate research, strengthen teaching, and provide opportunities for lifelong learning in the humanities. The challenge of preserving such large and diverse holdings for current and future generations is enormous.

Ongoing conservation research in the United States and abroad demonstrates the value of preventive conservation measures, which typically include managing relative humidity and temperature levels in collection spaces, anticipating changes in conditions that may result from natural disasters, providing protective storage enclosures and systems for collections, and safeguarding collections from theft and fire. NEH support for preventive conservation helps ensure the long-term preservation of significant collections.

Cultural repositories are increasingly interested in being "green" and preserving both the environment and their humanities collections. The Sustaining Cultural Heritage Collections program promotes preservation projects that are environmentally sensitive. To encourage such projects, NEH offers planning grants to develop sustainable preservation strategies, which are based on an understanding of the materials in the collections, the performance of the building systems, the nature of the climate, the economic costs, and the impact on the environment.

Planning grants of up to \$40,000 allow institutions to gather interdisciplinary teams of professionals to explore new, cost-effective strategies for the protection of their humanities collections. Beginning in FY 2012, applicants may request an additional \$10,000 to carry out one or more recommendations made by the interdisciplinary planning team during the course of the project itself. One such planning team, consisting of a curator, conservator, engineer, and architect will visit two neighboring institutions,

the Museum of International Folk Art and the New Mexico Museum of Art in Santa Fe, to develop sustainable approaches to maintaining appropriate environmental conditions for their collections, which feature folk art from around the world and art from the Southwest. With a planning grant, Stanford University will embark on a project to provide stable environmental conditions to the storage areas for its Archive of Recorded Sound, which holds more than 350,000 items of music and spoken sound, including jazz, opera, chamber music, and oral histories.

Sustaining Cultural Heritage Collections also offers larger awards to implement preventive conservation measures, including the improvement of environmental conditions and storage of collections, and the installation of security and fire protection systems. The Wadsworth Athenaeum in Hartford, Connecticut, for example, is undergoing a major renovation of its buildings. It recently received an award to improve storage for more than 12,000 objects from its world-class collections of American and European furniture and decorative arts. Another implementation grant will help the Springfield Library and Museums Association in Massachusetts to purchase and install a climate modification system in a nineteenth-century historic building that houses unique art including Japanese armor, Tiffany glass, Middle Eastern textiles and carpets, and American paintings used in exhibitions and in educational programs.

Preservation and Access Research and Development

Research and Development awards address major challenges in preserving or providing access to humanities collections and resources. Projects formulate new ways to preserve materials of critical importance to the nation's cultural heritage—from fragile artifacts and manuscripts to analog recordings and digital assets subject to technological obsolescence—as well as to develop advanced modes of discovering and using such materials. Research and Development grants may help, for example, to devise innovative ways to protect and slow the deterioration of humanities collections through the use of sustainable preservation strategies; develop technical standards, best practices, and tools for preserving humanities materials that are "born digital"; and ensure that collections of recorded sound and moving images that represent a major part of the record of the twentieth century will remain accessible to future generations.

The Educopia Institute in Atlanta, Georgia, for example, received a Research and Development grant to study, document, and model frameworks to preserve digitized and born-digital newspaper collections. Working in partnership with the San Diego Supercomputer Center and university libraries in Texas, Pennsylvania, Virginia, Utah, Georgia, Massachusetts, and South Carolina, the Educopia Institute is producing protocols and guidelines to preserve digital newspaper collections and facilitate the exchange of collections between repositories.

Another project seeks to answer the research question of how to make better use of Geographic Information Systems (GIS), originally developed for scientific purposes, in the analysis of humanities materials. In exploring this question, Indiana University, Indianapolis, will produce a prototype for visualizing geospatial data using the North

American Religion Atlas as a test bed. Other grants in this program include awards to the University of California, Berkeley, to incorporate alphabets and ideographs from a number of ancient and minority languages into a single, international character set known as Unicode, thus making it possible to represent these rare scripts digitally and to make a wide range of otherwise hidden textual resources available online. Both scholars and members of minority language communities have benefited from these efforts.

Two recent Research and Development awards address the challenges pertaining to the preservation and use of audiovisual materials. The University of Wisconsin will conduct scientific research to create guidelines for the handling and long-term storage of nitrate motion picture film. Improved standards would provide a breakthrough in preserving this primary, yet highly combustible, medium used for film from the 1890s to 1952, including documentaries, early newsreels, television news, industrial, educational, and other non-theatrical film. In addition, a grant to the WGBH Educational Foundation will develop a comprehensive, open-source digital asset management system for moving image and audio humanities collections. This project will create an extensible full-scale system and standards to help other cultural repositories manage, maintain, and present their digital audio and moving image sources.

PUBLIC PROGRAMS

FY 2013 Request: \$13,900,000

Programs/Grant Categories:

- America's Historical and Cultural Organizations
- America's Media Makers
- *Bridging Cultures* through Film: International Topics
- Small Grants to Libraries
- NEH on the Road

NEH's Division of Public Programs supports activities that engage millions of Americans in the study and interpretation of significant humanities works, ideas, and events. While all NEH projects are built on strong scholarship, the Public Programs division has a unique mission within the Endowment — to convey humanities scholarship to the general public. The projects supported take the best scholarship produced in colleges and universities and translate these ideas into formats that are accessible to very broad and diverse audiences. By providing opportunities for people to engage in lifelong learning in history, literature, comparative religion, philosophy, and other fields of the humanities, these programs address the Endowment's two strategic goals: to advance knowledge and understanding of the humanities in the United States and to broaden public awareness of, access to, and support for the humanities.

At the center of every NEH-funded public program is a core set of humanities ideas developed by scholars, matched to imaginative program formats that will bring the humanities ideas alive for people of all ages and all walks of life. Public humanities programs funded by the Endowment encourage dialogue, discussion, and civic engagement in communities across the nation. NEH supports a wide variety of program formats, including museum and library exhibitions, reading and discussion programs, the interpretation of historic sites, television and radio documentaries, and history and literature programs at hundreds of local libraries and cultural organizations.

NEH-funded projects help Americans to reflect on the lessons of the past and offer a starting point for discussions about contemporary issues, informed and guided by the humanities. As the nation commemorates the Civil War Sesquicentennial from 2011 to 2015, for example, the Endowment will continue to support many significant projects marking this important anniversary and probing the war's legacy. Scheduled to be broadcast in 2013 as part of the *American Experience* series on PBS, *This Republic of Suffering* examines the implications of the war's staggering and unprecedented death toll. Based on the book by renowned scholar and President of Harvard University, Drew Gilpin Faust, this documentary film shows how Civil War death changed not only the individual lives of those who killed and died and survived and grieved, but also the life of the nation and its understanding of the rights and responsibilities of citizenship. Also airing in 2013, to coincide with the 150th anniversary of the Emancipation Proclamation, *The Abolitionists* is a special two-part mini-series produced for the *American Experience* series on PBS. The multi-format project explains how the abolitionists challenged often unwilling Americans to confront the paradox of a nation founded on universal principles of

freedom and equality that kept millions of people enslaved based on the color of their skin. A series of mobile media walking tours will bring the history of abolitionism to younger audiences. Citizens in 25 states will participate in *An American Turning Point: The Civil War in Virginia*, a project that engages Americans in a new understanding of this pivotal event in the nation's history and includes an exhibition at the Virginia Historical Society in Richmond, an online exhibition, and the “Civil War 150 History Mobile”—an exhibition housed in a tractor trailer—that will travel to more than 100 venues.

Projects funded through the Endowment’s Division of Public Programs also convey the humanities to youth and family audiences through a variety of interpretive formats. Each year, one million visitors tour the Indianapolis Children’s Museum, where an NEH-funded permanent exhibition, *The Power of Children*, tells the stories of three children whose lives made a difference in twentieth-century history: Anne Frank, Ruby Bridges, and Ryan White. A national traveling exhibition now on view at the Boston Children’s Museum, *Native Voices: New England Tribal Families*, introduces children and families to five Native American communities, helping them to understand the ways in which cultural traditions are preserved and passed from one generation to the next. Digital projects funded by the Endowment promise to engage young people in imaginative ways. WNET New York’s *Mission U.S.* program, for example, features online animated games that immerse students ages nine to thirteen in historical moments that have shaped American ideals and institutions. The first program, “For Crown or Colony?” set in colonial Boston in the weeks leading up to the Boston Massacre, has reached nearly 9,700 teachers nationwide and has 164,000 registered users.

In FY 2011, the Endowment received 646 applications and made 66 awards for major projects, including 19 radio and television projects, with an additional 13 in the *Bridging Cultures* through Film: International Topics category; and 34 exhibitions and reading, viewing, discussion, and web-based programs. In addition, 25 NEH on the Road grants were made to museums, as well as 70 Small Grants to Libraries awards.

In FY 2012, 690 applications and 61 major awards are anticipated, including 18 radio and television projects, with an additional 12 *Bridging Cultures* through Film: International Topics projects; and 31 exhibitions and reading, viewing, discussion, and web-based programs. In addition, 30 NEH on the Road grants to museums are anticipated, as well as approximately 80 Small Grants to Libraries.

At the FY 2013 request level, the Endowment expects to receive approximately 740 applications and to make 60 major awards, including 17 radio and television projects, with an additional 13 *Bridging Cultures* through Film: International Topics projects; and 30 exhibitions or reading, viewing, discussion, and web-based programs. In addition, 40 NEH on the Road grants would be made to museums, and approximately 125 Small Grants to Libraries would be awarded.

America’s Historical and Cultural Organizations

The Endowment is a major source of support for substantive humanities projects and programs in the nation’s historical and cultural institutions, such as museums, libraries and

archives, historic sites, and community centers. These projects include exhibitions of artistic, cultural, and historical artifacts; the interpretation of American historic sites, from Monticello to the Grand Canyon; reading and film discussion programs in the nation's libraries; lecture series; and other lifelong learning activities. Also supported are programs that encourage creative public dialogue and engagement in underserved communities.

Hundreds of NEH-sponsored exhibitions are on view each year at large and small museums and historical sites throughout the country, enabling Americans to learn more about their nation and the world. For example, in October 2011, the Carnegie Museum of Art in Pittsburgh, Pennsylvania opened the first major retrospective exhibition celebrating the work and legacy of African American photographer Charles "Teenie" Harris. From the 1930s to the 1970s, Teenie Harris served as photographer for the *Pittsburgh Courier*, the preeminent national black newsweekly. Today, his work composes one of the most complete portraits ever created of the twentieth-century urban African-American experience. Following the exhibition's six-month run at the Carnegie Museum of Art, a smaller version will travel to sites around the country for five years. In Los Angeles, a major traveling exhibition entitled *Gifts of the Sultan* at the Los Angeles County Museum of Art brought together rare artifacts from 40 institutions, from France to Qatar. More than 200 works spanning eleven centuries illuminated the importance of gifts, and the act of giving, to early Islamic cultures. At the New-York Historical Society, a major new exhibition, *Revolution: The Atlantic World Reborn*, which opened in November 2011, explores how eighteenth-century Enlightenment ideas of freedom, equality and human rights spread across the Atlantic world and inspired revolutions in America, France, and on the island of Saint-Domingue (present-day Haiti). Accompanying each exhibition is a website, scholarly catalog, extensive public programs, and school curriculum materials.

In recent years, many of the Endowment's awards have fostered the use of new digital technologies to deliver humanities content to the public. For example, two intellectually rich multimedia projects rely on mobile applications to offer Americans a deeper understanding of the art that decorates and defines public spaces. *New Deal Murals of San Francisco*, a project of KQED television in San Francisco, will provide multimedia walking tours through the use of hand-held audio and video devices, along with web mapping and social media, allowing users to explore the history of the city's New Deal-era murals. Similarly, the *Museum Without Walls* in Philadelphia will offer public audiences a multiplatform interpretation of 36 outdoor sculptures. The city's collection of outdoor sculptures spans two centuries and is the largest in scale of any American city.

Even in an increasingly digital age, NEH continues to welcome innovative face-to-face program formats that invite audiences to explore humanities topics in creative ways. A grant to the Pacific Symphony in Los Angeles, for example, supports a collaboration among four symphony orchestras that links the humanities to the performing arts. *Music Unwound* will bring multimedia performances of Dvorak's *New World Symphony* and the music of Aaron Copland to audiences in four cities in 2012. At each venue, live concerts will be enhanced by public programs, lectures, and museum exhibitions placing these composers and their music in a historical context. New York University's Aquila Theatre Company encourages innovative library and theater partnerships at one hundred sites across the country during its project, *Ancient Greeks/Modern Lives*. Through staged readings from Homer's *Odyssey*, town hall discussions,

scholar-led reading and discussion groups, and celebrity readings in three major cities, Aquila will open audiences' eyes to the excitement and enduring relevance of classical drama. Special emphasis will be given to reaching military veterans and their families, drawing on the powerful portrayals in Greek drama of the experience of the soldier returning home from war.

America's Media Makers

NEH supports media projects—principally film documentaries and radio series—that explore significant figures and events in the history and culture of America and other nations. Programs present fresh approaches to humanities subjects and provide stimulating and substantive educational opportunities for audiences of all ages. The Endowment also encourages creative approaches that expand the content and reach of television and radio programs—for example, through nationwide public programming or interpretation through digital formats. To ensure that humanities themes and questions are well conceived, the agency requires that projects draw their content from humanities scholarship and use a team of scholars who are knowledgeable in the subject matter and represent diverse perspectives and approaches. NEH makes a unique contribution by fostering collaborations between media producers and humanities scholars to create programs that deepen Americans' understanding of the humanities.

Endowment-supported media projects continue to garner national recognition and awards for excellence. For example, the film *Freedom Riders* recently received three Emmy Awards—a rare achievement for a documentary film. Broadcast on PBS's *American Experience* series, the two-hour documentary chronicles the experiences of more than 400 Americans, both black and white, who risked their lives and endured violence and in some cases, imprisonment, to challenge segregated transportation in the American South in 1961. Since its premiere in 2011, this powerful documentary has been viewed by 5.3 million people. The project is accompanied by an interpretive website, K-12 lesson plans, and nearly 200 public events nationwide. Through repeat broadcasts and a comprehensive engagement plan, *Freedom Riders* will continue to involve thousands of students and adults in important conversations about civic life for many years to come.

Still in the production phase, *The Roosevelts* is a sweeping, multipart series on the Roosevelt family, focusing on Theodore, Franklin, and Eleanor, scheduled to air in 2014. It will be the first film to combine biographies of these three individuals into one narrative, examining them against the social, political, economic, and cultural backdrop of late nineteenth and early twentieth-century America. The PBS broadcast, DVD, and website promise to reach more than 30 million viewers with a compelling history, showing how the Roosevelts responded to the challenges of their times. Also being prepared for production is *Dorothea Lange: Grab a Hunk of Lightning*, a 90-minute documentary exploring the life of the photographer who is best known for her iconic images of Depression-era America, including the “Migrant Mother.”

NEH also supports radio programs that examine the lives of important individuals, significant events, and ideas in the humanities. Recent projects include *American Routes*, which received funds to produce ten two-hour programs focused on the theme of economic and social recovery in cities across the United States. Carried on over 268 stations and reaching 500,000 listeners every week, the series was praised by one listener for presenting “a poignant glimpse

into humanity and American culture.” Minneapolis-based Public Radio International also received NEH support for its *Studio 360* program’s Peabody Award-winning *American Icons* series, resulting in four hour-long programs and seven shorter episodes on significant works in American history and literature. *Speaking of Faith*, which has a weekly audience of nearly 560,000, received support to produce four hour-long biographical programs exploring significant twentieth-century thinkers and their relationship with religion and faith.

The Endowment recently undertook a study to assess the public reach and impact of NEH-funded films in a changing media landscape. The study was conducted to determine how effectively projects funded in the America’s Media Makers program are engaging public audiences. In the past, television broadcast was the primary delivery method for documentary film content. Now, audiences expect to view and interact with content through a variety of vehicles (including, for example, digital television, websites, DVDs, YouTube clips, Internet streams, Facebook, educational lesson plans, digital games, books, and public discussion programs).

The study was designed to learn more about the range of distribution formats used by our grantees to reach and engage the public. Data was compiled on all documentary films that received NEH Production Grants and premiered in 2008 or 2009. Even in an age when public audiences have multiple ways to search for informative content on humanities topics, the study found that NEH-funded films continue to reach an impressive number of Americans through national broadcast on public television. In 2008 and 2009, for example, NEH-supported films attracted more than 51 million viewers. At the same time, these films serve as springboards for many other forms of creative public engagement—through websites, social media, public film screenings, and discussion programs. The fifteen films broadcast in 2008 and 2009, for example, were accompanied by 875 public discussion programs and film screenings across the country, which brought public audiences together with distinguished scholars and filmmakers to discuss the ideas presented in the films. NEH-supported films were also the subject of thoughtful articles and essays in popular and influential magazines and newspapers, including *The New York Times*, *The Washington Post*, *The New Yorker*, and *The Los Angeles Times* attests to the films’ centrality in the nation’s cultural life.

Nearly every public program funded through NEH’s Public Programs division—whether it is a documentary film or a museum exhibition—includes curricular materials for K-12 classrooms. Extensive resources for teachers are typically posted online and may include lesson plans, video clips, thematic essays, and links to maps, interactive timelines, and primary sources for use in the classroom. The companion website for one NEH-funded film, *Andrew Jackson: Good, Evil, & the Presidency*, for example, provides two-day lesson plans for middle and high school students, as well as a more comprehensive set of lessons, including Advanced Placement resources, available on a DVD for educators. Teachers found these resources helpful in examining “the positives and the negatives” of Jackson’s presidency. Another NEH-supported film, *We Shall Remain* (a five-part history of Native Americans, from the 1600s to the 1900s) featured comprehensive resources for both the public and educators. The website, at www.pbs.org/wgbh/amex/weshallremain/ has been visited by nearly 900,000 viewers. In addition to information about the film and “behind the scenes” material, the site includes an educator’s guide with lesson plans and classroom activities for each episode, specifically

designed for social studies teachers to integrate Native American history into school curricula. Fifteen coalitions of Native American organizations, schools, and public libraries were formed across the nation to host approximately 120 public screening and discussion events in conjunction with the broadcast of *We Shall Remain*.

Bridging Cultures through Film: International Topics

Through its *Bridging Cultures* program, the Endowment intends to nourish growing public curiosity about other cultures by encouraging media makers to develop projects that focus on international topics in the humanities. A new grant opportunity, *Bridging Cultures through Film: International Topics*, launched in 2010, provides support for documentaries that examine a critical issue in ethics, religion, or politics through an international lens; the life of a world leader, writer, or historical figure; or the history and culture of a specific region of the world. *Women, War and Peace*, the first *Bridging Cultures through Film* project to be broadcast, examined the impact on women of ethnic violence in the Balkans, documenting the first international tribunal to define sexual violence as a war crime. Upcoming projects to be broadcast will investigate a wide range of topics, from endangered languages worldwide to Mayan history, culture, and beliefs. In the coming years, through a new partnership with PBS to place selected *Bridging Cultures* films in foreign markets, we anticipate that international distribution of the films will bring the exploration of important international subjects in the humanities such as these to expanded audiences.

Small Grants to Libraries and NEH on the Road

The Endowment is committed to extending the reach of high quality educational exhibitions to audiences throughout the country. To achieve this objective, the agency supports two special programs, Small Grants to Libraries and NEH on the Road. Together, these two programs have delivered content-rich exhibitions and accompanying educational programs to 900 communities nationwide.

The Small Grants to Libraries program provides support for libraries and other cultural institutions to receive traveling panel exhibitions or pre-packaged reading and film discussion programs. For example, the Folger Shakespeare Library received a grant, in partnership with Oxford University's Bodleian Library, for a major exhibition to mark the 400th anniversary of the publication of the King James Bible, the most frequently printed and one of the most widely read books in the English language. The exhibition, *Manifold Greatness: The Creation and Afterlife of the King James Bible*, opened in Oxford and subsequently travels to the Folger Library and the Harry Ransom Center in Austin, Texas. From 2011 through 2013, the Folger is also partnering with the American Library Association to tour a 14-panel version of *Manifold Greatness* to 40 selected libraries and community centers throughout the U.S. Each venue receives a small grant from the NEH to mount public programs related to the exhibit, such as lectures by scholars or reading and discussion groups. Experienced ALA staff members and advisory scholars train local library teams to make the best use of this opportunity to celebrate the birth of one of the most famous texts in world history.

In 2013, we anticipate making approximately 30 to 50 additional Small Grants to Libraries in support of the Endowment's *Bridging Cultures* initiative. As part of this Endowment-wide initiative, a new project, the *Bridging Cultures* Bookshelf: Muslim Worlds is now in the development stage. The *Bridging Cultures* Bookshelf will provide 1,000 public libraries with a set of resources, vetted by scholars, that introduces Muslim cultures to Americans and will deepen public understanding of the rich cultural heritage, and the pluralism of cultural forms and traditions, associated with Islamic civilizations around the world. In 2013, the Endowment expects to award small grants to up to 50 public library sites to support public programming related to the themes of the Bookshelf.

The Endowment's NEH on the Road program circulates smaller versions of previously funded exhibitions to mid-sized museums throughout the country. The program extends the life of funded exhibitions by several years and also brings excellent humanities exhibitions to rural and underserved regions of the nation. The Endowment provides support to each host site, awarding small grants for local public programming and scholarly activities. Begun in 2005, the program has garnered more than 170 bookings and has reached more than 500,000 Americans with high quality exhibitions on topics as diverse as the community values associated with family farming, the early history of American aviation, the art of landscape painter Thomas Cole, and the lives and careers of Robert E. Lee and Ulysses S. Grant. For fiscal year 2013, the program would reach approximately 40 new venues nationwide and would offer opportunities for lifelong learning to thousands of museum and library patrons.

RESEARCH PROGRAMS

FY 2013 Request: \$15,255,000

Programs/Grant Categories:

- Programs Supporting Individual Research
 - Fellowships
 - Summer Stipends
 - Documenting Endangered Languages
 - Awards for Faculty at Historically Black Colleges and Universities, Institutions with High Hispanic Enrollment, and Tribal Colleges and Universities

- Programs Supporting Collaborative Research
 - Scholarly Editions and Translations
 - Collaborative Research
 - Fellowship Programs at Independent Research Institutions

When NEH Chairman Barnaby C. Keeney issued the Endowment's first annual report in 1966, he listed the first two objectives of the young agency as "the development of individual scholars" and the "development and dissemination of knowledge of the humanities through research and other scholarly activities." Developing knowledge and advancing understanding in the humanities remain major strategic goals of NEH and the principal mission of the Division of Research Programs. The Endowment upholds the highest standards of excellence and rigor for those seeking support for scholarly projects with high intellectual significance. While many still think of humanities research as a dusty, unchanging, and solitary endeavor—the lone scholar ardently sifting through archives and libraries—scholarly research in the 21st century is dynamic. American scholars continue to blaze new trails of inquiry both at home and abroad, which the Endowment helps to foster.

NEH grants for advanced research in the humanities continue to be among those most coveted by American scholars. The Endowment supports research by individual scholars (Fellowships, Summer Stipends, Documenting Endangered Languages, and Awards for Faculty); long-term, complex projects carried out by teams of scholars (Scholarly Editions and Translations and Collaborative Research); and focused, individual projects that draw upon the collections and expertise of leading humanities institutions and overseas research centers (Fellowship Programs at Independent Research Institutions).

Grant awards cover all areas of the humanities from history, philosophy, and literature to classics, religion, and archaeology, as well as those areas where humanistic inquiry intersects with the sciences, medicine, and technology. Projects encompass the most significant political, philosophical, and literary ideas in American and international intellectual traditions. Some NEH-supported projects have direct relevance to current

events. When policy-makers, scholars, and students needed to know more about the workings of the Taliban or the crisis in Darfur, for example, they turned to David Edwards' *Before Taliban: Genealogies of the Afghan Jihad* (University of California Press, 2002) and W. M. Daly's *Darfur's Sorrows* (Cambridge University Press, 2007): Both authors received NEH support well before the respective crises arose. When Americans want to better understand the history of healthcare, they can read Patricia D'Antonio's *American Nursing* (Johns Hopkins University Press, 2010) and John Dittmer's *The Good Doctors* (Bloomsbury, 2010). Readers interested in the influence of the media in American life can learn about its evolution through Richard John's *Networking Nation: Inventing American Telecommunications* (Harvard University Press, 2010) or Megan Mullen's *A Brief History of Cable Television* (Blackwell, 2008). All of these scholars completed their work using NEH grants.

The examination of our nation's history would not be possible without the basic building blocks of scholarship. For instance, Kate Masur's *An Example for All the Land: Emancipation and the Struggle over Equality in Washington, D.C.* (University of North Carolina, 2010)—supported by a NEH Fellowship in 2007—relies heavily on NEH-supported scholarly editions projects, including the *Papers of Elizabeth Cady Stanton and Susan B. Anthony Project* and the *Freedmen and Southern Society Project*. Indeed, NEH is a major source of funding for authoritative editions of the papers of the country's most important historical figures, including Martin Luther King, Jr., George C. Marshall, Eleanor Roosevelt, and Albert Einstein; and such notable statesmen as Benjamin Franklin, George Washington, Thomas Jefferson, James Madison, James Monroe, and Abraham Lincoln; as well as editions of the writings of quintessential American authors such as Emily Dickinson, Walt Whitman, Mark Twain, and Robert Frost. American scholars also receive funding to edit the work of thinkers, writers, and artists from other countries, including, for example, the essays of the German naturalist and explorer Alexander von Humboldt, the letters of poets Elizabeth Barrett and Robert Browning, the papers of essayist and historian Thomas Carlyle, and the works of Giuseppe Verdi. These authoritative editions provide scholars with the raw materials of scholarly inquiry, and their growing availability on the World Wide Web means greater access for the general public as well as for teachers and students in classrooms worldwide.

The past year has again shown that the American public is hungry for this sort of intellectual nourishment. Mark Twain is one of America's most beloved authors, and the Endowment has long provided support for an authoritative edition of all his works. Twain specified that his autobiography—which was written in fits and starts before his death in 1910—not be published until one hundred years later. Thus, in 2010 the first volume of the *Autobiography of Mark Twain* (University of California Press) appeared, and it was an instant popular hit. The *Autobiography*, which required painstaking editorial detective work to prepare, spent sixteen weeks on *The New York Times* best sellers list and sold well over a half million copies in both traditional and electronic formats. With two more volumes of the *Autobiography* to follow, the Endowment will continue to help to bring this important work, and the excellent scholarship of the Mark Twain Papers project, to a mass audience.

Grantees are increasingly making their research available in both print and electronic formats. The Endowment encourages applicants to harness the vast potential of advanced digital technology in the conduct and dissemination of research whenever possible. For example, a grant to Mark Schultz at Lewis University in Romeoville, Illinois, supports work on the history of African-American farm owners since the Civil War. As a part of the award, Schultz is training a team of graduate students to use digital technology to gather and catalog historical documents, municipal records, and oral histories to create an online archive. A grant to an international team of scholars led by Richard Freedman from Haverford College in Pennsylvania funds the reconstruction and online publication of a corpus of over 300 French Renaissance songs for multiple voices. This newly discovered, 16-volume songbook by Nicolas du Chemin defined the performance of secular music in Paris and other European cultural centers during the latter half of the sixteenth century. A grant to Jeremy Johnston of the Buffalo Bill Historical Center in Cody, Wyoming, supports a team of scholars as they prepare a thematic, illustrated digital edition of the papers of Buffalo Bill Cody, a symbol of the American West in the popular imagination.

Programs Supporting Individual Research

The most valuable commodity for a scholar is time: time to conduct basic archival and library research, time to read and analyze materials, and time to write in a way that communicates insights that are both scholarly and accessible to a broad readership. NEH support of individual scholars, although modest in terms of dollars, provides this most basic commodity.

Fellowships and Summer Stipends

Since the first years of the Endowment, NEH Fellowships and Summer Stipends have proven to be an effective and efficient means of supporting humanities research, resulting in the publication of approximately 7,500 books. Grantees also publish articles, make presentations to both specialized and general audiences, and use their research to enrich their teaching. In a recent evaluation of the Fellowships program focusing on impact of awards made from 2002 through 2004, 96 percent of surveyed fellows reported publishing as a result of their awards and over 70 percent of all awards resulted in major book-length publications.

Grants are awarded to a wide range of scholars in diverse settings, from colleges and universities to research institutes, as well as to independent scholars without teaching appointments. For example, Woody Holton, professor of history at the University of Richmond, received a fellowship to write a new history of the American Revolution, taking into account the vast scholarship and new discoveries that have appeared during the last thirty years. Jessica Winston, assistant professor of English at Idaho State University in Pocatello, received a fellowship to study the literary and political culture of the lawyers that comprised London's Inns of Court during the sixteenth century. Using previously untapped sources, Winston argues that reading circles centered at Inns of Court fostered and defined early modern literary taste.

Some NEH-supported projects appeal to a broad readership. Recent notable examples include Margaret Washington's prize-winning *Sojourner Truth's America* (University of Illinois Press, 2009); Beth Bailey's *America's Army: Making the All Volunteer Force* (Belknap Press, 2009); Thomas Wilson and Michael Nylan's *Lives of Confucius: Civilization's Greatest Sage through the Ages* (Doubleday, 2010); and Larry Stempel's *Showtime: A History of the Broadway Musical Theater* (W. W. Norton, 2010); and Ian Thomas's *Why the West Rules—For Now: The Patterns of History and What They Reveal About the Future* (Farrar, Strauss and Giroux, 2010).

NEH-supported publications often win academic, scholarly, and literary prizes, such as Pulitzer Prizes for history and biography, National Book Awards, the Bancroft Prize (generally recognized as the most prestigious award in the field of American history), and other awards for intellectual distinction. Kai Bird and Martin J. Sherwin, for example, received a Pulitzer Prize for biography for *American Prometheus: The Triumph and Tragedy of J. Robert Oppenheimer* (Knopf, 2006). In 2010, prestigious scholarly organizations—among them the American Historical Association, the Organization of American Historians, and the Modern Language Association—conferred eight prizes for excellence on books that were written by scholars who held NEH fellowships or summer stipends. For example, Phi Beta Kappa awarded its Christian Gauss Award for outstanding literary study to Randall Fuller of Drury University in Springfield, Missouri, for *From Battlefields Rising: How the Civil War Transformed American Literature* (Oxford University Press, 2010). The American Historical Association awarded its 2011 Littleton-Griswold Prize for best book on the history of American law to Pauline Maier of the Massachusetts Institute of Technology for *Ratification: The People Debate the Constitution, 1787-1788* (Simon and Schuster, 2010).

NEH Fellowships and Summer Stipend awards are also used to leverage support from other sources. In a recent survey of 520 NEH Fellows from 2002 to 2004, 78 percent of respondents reported that their home institutions supplemented their awards and 65 percent reported that outside organizations contributed needed additional support. With research money for the humanities particularly tight on many American college and university campuses today and with private funding sources cutting back or eliminating support, NEH awards to individual scholars continue to serve as a respected “seal of approval,” which encourages others to support their research.

Documenting Endangered Languages

The Endowment continues its multi-year funding partnership with the National Science Foundation in support of Documenting Endangered Languages (DEL), a program to provide awards to scholars engaged in recording and archiving key languages before they become extinct. This collaboration is made urgent by the imminent demise of an estimated half of the 6,000 to 7,000 currently used languages worldwide. Documenting Endangered Languages fellowships support fieldwork and other activities relevant to recording, documenting, and archiving endangered languages, including the

preparation of lexicons, grammars, texts, and databases—usually in partnership with the peoples whose languages are in jeopardy. Fellows are documenting the rich heritage of Native American languages, a priority for the program. Ellavina Perkins, an independent scholar living in Flagstaff, Arizona, is using NEH funds to write a Navajo grammar to be used by communities in Arizona, New Mexico, and Utah. Timothy Thornes of the University of Central Arkansas, received funding to work with a small group of tribal elders to document the grammar of the North Paiute people, who live in isolated communities in Nevada, Idaho, eastern California, and Oregon. Stacey Oberly of the University of Arizona in Tucson will record the rapidly disappearing language of the Ute tribes of central Colorado. DEL fellowships also can be used to document languages far removed from U.S. shores. For example, with a recent grant from NEH, independent scholar John Keegan is conducting fieldwork leading to the documentation of seventeen disappearing languages of the Sara-Bagirmi language family spoken primarily in southern Chad.

Awards for Faculty at Historically Black Colleges and Universities, Institutions with High Hispanic Enrollment, and Tribal Colleges and Universities

In response to several Presidential Executive Orders, the Endowment provides opportunities specifically for faculty members at historically Black colleges and universities, institutions with high Hispanic enrollments, and tribal colleges and universities. The Awards for Faculty program provides flexible grants to better serve the unique needs of scholars at these institutions who struggle to maintain their credentials as scholars while teaching under the most challenging conditions. The program supports a variety of research efforts that lead not only to publication, but also to classroom enrichment or public programs. Now in its second year after a comprehensive program evaluation, Awards for Faculty received a three-fold increase in the number of applications from the target institutions and made its first awards. For example, Julie Weise of California State University, Long Beach, received a grant to study the changing status of Mexicans and Mexican-Americans in the U.S. South between 1910 and 2010. Richard McCallister of Delaware State University received NEH support for the first reconstruction of the literary corpus of Nawat, an endangered language originally spoken by the Aztecs and now surviving in only a few isolated locales in modern-day Panama, Honduras, and Guatemala. And Denise Low of Haskell Indian Nations University in Lawrence, Kansas, received an award to create an online edition of the 1879 ledger notebooks of seven Cheyenne men. These notebooks record the men's experiences, for example, in connection to the tragic 1878 Fort Robinson prison breakout, in unique narrative and drawings.

Ongoing Partnerships with Other Agencies and Institutions

NEH's system of peer review is widely respected for its fairness and rigor. This strength has resulted in two strategic partnerships that further extend the agency's mission to support individual research. The Endowment currently administers the evaluation of applications to the Library of Congress's John W. Kluge Fellowships Program. This program provides stipends to junior scholars from the United States and abroad to

conduct research in the Library's rich humanities collections. NEH also carries out the evaluation of applications and serves as fiscal agent for fellowships awarded by the Japan-United States Friendship Commission. These awards encourage American scholars to pursue advanced research on Japan and U.S.-Japan relations. The Endowment's collaborations with the Library of Congress and the Japan-U.S. Friendship Commission also provide for several jointly funded fellowship awards, thereby extending the impact of the Endowment and the Endowment's partners.

In FY 2011, NEH awarded 215 Fellowships and Stipends from a pool of 2,791 applications. In FY 2012, 190 awards are anticipated from an applicant pool of 2,415. At the proposed level in FY 2013, the Endowment expects to award 219 grants from approximately 2,415 applications.

Programs Supporting Collaborative Research

Modern scholarly endeavors increasingly require the collaboration of many researchers working across a wide range of specialties or scholars working together in research centers and archives. The Endowment nurtures such collaborative efforts through three programs—Scholarly Editions and Translations, Collaborative Research, and Fellowship Programs at Independent Research Institutions.

Scholarly Editions and Translations

Scholarly Editions and Translations grants support the preparation of important texts and documents of enduring value that otherwise would be relatively inaccessible to scholars and the public. Scholarly editions projects involve significant literary, philosophical, and historical materials, with the majority being in U.S. history and literature. Most are produced in print editions but increasingly also in a variety of digital formats. Recent grants have supported, for example, editions of the papers of such major historical figures as George Washington, Thomas Jefferson, Dolley Madison, Abraham Lincoln, Andrew Jackson, Dwight D. Eisenhower, and Thomas Edison; and such literary and cultural figures as Ralph Waldo Emerson, Virginia Woolf, William F. "Buffalo Bill" Cody, and Mark Twain.

Other teams of researchers are preparing editions of documents important to the nation's history. For example, *The Documentary History of the Ratification of the Constitution and the Bill of Rights* project at the Wisconsin Historical Society collects and publishes the documentary record of the debate over the ratification of the U.S. Constitution and the Bill of Rights between 1787 and 1791. The project staff has searched hundreds of libraries, historical societies, and other possible sources throughout the United States and Europe for documents written by members of the Constitutional Convention of 1787, the Confederation Congress, the thirteen state legislatures that called ratifying conventions, members of those ratifying conventions, and other contemporaries. The *Documentary History* is a remarkably powerful research tool, and the quality and variety of material underscores the assertion that the debate over the Constitution forms the greatest body of political writing in American history. The *Documentary History* has

been widely consulted by scholars. Using these materials, for example, Distinguished Professor Pauline Maier of the Massachusetts Institute of Technology wrote the well-received, award-winning monograph, *Ratification: The People Debate the Constitution, 1787-1788* (Simon and Schuster, 2010).

Another scholarly edition, *The First Federal Congress Project* at the George Washington University in Washington, D.C., is publishing the complete record of the First Federal Congress, 1789-1791, including official records and primary material such as letters and diaries that document the actions, debates, and thoughts of that body and its members. *The Freedmen and Southern Society* project at the University of Maryland is documenting the transition from slavery to freedom in the American South in the years 1861 to 1867. The project will ultimately consist of nine volumes of some 50,000 documents selected by the editors from materials at the National Archives of the United States, including a large number of letters, affidavits, and other personal accounts by slaves and ex-slaves.

Editions projects also make accessible the records of great cultural, literary, and intellectual achievements. In the field of literature, for example, NEH awarded funding for a project at Emory University in Atlanta, Georgia, to edit the letters of the influential Irish poet, novelist, and playwright Samuel Beckett. The first and second volumes, published by Cambridge University Press in 2009 and 2010 respectively, have received impressive reviews in venues as diverse as *The Times Literary Supplement*, *The Washington Post*, *The Economist*, and *The New York Times Book Review*. Volume two received the Modern Language Association's 2011 Morton N. Cohen Award for the most distinguished edition of letters. Also in literature, this year, an editorial team headed by Sandra Donaldson at the University of North Dakota completed a five-volume edition of the works of Elizabeth Barrett Browning. This work is the first modern scholarly edition of the great Victorian poet's works and includes both published and hitherto unpublished and unknown texts, along with a substantial critical apparatus. The Scholarly Editions and Translations program also supports a number of projects relating to the history, theory, and criticism of the arts. For example, the Music of the United States of America project is devoted to expanding the legacy of American music available for study and performance. Recently, the project published the complete works of John Phillip Sousa and Charles Ives, and the Laura Ingalls Wilder Songbook, a treasury of traditional American music.

NEH also has a long history of supporting translations into English of significant literary and historical works from a wide variety of languages. A recent grant to Professor Peter Brand at the University of Memphis is supporting the preparation of a print and online translation of the hieroglyphic inscriptions from the Great Temple in Karnak, Egypt, one of the largest monuments ever built in the ancient world. Hieroglyphics cover the walls, roof, and 134 columns of the temple and chronicle wars and religious beliefs during the reign of pharaohs Sety I and Ramesses II, approximately 3,300 years ago. Professors Maria Antonia Garcés of Cornell University and Diana de Armas Wilson of the University of Denver received an award to edit and translate *An Early Modern Dialogue with Islam: Antonio da Sosa's Topography of Algiers*

(University of Notre Dame Press, 2011). Da Sosa's work, first published in 1612, provides an important tool for further research and study of daily life in a trading center that was located at the crossroads of the Mediterranean and served as a melting pot for Christians, Jews, and Muslims. When pirates imprisoned him in Algiers, da Sosa became acquainted with another prisoner, Spanish Golden Age author Miguel de Cervantes, whose biography da Sosa would later write.

Collaborative Research

Collaborative Research grants support teams of researchers involved in a variety of large-scale domestic and international projects, including archaeological excavation and interpretation, scholarly conferences, and wide-ranging original and synthetic research that significantly adds to our understanding of historical issues and cultures worldwide. For example, Nicola Terrenato, professor of archeology at the University of Michigan in Ann Arbor, leads an international team of scholars on a project to conduct archaeological field work at the ancient Italian site of Gabii, a never before excavated city that rivaled Rome in power and influence in the 9th to 7th centuries, BCE. Professor of History Don Doyle at the University of South Carolina received support to convene an international conference of historians, philosophers, legal scholars, and political scientists to examine global secession movements and the violence they often engender. The three-day conference resulted in *Secession as an International Phenomenon: From America's Civil War to Contemporary Separatist Movements* (University of Georgia Press, 2010), a collection of essays edited by Doyle. And, with NEH support, Kenneth Winkle, professor of history at the University of Nebraska, Lincoln, directs a team of scholars who are documenting dramatic changes in the city of Washington, D.C., during the Civil War. The city, as the symbolic and strategic seat of the Union war effort, also became the hub of the wartime antislavery movement and the locus of federal efforts to promote emancipation and civil rights. The project website (www.civilwardc.org) will hold data, maps, essays, and other material useful to scholars and students alike as they seek to understand life in the Civil War-era city. Tourists, too, will benefit from the maps that guide them to Civil War sites.

Fellowship Programs at Independent Research Institutions

Grants through Fellowship Programs at Independent Research Institutions support residential fellowships at major U.S. research centers located at home and abroad, as well as fellowships awarded under the auspices of U.S. organizations that facilitate international research. NEH supports institutions as varied as the Newberry Library in Chicago and the American Research Institute in Turkey, and funds individual research in China through the American Council of Learned Societies. The program recognizes that intellectual exchange and collaboration are vital to the scholarly enterprise and to advanced research in the humanities. These partnerships expand the access of American scholars to important research collections and scholarly communities, including many with extremely rare and specialized expertise. NEH funds partially support the costs of fellowship stipends, while the partner institution covers such resources as meals, lodging, copying and library services, computer access, and, in the case of organizations

supporting international research, assistance in securing the necessary visas and research permits. NEH grants to the institutions support 75-80 individual fellows annually.

Awards made through this program yield a wide range of published scholarship. For example, Chad Williams of Hamilton College in Clinton, New York, held a NEH fellowship at the Schomburg Center for Research in Black Culture at the New York Public Library. With his award, he conducted research in the Schomburg's extensive collections and wrote *Torchbearers of Democracy: African American Soldiers in the World War I Era* (University of North Carolina, 2010). Mark Valeri, the E. T. Thompson Professor of Church History at the Union Theological Seminary in Richmond, Virginia, held his NEH-supported fellowship at the American Antiquarian Society in Worcester, Massachusetts. With the research accomplished during his award, he wrote *How Religion Shaped Commerce in Puritan America* (Princeton University Press, 2010), a study of four generations of Puritan businessmen and their changing views on the relationship between their faith and the market economy. Rachel McDermott, associate professor of Asian cultures at Barnard College in New York City, received NEH support to conduct research at the American Institute for Indian Studies in New Delhi. During her term abroad, Professor McDermott researched and began writing *Revelry, Rivalry, and Longing for the Goddesses of Bengal: The Fortunes of Hindu Festivals* (Columbia University Press, 2011), the first English-language book to describe the elaborate ceremonies that are central to understanding Hindu culture on the Indian subcontinent.

In FY 2011, the Endowment made 42 awards in Scholarly Editions and Translations, Collaborative Research, and Fellowship Programs at Independent Research Institutions from a pool of 214 applications. In FY 2012, the Division anticipates making 40 awards from 210 applications. At the FY 2013 request level, the agency anticipates 41 awards from a pool of approximately 210 applications.

OFFICE OF DIGITAL HUMANITIES

FY 2013 Request: \$4,250,000

Programs/Grant Categories:

- Digging Into Data Challenge
- Digital Humanities Start-Up Grants
- Digital Humanities Implementation Grants
- Institutes for Advanced Topics in the Digital Humanities
- NEH/German Research Foundation Bilateral Digital Humanities Programs

In 2006, the National Endowment for the Humanities established an Office of Digital Humanities to foster the development of world-class, leading-edge research and education in the emerging field of digital humanities. Over the last several years, the Endowment has earned a reputation in the U.S. for its leadership in this field, and its work has become a model for funding bodies in a number of other nations.

As our world becomes increasingly digital, computationally sophisticated research methods become critically important to the humanities as well as to many other disciplines. Since the advent of the Internet, we have seen the creation of vast databases of digital books, newspapers, photographs, music, and other materials. These and other research resources are the traditional materials studied by humanities scholars. But now that we have access to literally millions of pages of materials in digital form, how does this change the very nature of humanities research? How does the large scale—and the availability of large-scale computing—change the research paradigm? These are among the important and fundamental questions being addressed by the Endowment and by NEH-supported researchers.

NEH's leadership role in the field of the digital humanities has been widely acknowledged in the humanities community and has received a good deal of publicity in the popular press. In July 2010, for example, scientists at Google Research announced their interest in the digital humanities and have begun investing money and resources. In their announcement, Google specifically acknowledged the work of NEH's Office of Digital Humanities as a supporter of innovative work in this area and expressed the hope that "over time the field of digital humanities will fulfill its promise of transforming the ways in which we understand human culture." In 2011, the American public was fascinated to see "Watson"—a computer that was able to defeat top human opponents in the popular television program *Jeopardy*. The Watson system was created by IBM researchers working in tandem with university researchers, including computer scientist and NEH grantee James Allan from the University of Massachusetts. The Watson technology, which searches and synthesizes millions of pages of data to answer complex questions, is an excellent (and very public) example of the importance of digital humanities research and its wide potential.

In November of 2010, *The New York Times* published the first in a series of articles entitled “Digital Keys for Unlocking the Humanities’ Riches” (<http://www.nytimes.com/2010/11/17/arts/17digital.html>). In this widely read piece, the *Times* noted that “This latest frontier is about method . . . using powerful technologies and vast stores of digitized materials that previous humanities scholars did not have.” The article then discusses the work of NEH, including in-depth examples of a number of Endowment-funded projects. In June of 2011, the influential journal *Nature* featured several NEH-funded projects and published an editorial in which they said that “. . . the field of digital humanities is flourishing.”

As these examples (and many others) attest, NEH is one of the key players in this new field. This work is also having an impact on higher education in the United States: More and more leading universities are adding digital humanities laboratories and centers and hiring new digital humanities faculty. For example, in October 2011, the University of Nebraska, Lincoln announced six additional job openings in the digital humanities. American universities, assisted by NEH funding, are leading the world in this important new field of research.

The Endowment’s Office of Digital Humanities sponsors a number of innovative grant programs aimed at moving the field forward rapidly:

Digging into Data Challenge. This program funds international teams that are investigating new research methods that use advanced computing to query large digital datasets of books, newspapers, music, economic data, survey data, or other materials typically studied in the humanities and social sciences. The program uses the “challenge” format to create interest in the field and encourage innovative research. The Endowment recognized that with the explosion of Internet-based digital materials, this grant opportunity would be of interest to a wide variety of scholars and funders of advanced research in the U.S. and internationally. The Digging into Data Challenge has received a great deal of attention in the press, including articles in *Nature*, the United Kingdom’s *Times Higher Education*, the Canadian *Globe and Mail*, and *The New York Times*.

The program, which is managed by the NEH, is co-sponsored by seven other international research funders: the Arts & Humanities Research Council (United Kingdom), the Economic & Social Research Council (United Kingdom), the Institute of Museum and Library Services (United States), the Joint Information Systems Committee (United Kingdom), the National Science Foundation (United States), the Netherlands Organisation for Scientific Research (Netherlands), and the Social Sciences and Humanities Research Council of Canada (Canada).

The competition is open only to international partnerships involving research teams in at least two of the four participating countries: Canada, the Netherlands, the United Kingdom, and the United States. In FY 2012, there was an enthusiastic response to this competition, with 67 international teams submitting grant applications, indicating this is an area of great interest to the field. Some notable projects that received awards include:

- From early civilization through the present day, one of humankind’s greatest challenges has been how to deal with the threat of pandemic diseases like cholera, smallpox, measles, AIDS, or SARS. Just as a virus can move from person to person, so too does information *about* a virus move rapidly during a pandemic. In fact, one of the keys for controlling and treating widespread outbreaks is to study and control information about the disease: Who is getting sick and who is not? What treatments are working? Is information about disease prevention getting to the right people? An NEH-funded team from Virginia Tech University and the University of Toronto in Canada are seeking to harness the power of “data mining” techniques with the interpretive analytics of the humanities and social sciences to learn more about how information flows during a pandemic. The group will be studying the archives of over 100 different newspaper titles that covered the 1918 influenza outbreak. Their goal is to apply the latest in computational techniques to learn how information about a pandemic spreads, with the hope that this can also teach us valuable lessons for disease control today.
- A team from Indiana University and the University of East London, University of Dundee, and the University of London in the United Kingdom are developing a multi-scale workbench, called "InterDebates." The goal of the project is to dig into the data provided by hundreds of thousands, eventually millions, of digitized books, bibliographic databases of journal articles, and comprehensive reference works. The team’s hypotheses are: that detailed and identifiable arguments drive many aspects of research in the sciences and the humanities; that argumentative structures can be extracted from large datasets using a mixture of automated and social computing techniques; and, that the availability of such analyses will enable innovative interdisciplinary research, and may also play a role in supporting better-informed critical debates among students and the general public.

Digital Humanities Start-Up Grants. Digital Start-Up Grants is a “seed grant” program that is designed to spur innovative research and education projects in the digital humanities. It takes a “high risk/high reward” approach, trying to identify exciting new research by American scholars, universities, libraries, archives, or non-profits that use technology in an innovative way. These small grants (ranging from \$25,000 to a maximum of \$50,000) result in plans, prototypes, or demonstration models for long-term digital humanities projects. Successful Start-Up grants that have demonstrated their impact on the field are encouraged to pursue larger implementation funding at a later stage. In terms of applications, this program has proven to be quite successful and quickly became one of the highest volume programs at the NEH. The large number of grant applications and the high quality of awards suggest that the Endowment has tapped an important unmet need in the humanities. Some notable recent grants include:

- In 1871, while traveling in the Congo, the Scottish explorer David Livingstone witnessed a massacre of hundreds of Africans by Arab slave traders. Livingstone, in ill health and almost out of supplies, including paper and ink, used an old newspaper and ink made from berries to keep a diary of what he saw. This diary

was recently rediscovered, but the ink had almost completely faded, making it unreadable. With Start-Up grant funding from NEH, an international team of scholars and scientists at UCLA made headlines around the world recently after they successfully used high-tech, multi-spectral imaging technology to reveal Livingstone's words, shedding new light on one of the most important historical figures of the 19th century.

- The Photogrammar Project is a Yale University Public Humanities Project designed to offer an interactive web-based open source platform for the 160,000 photographs created by the federal government from 1935 to 1943 under the Farm Securities Administration and Office of War Information. The images offer an archive of American life that is a resource for students, academics, and the public at large. The interactive map will map the photographs over historical county and census data. Additionally, users will be given the tools to be able to construct statistical graphics and visualization from the data.

Digital Humanities Implementation Grants. As the Digital Humanities Start-Up Grant program enters its sixth year, the Endowment has funded nearly 200 of these small projects. At the Endowment's FY 2013 request level, the agency would be able to build on and extend the accomplishments of this grant category through our newest program, Digital Humanities Implementation Grants. This program will fund the next stage of the best of these cutting-edge research and education projects. While some Start-Up grants can complete their work with just a small initial award, others create experimental prototypes or proofs of concept that have potentially larger outcomes. The Implementation Grants program will target projects that have already demonstrated a successful beginning phase and that have a clear plan for moving towards full implementation. The program offers larger dollar amounts than the Start-Up Grants program to enable projects to develop fully and have maximum impact on the field. While NEH would expect many former Start-Up grantees to apply, the program will also be open to other researchers who have successfully completed initial planning phases of their project. At the FY 2013 request level, we estimate receiving approximately 100 implementation proposals and funding four-five projects.

Institutes for Advanced Topics in the Digital Humanities. This grant category encourages the sharing of best technology practices among humanities scholars. As reflected by the research grants made in the Digging into Data Challenge and Start-Up Grants categories, more and more humanities scholars are using sophisticated technology tools and techniques. The Institutes program sponsors training workshops that allow scholars to learn about these new technologies, tools, and techniques. This funding opportunity has received an enthusiastic response from the field: For example, two recent training institutes reported that over 100 people applied for the 30 available seats. The program also ensures that scholars from universities both large and small have opportunities to learn about the latest research and education techniques in the digital humanities. These institutes have already had a major impact on the field. For example, a recent article in *The New York Times* described the new "spatial humanities" research,

citing the work of the “GeoSpatial Institute” held at the University of Virginia in 2010 and funded via this NEH program.

Recently, a scholar who attended one of these digital humanities institutes wrote a thank-you letter, saying “I have to say that what I learned at the NEH mini-seminar absolutely surpassed anything that I could have imagined for the utility of these new methods and technologies. I . . . left completely rethinking my own research.” Another scholar wrote to say that the “institute was an amazing experience—one of the best intellectual learning situations in my whole life.”

Examples of recent Institute awards include:

- The Center for Digital Humanities at the University of South Carolina will partner with the Institute for Computing in Humanities, Arts, and Social Sciences at the University of Illinois at Urbana-Champaign and the National Center for Supercomputing Applications to foster innovation in the research and development of computational resources for humanities research groups. Participants from around the nation, including from many underserved universities, will receive hands-on experience and training using high performance computing for advanced research.
- The University of Indiana, Indianapolis is hosting a two-week institute and follow-up activities for humanities scholars to consider the potential for incorporating geospatial theories, methodologies, and technologies into humanities research and teaching, with a particular focus on the history of religion in the United States.

NEH/German Research Foundation Bilateral Digital Humanities Programs. As noted previously, the Endowment has forged creative partnerships with organizations in the U.S. and in other nations in support of the digital humanities. Another example of international partnership is the NEH/German Research Foundation Bilateral Digital Humanities Program. Under this program, the Endowment and the German Research Foundation split costs equally to fund research partnerships between American and German universities and other research institutions. This program has proven to bring in high-caliber digital humanities proposals and has helped to build capacity and research collaborations among American and German humanities scholars, librarians, and scientists. Examples of recent awards include:

- The Center for Jewish History in New York is working with the Frankfurt University Library in Germany to digitize approximately 1,000 important books that were thought to be lost after World War II. The purpose of this project is to create a complete digital collection of the historic resources of the *Wissenschaft des Judentums* (“Science of Judaism”) by enriching the unique *Wissenschaft* collection of the Frankfurt University Library with digital facsimiles of missing titles housed at the Center. The Frankfurt University Library estimates that it is missing about 25 percent of the 11,000 titles that once constituted its world

renowned collection of *Wissenschaft des Judentums*. The Center has identified approximately 1,000 of these missing books within the holdings of its partner organizations.

- The Yemen Manuscript Digitization Initiative (YMDI) is a collaborative project between Princeton University Library and the *Freie Universität* Berlin. YMDI's mission is the preservation and dissemination of Arabic manuscripts in the private libraries of Yemen. Working closely with a Yemeni non-profit organization that has endeavored to save Yemeni manuscripts for the past decade, YMDI will digitally preserve a total of 236 manuscripts held in three private libraries in the capital city of Sana'a. These digitized sources will then be virtually conjoined to twelve manuscripts in the rare book collections of the *Staatsbibliothek zu Berlin* and the Princeton University Library, creating a freely accessible repository of Islamic manuscripts whose scope is unparalleled in the world.

OFFICE OF CHALLENGE GRANTS

FY 2013 Request: \$8,750,000

- Strengthening humanities education
- Conducting a Special Challenge Grants initiative for two-year colleges
- Encouraging financial planning
- Facilitating humanities research and scholarship
- Preserving and increasing access to cultural resources
- Providing opportunities for lifelong learning in the humanities
- Enhancing infrastructure for digital humanities

A small public library in Alaska constructs a new facility. A regional historical society in Arkansas expands its public programming by endowing a position of humanities educator. A major university in Indiana conducts research and public outreach on the place of religion in American civic life. A liberal arts college located in the Blue Ridge Mountains endows a new archivist position to enhance programming and research based on its extensive collections in Southern Appalachian history and culture. An educational center for the study of the historic events surrounding the Underground Railroad enhances its core exhibits, distance learning, and workshops. A small college in Ohio creates a new Center for the Study of American Democracy. Consortia of research libraries join together to underwrite—and thus to ensure open access to—an online encyclopedia of philosophy, which in turn has become one of the most important resources for the study of philosophy for scholars, students, and the general public.

This brief sampling of recent challenge grants awarded by NEH illustrates how the Endowment helps local, state, and national institutions secure their humanities resources and activities for the long term. Crucial to achieving this goal is the “multiplier effect.” Recipients of a challenge grant must match every federal dollar with three nonfederal dollars in gifts to the grantee. (Different matching ratios may obtain in special initiatives.) Many grantees not only meet this challenge but also exceed it, raising more gifts than required. The NEH is the only significant source of assistance for strengthening the capacity of humanities organizations to undertake and sustain major humanities activities. No other type of grant, whether from the NEH or from a major foundation, leverages as much in private, nonfederal donations to the humanities as does the NEH Challenge Grants program. Since its inception in 1977, Challenge Grants from NEH have generated just under \$2 billion for the humanities. Adjusted for inflation, the amount generated surpasses \$3.9 billion. That donations to a challenge grant are worth more than the dollar amount of their gift appeals to donors who want evidence that their gifts make a difference in furthering the goals of the recipient organization. Many challenge applicants solicit gifts even before applying to NEH, as the mere anticipation of a possible challenge grant has proven to stimulate donations. Even if the application is unsuccessful in the highly competitive NEH review process, most donors allow the organization to retain gifts that they gave in anticipation of the grant.

NEH Challenge Grants are best understood as a lasting partnership between the community of humanities institutions and the Endowment. A wide array of nonprofit organizations have partnered with the Endowment by taking up the NEH “challenge” to enhance

their ability to conduct research that advances our basic knowledge; to define educational programs at universities or in museums through which we can learn about the humanities in depth; to create exciting and highly acclaimed public programs that showcase the humanities even as they teach audiences about history, literature, and culture in the broadest sense; and to preserve our heritage by identifying, organizing, cataloguing, and protecting the important documents and artifacts of our shared past. These organizations include the full complement of humanities institutions, including museums, tribal centers, public libraries, colleges and universities, scholarly research organizations, state humanities councils, historical societies and historic sites.

While most evidence of the challenge grants' leveraging power is anecdotal, occasionally a donor will articulate in writing the effect of the grant. In Texas, for example, a foundation that restricted its grants to a limited geographical area different from that of the challenge grantee, wrote to the humanities organization before it had received its NEH challenge offer that the foundation "regret[s] to inform you that our Directors were not in a position to authorize a grant toward your [project]." After NEH offered the challenge grant, however, a letter from the foundation stated that "now that you have picked up specific support [from NEH] . . . we should have another discussion here . . . about whether [the foundation] can enter into the project." A substantial donation of \$50,000 resulted.

In FY 2011, the NEH Office of Challenge Grants received 151 applications (34 for the Special Initiative for Two-Year Colleges and 117 regular Challenge Grant applications) and made twenty-nine awards (six under the Special Initiative and twenty-three regular challenge grant awards). The program anticipates receiving approximately 150 applications in FY 2012 and making approximately twenty awards. At the requested funding level in 2013, the program anticipates receiving 120 applications and making eighteen to twenty awards overall.

Strengthening Humanities Education

In accord with a key element of the Endowment's strategic plan, the NEH Challenge Grants program helps strengthen humanities teaching and learning throughout the nation. For example, California State University, Fresno, received an offer of \$500,000 (to match \$1.5 million) to endow the university's excellent Middle East Studies Program (MESP). The total funds of \$2 million will allow the creation of an endowed chair in Middle East Studies: the holder of the chair will direct the MESP, plan and coordinate programs open to the community outside the university, select faculty for research support, and pursue scholarship in Persian languages and literature.

In line with Presidential Executive Orders #13256 on Historically Black Colleges and Universities and #13270 on Tribal Colleges and Universities, NEH also extends special encouragement of a lower matching ratio (2-to-1 instead of 3-to-1), and an extended grant period (six years instead of five) to these types of institutions when they apply for challenge grants.

Special Initiative for Two-Year Colleges

Recognizing that the majority of postsecondary education in the humanities takes place at two-year colleges, the Endowment regards strengthening humanities education at these institutions as especially vital. These institutions are crucial to humanities education in the United States, but they have not applied for grants in anything like the numbers expected from a cohort of over 1,100 community colleges nationwide. In February 2011, the Challenge Grants program undertook a special grant competition designed to encourage two-year colleges to plan for ways to strengthen their activities, programs, capital resources, and endowments that support the humanities. Encouragement for applicant institutions that have been reluctant to apply for challenge grants includes a lower matching ratio (2-to-1 instead of 3-to-1), and an extended grant period (six years instead of five) to allow increased time to meet the NEH fundraising challenge.

The Endowment particularly encouraged applications from two-year colleges that responded to the agency-wide *Bridging Cultures* emphasis. About one-half of the thirty-four applicants chose to focus on intercultural topics and ideas. The link between these colleges and *Bridging Cultures* seemed natural because two-year colleges are among the most diverse educational settings in the nation, where student populations comprise persons of varied ethnicity and nationality, persons with low or moderate incomes who must work on average thirty hours a week to attend college, persons who are the first in their families to attend college, and persons newly arrived in the U.S. who seek through education to establish their place in the American culture and economy. For these students, the humanities can provide direct contact with significant questions of cultural identity, national citizenship, and personal values.

Two-year colleges form a crossroads where cultures meet and mingle and where, in a humanities context, differences among people can be better understood. For example, as a result of the first round of the initiative, the Endowment has offered a challenge grant of \$131,000 (to match \$264,000 in nonfederal gifts) to Northwest Community College in Wyoming to establish an Intercultural Center. Northwest College is an open-admission, comprehensive, rural two-year public community college located in Powell, Wyoming, in the isolated Big Horn Basin approximately 80 miles from the eastern entrance to Yellowstone National Park. This small community college serves a three-county area of 12,000 square miles, roughly the size of Massachusetts and Connecticut combined. As the only postsecondary institution in the region, Northwest College is committed to providing access to programs that promote awareness of the diverse cultures within its region, in the nation, and around the world. The grant funds will allow the college to purchase a building that will provide a dedicated space on the college campus to serve as a forum for discussion and exploration of cultural issues that, in turn, will enhance public awareness and understanding of the crucial role of diverse cultures in our increasingly interdependent global economy and society. The grant will also support the creation of a small endowment to support programming at the center, as well as archival acquisitions and supplies.

Encouraging financial planning

Successful challenge grant applications require evidence of careful strategic planning for the long-term strength of the humanities. An illustration of excellent long-range planning can be seen in the challenge grant to Dane County Library Service (DCLS) of Madison, Wisconsin. As

Dane County has grown in population, the twenty-seven libraries in the county's cities and towns have stretched to keep up with increased usage and strained financial resources. DCLS plans to use a \$1.4 million challenge grant (\$350,000 in federal funds and \$1,050,000 in nonfederal gifts) to extend and enhance the libraries' humanities programming in the face of diminished county and local budgets. An example of the important role local museums play in providing opportunities for lifelong learning in the humanities can be seen in the challenge grant of \$425,000 (to match \$1,275,000) awarded to the National Czech and Slovak Museum and Library in Cedar Rapids, Iowa. The grant is providing endowment for the museum's education department to enhance programs and exhibitions that address contemporary issues affecting the Czech and Slovak Republics as well as contemporary immigrants to the United States. After suffering major damage in a historic flood in 2008, the museum restored its campus to include a museum and library, a local history facility, and two restored historic homes. The museum's collections and exhibits address the history of Czech and Slovak people in the United States and in their countries of origin. Detailed strategic planning made necessary by the flood addressed core questions of significance and relevance not only of the Czech/Slovak experience, but of the broader issues of immigration and changing relationships between cultural groups.

Facilitating Humanities Research and Scholarship

NEH Challenge Grants support scholarly research in the humanities at a variety of institutions, from large universities to small colleges, from major history museums to historic sites. Although NEH supports research in the humanities in all its forms—through individual residential fellowships, summer support, collaborative research efforts, and access to collections—an increasingly significant mode of supporting research in the humanities is through a humanities center at a major university, research library, museum, or historical society. The Endowment has helped establish and strengthen humanities centers at such differing institutions as Stanford University in California, Messiah College in Pennsylvania, the Dubuque Historical Society in Iowa, and the American Antiquarian Society in Massachusetts.

An excellent example of a center supported by a challenge grant is the Center for Humanistic Inquiry at Emory University in Atlanta, Georgia. In 2006, NEH awarded Emory University a challenge grant of \$500,000 in federal funds to match \$2,000,000 in non-federal gifts to endow the Bill and Carol Fox Center for Humanistic Inquiry (FCHI). The university recently completed its grant, raising \$11,000 in excess of the required match of \$2,000,000. In addition to supporting key postdoctoral fellowships in poetics, faculty research, and a variety of other programs, including a Great Works seminar open to the Atlanta community, the challenge grant has enhanced Emory's status as an emerging international center for the study of poetry. The grant timetable created a sense of urgency for completing the required match, and it generated strong support for the center's mission. Grant administrators at Emory wrote that "without the FCHI's support from the NEH Challenge Grant, the Center itself might no longer exist."

Through its Challenge Grants program NEH has long supported, regional state, and local history organizations. The common saying that "all politics are local" applies as well to history: "all history is local," for it is the stories of where we live and work that affect us most directly and most deeply. A wide array of history museums, historical societies, and historic sites, all of

which preserve, interpret, and disseminate to the public information about our shared past, have received long-term support from NEH. For example, the Maine Historical Society undertook a major renovation and expansion of its research library and archives with the aid of a \$500,000 challenge grant (matching \$1.5 million in nonfederal funds). Built in 1907 and listed on the National Register of Historic Places, the library is a comprehensive resource for the study of Maine, New England, and early American history. It houses collections of archival manuscript holdings from the 15th to the 21st centuries, including such rarities as the Dunlap Broadside of the Declaration of Independence, printed on July 4, 1776. The historical society used a facsimile of the broadside in events around the state, helping to tell a complex story about the founding of the nation, Maine's key role in the Revolution, the importance of preserving our heritage, and the goals of the Historical Society. In addition to the federal funds, other support came from private foundations, corporations, and individuals. In all there were 479 separate gifts to the challenge grant.

NEH also supports overseas research centers that assist American scholars who are advancing our knowledge of the world beyond our shores. Scholars studying a diverse group of cultures and peoples from ancient to modern times rely on overseas research centers for access to important collections, for introductions to scholars in other nations, for access to national libraries, and for important logistical assistance with everything from where to eat and sleep to finding necessary transportation to significant sites. The American Research Institute in Turkey, for example, received a challenge grant of \$550,000 (to match \$1,650,000 in nonfederal donations) to expand and enhance the institute's extensive library facilities in Ankara and in Istanbul. Besides supporting direct expenditures for moving to larger facilities in both library locations, the grant will enable the institute to purchase technology equipment and endow professional library staff and collections development.

Preserving and Increasing Access to Cultural Resources

The Challenge Grants program supports long-term institutional capacity to preserve manuscripts, art works, artifacts, documents, and other collections important to our cultural heritage. Conservation programs, facilities, and staff play an important role in preserving our national heritage of art works, documents, and archival collections. NEH has supported conservation education and training; it has helped museums establish or strengthen conservation departments and centers across the nation, including endowments for conservation departments established at such museums as the Anchorage Museum in Alaska, the Baltimore Museum of Art, and the Asian Art Museum of San Francisco. For example, NEH offered a Challenge Grant of \$425,000 (to match \$1,275,000 in nonfederal donations) to the Winterthur Museum in Delaware to create endowment for the Director of Conservation position. The Conservation Department oversees emergency and preventative conservation plans that have become models for other institutions; Winterthur's experience with endangered collections enabled it to respond effectively to the critical needs of Gulf Coast cultural institutions after Hurricanes Rita and Katrina. Winterthur also facilitates and broadly disseminates scholarly research in conservation, material culture, and art history, and it provides state-of-the-art scientific analysis to resolve curatorial and conservation questions for collections at Winterthur and other institutions. In addition, Winterthur's inspiring collaboration with the University of Delaware and the Walters Art Museum (Baltimore, Maryland) resulted in a project to advise the Iraq National Museum in

Baghdad and to establish a conservation training institute for cultural heritage professionals in Iraq.

Protection of an important ethnic group's history is the purpose of a recent challenge grant offered to the Center for Jewish History, a collaborative fusion of five previously independent institutions: the American Jewish Historical Society, the American Sephardi Federation, the Leo Baeck Institute, the Yeshiva University Museum, and the YIVO Institute for Jewish Research. An impressive 500,000 volumes, 100 million documents, and almost 20,000 museum objects comprise the center's collections, and preserve for researchers and the public alike records of the Ashkenazi civilization of Central and Eastern Europe over the last thousand years, materials related to the rise and flourishing of American Jewish culture, texts that explore the entire geographic range of Sephardic and Oriental Jewish experience, and the world's most comprehensive documentation on pre-Holocaust Jewish life (including the only Jewish library from Poland to survive the Holocaust). The center provides readers in America and around the world access to otherwise inaccessible material. With an NEH challenge grant of \$500,000 in federal funds to match \$1.5 million in non-federal funds the center will enhance its Online Public Access Catalog, a unique tool that integrates the library, archive, and museum holdings of the center's five partner organizations.

Providing Opportunities for Lifelong Learning in the Humanities

An excellent example of the important role interactive museums play in providing opportunities for lifelong learning in the humanities can be seen in the \$4 million challenge grant (\$1 million in federal funds and \$3 million in nonfederal matching funds) to the National Constitution Center, the first and only nonpartisan, nonprofit institution devoted to the Constitution. In founding the National Constitution Center through the Constitution Heritage Act of 1988, the United States Congress recognized the pressing need to better educate Americans about their Constitution, and to inform them of their rights and responsibilities as citizens of the United States. The NEH challenge grant furthers this mission by endowing a changing exhibition fund that showcases original and traveling exhibits rooted in themes relevant to contemporary life, such as the rights enshrined in the First Amendment, and that appeal to a broad public audience.

Enhancing Institutional Infrastructures for Digital Humanities

In FY 2013, the Office of Challenge Grants will continue its long-standing support for enhancing the institutional infrastructure that makes sustained use of advanced technology possible. For example, NEH offered Colonial Williamsburg Foundation in Virginia \$813,750 (to match \$2,441,250 in nonfederal donations) to endow its Digital History Center. Founded in 2002, the center uses innovative technologies to engage the public in continuing conversation about the American Revolution, citizenship, and democracy. The center's ongoing projects include "eWilliamsburg," which employs GIS technologies to link a digital map of the Colonial city to reports and other documentary evidence relating to the history of the site, and "Virtual Williamsburg," an ongoing initiative to create a 3D computer model of Virginia's capital in 1776.

As the cited examples of NEH Challenge Grants demonstrate, grantees use both the NEH challenge funds and the matched nonfederal funds for a wide variety of long-term institutional purposes. Grantees may use the money to purchase capital equipment and upgrade technology, renovate or construct facilities, and add to library holdings or museum collections. Challenge grants can also establish or augment endowments or spend-down funds that support basic, long-term needs such as staff, maintenance, and programming. Since 1977 the Challenge program has strengthened the capacity of humanities institutions of all kinds, in every state of the Union, for all imaginable kinds of humanities activities. Our nation is the stronger for it.

TREASURY FUNDS

FY 2013 Request: \$2,750,000

NEH uses Treasury funds to match nonfederal contributions in support of humanities projects. Encouraging private-sector support for cultural activities is an important goal of the Administration and of Congress, and NEH Treasury funds and Challenge Grants have proven to be an effective means of leveraging the contributions of the nation's businesses, foundations, and individuals on behalf of the humanities. From the establishment of the agency in 1965 through fiscal year 2011, Endowment matching grants for humanities projects have stimulated approximately \$426 million in third-party donations. (NEH Challenge Grants have leveraged almost another \$2 billion in institutional support.) In order to build on that record of success, we are requesting an appropriation of \$2.750 million for the Endowment's Treasury funds program in FY 2013.

Matching grants are awarded in most programs of the Endowment. A matching award entails an offer of NEH funding that is conditioned on an equivalent amount of fund-raising by the recipient. A matching offer may comprise the entire amount of the Endowment's support. More often, however, it is combined with an outright grant that permits the project activity to begin while a fund-raising effort is being organized.

Although Treasury matching funds support discrete projects rather than basic institutional needs, matching grants awarded with Treasury funds generally have the effect of improving the financial stability of humanities institutions. By providing incentives for fund-raising, Treasury funds help humanities institutions establish long-term relationships with potential donors.

In FY 2011, NEH matching grants, leveraging an equivalent amount in nonfederal giving, supported humanities activities of every kind. Awards of Treasury matching funds included the following:

- \$1.9 million that enabled the 56 state humanities councils to provide federal matching support for projects conducted by local organizations and groups throughout the country.
- \$55,800 to support the work of a research team based at the University of Toronto that is preparing entries for the *Dictionary of Old English*, an historical dictionary based on the entire extant corpus of Old English texts written between A.D. 650 and 1150.
- \$66,165 to Arhoolie Foundation in El Cerrito, California, for a project that is cataloging, digitizing, and providing for online delivery of 24,000 45 rpm recordings of Mexican and Mexican-American music created from 1954 to 1990.
- \$100,000 for a project of the Thomas Jefferson Foundation in Charlottesville, Va., to create 17 interpretive stations—emphasizing individuals, families, and work in

the context of Jefferson's era—along Mulberry Row, where enslaved people lived and worked at Monticello.

- \$100,000 for an effort of WGBH Education Foundation in Boston for *American Experience: The Abolitionists*, a multiplatform film project about the determined activists who advocated the immediate end of slavery in the decades leading up to the Civil War.
- \$200,000 to Rutgers University to support preparation for the print publication of Volumes 7 and 8 of the papers of inventor Thomas A. Edison, covering the period of July 1883 through December 1887.
- \$70,000 to Stanford University in support of a long-term effort to publish the papers of Martin Luther King Jr.
- \$90,000 to the Abraham Lincoln Presidential Library and Museum Foundation in Springfield, Illinois, to support continued editing and publication of *The Papers of Abraham Lincoln*.



NATIONAL ENDOWMENT FOR THE

Humanities

MISSION STATEMENT

Because democracy demands wisdom, the National Endowment for the Humanities serves and strengthens our Republic by promoting excellence in the humanities and conveying the lessons of history to all Americans.

NATIONAL ENDOWMENT FOR THE HUMANITIES

FY 2013 PERFORMANCE BUDGET

I. INTRODUCTION

The National Endowment for the Humanities is pleased to present the agency's FY 2013 Performance Budget. This document provides a measure of the Endowment's progress toward attaining the goals and objectives of the NEH multi-year strategic plan. In form and content, it conforms to the requirements of the Government Performance and Results Act of 1993 (GPRA) and to the published guidance of the Office of Management and Budget. The annual performance goals and indicators below are integrally connected to the long-range goals, objectives, and strategies detailed in the Endowment's strategic plan. FY 2013 performance data are consistent with the program activities currently planned at levels of the Endowment's FY 2013 Congressional request. FY 2012 performance data are consistent with the program activities currently planned at levels of the Endowment's FY 2012 appropriation. Also shown are actual performance results for fiscal year 2011.

NEH recently launched a new feature of our online electronic Grants Management System (eGMS) database, the ability to collect information about products, prizes, and media coverage that result from NEH-funded projects. Current and past grantees can now input data about such project outcomes as books, journal articles, websites, documentary films, museum exhibitions, conferences, workshops, computer software, new buildings or equipment, and academic prizes, or about media coverage, such as a book review, newspaper article, or radio interview. This new database will better enable the NEH to demonstrate the impact of our grants to the public. When fully implemented, it will be of great utility to scholars and students, who will be able to come to the NEH website and see not only the title and description of the grant, but also find links to the books, articles, films, or other products of the project. In a recent evaluation of the NEH Fellowships program focusing on impact of awards made from 2002 through 2004, for example, 96 percent of surveyed fellows reported publishing as a result of their awards and over 70 percent of all awards resulted in major book-length publications. We are also planning to adapt elements of the new Research Performance Progress Report format, which was developed by a committee of the National Science and Technology Council, to help us capture performance information from grantees in NEH's grants management system.

II. PERFORMANCE GOALS AND INDICATORS

In the tables that follow, nine objectives of the Endowment's strategic plan are expressed as goals of the NEH performance budgets for FY 2013 and for the two preceding fiscal years. Annual progress toward the attainment of those goals is calibrated with reference to numerical or qualitative indicators. The integration of the Endowment's performance budget and its budget submission is fully evident in these tables. In each, the left-most column explicitly relates requested (or appropriated) funding for each of the major programmatic areas of the Endowment to a specific performance goal and to anticipated (or

actual) performance levels. The nine strategic objectives/performance goals below all address the Endowment's primary strategic goal: **To advance knowledge and understanding in the humanities in the United States.** They are:

- To facilitate basic research and original scholarship in the humanities.
- To strengthen teaching and learning in the humanities in schools and colleges across the nation.
- To preserve and increase the availability of cultural and intellectual resources essential to the American people.
- To provide opportunities for Americans to engage in lifelong learning in the humanities.
- To create new program initiatives that respond to needs and opportunities in American society.
- To strengthen the institutional base of the humanities.
- To maintain and strengthen partnerships with the state humanities councils.
- To establish collaborative partnerships with individuals and institutions in support of the humanities.

II. Table A		NATIONAL ENDOWMENT FOR THE HUMANITIES FY 2013 PERFORMANCE BUDGET	
PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2013 PLANNED PERFORMANCE LEVELS	
RESEARCH PROGRAMS \$15,255,000	A: To facilitate basic research and original scholarship in the humanities.		
	1) Support is provided that enables scholars-- both those affiliated with educational institutions and those working independently-- to devote a concentrated period of time to research and writing on significant subjects in all fields of the humanities.	Support would be provided for 209 individual scholars to make significant progress on important humanities research projects through fellowships and stipends.	
	2) Support is provided for collaborative research projects that develop significant intellectual advances and resources for scholars, teachers, students, and the general public.	Support would be provided for 33 important long-term collaborative projects in the humanities such as scholarly editions, translations, archaeological excavations and analyses and other complex, large-scale undertakings. In addition, 20 previously awarded grants would receive ongoing support through NEH matching funds.	
	3) Support is provided for overseas research in the humanities by American scholars and, where appropriate, encouragement offered for international collaboration in research on significant topics in the humanities.	Awards for 25 humanities fellowship programs at independent research institutions would support the work of 80 humanities scholars who will make significant contributions to scholarship in the humanities.	
	4) Support is provided for humanities scholarship by faculty members at Historically Black, Hispanic-serving, and Tribal colleges and universities.	Support would enable up to 8 individual scholars who teach at historically black colleges and universities, at institutions with high Hispanic enrollment, and at tribal colleges and universities to make significant progress on important scholarly projects in the humanities through faculty research awards.	

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2013 PLANNED PERFORMANCE LEVELS
EDUCATION PROGRAMS \$13,550,000	B: To strengthen teaching and learning in the humanities in schools and colleges across the nation.	
	1) Teachers are provided opportunities to renew and deepen their knowledge of the humanities.	<p>Support for 45 NEH summer seminars and institutes would enable 420 college teachers and 525 school teachers to revitalize their knowledge and teaching of the humanities. College teachers participating in seminars and institutes during the summer of 2014 would reach approximately 73,500 students annually; school teacher participants will reach approximately 65,625 students annually.</p> <p>Support for 17 “Landmarks of American History and Culture” workshops to take place in the summer of 2014 would enable approximately 1,360 school teachers to revitalize their knowledge and teaching of American history, particularly as it relates to the relationship between specific sites and the episodes in history, the writers, and/or the artists associated with that location. These teachers would annually reach approximately 170,000 students.</p> <p>Support for 3 NEH <i>Bridging Cultures</i> at Community Colleges projects would enable community college faculty and administrators to participate in sustained programs of faculty and curriculum development. They would work with leading scholars to develop new curricula and courses, participate in a sustained program of study and guidance, exchange ideas through digital technology, and present products such as syllabi and research products at a concluding conference. Community college faculty participating in these projects would reach approximately 23,100 students annually.</p> <p>Support for 20 Enduring Questions projects would enable faculty members to develop a new course at the undergraduate level to grapple with the most fundamental concerns of the humanities, and to join with their students in deep, sustained programs of reading in order to encounter influential thinkers over the centuries and into the present day. These questions would include: What is the good life? What is justice? What is friendship? Is there a human nature, and, if so, what is it? Each participating faculty member would conduct the newly created course at least twice, with each iteration reaching approximately 25 students.</p>
	2) Support is provided for humanities education programming in Historically Black, Hispanic-serving, and Tribal colleges and universities across the country.	Humanities Initiatives at Presidentially Designated Institutions would provide 16 grants to support faculty professional development activities for improvement in humanities instruction, as well as other capacity building activities at these institutions.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2013 PLANNED PERFORMANCE LEVELS
PRESERVATION AND ACCESS \$15,700,000	C: To preserve and increase the availability of cultural and intellectual resources essential to the American people.	
	1) Support is provided to preserve and create intellectual access to humanities collections and resources. Supported activities include digitizing collections; arranging and describing archival and manuscript collections; cataloging collections of printed works, photographs, recorded sound, moving image, art, and material culture; preservation reformatting; deacidification of collections; preserving and improving access to humanities resources in “born digital” form; creating research tools and reference works; and developing technical standards, best practices, and tools for preserving and enhancing access to humanities collections.	<p>Grants would be made to 10 projects to begin or continue work on the preparation of dictionaries, atlases, encyclopedias, and textbases central to knowledge and understanding of the humanities.</p> <p>Twenty projects would preserve and/or provide access to 3,000 hours of recorded sound and video collections; 2,000 linear feet of archival documents; and 400,000 manuscripts, broadsides, oversize volumes, and other non-print materials.</p> <p>Cooperative agreements would digitize hundreds of thousands of microfilm pages of historic newspapers.</p> <p>Support would be provided for three research and development projects concerned with standards and procedures.</p>
	2) Support is provided to train staff from the nation’s cultural repositories in the appropriate procedures for preserving and enhancing access to the humanities collections for which they are responsible.	<p>Seven awards would be made for regional and national education programs that would provide training for 200,000 people in U.S. museums, libraries, archives, and historical organizations.</p>

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2013 PLANNED PERFORMANCE LEVELS
PRESERVATION AND ACCESS \$15,700,000	3) Support is provided to museums, libraries, archives, historical organizations, and other cultural institutions to extend the useful life of fragile humanities collections and to develop sustainable strategies for their care. Supported activities include preventive conservation measures, such as managing relative humidity, temperature, light and pollutants in collection spaces; providing protective storage systems for collections; and safeguarding collections from theft and disasters.	Projects supported would help 20 cultural institutions preserve and ensure continued access to their humanities collections institutions through preventive conservation measures.
	4) The Endowment extends its reach to institutions across the country by providing support for basic preservation activities to small and mid-sized libraries, archives, museums, and historical organizations.	Projects supported would assist in preserving collections at 100 institutions in forty states, the District of Columbia, and the Virgin Islands. Approximately 35 percent of the awards would go to first-time NEH grantees.
PUBLIC PROGRAMS \$13,900,000	D: To provide opportunities for Americans to engage in lifelong learning in the humanities.	
	1) Substantive media presentations, exhibitions, reading and discussion programs, and other public projects advance public understanding of the humanities.	Thirty television/radio projects would produce 106 broadcast hours and draw a cumulative audience of approximately 36 million people. Thirty exhibitions, reading, viewing, and discussion programs, web-based programs, and other public education programs would employ various delivery mechanisms at venues across the country.
	2) High quality interpretative panel exhibitions and public programs are circulated to libraries through Small Grants to Libraries, and selected sites that receive smaller versions of NEH-funded exhibitions through the NEH on the Road cooperative agreement receive funds for additional public programming.	Forty NEH on the Road grants would be made to museums, and 125 Small Grants to Libraries would be awarded. The total for Small Grants to Libraries includes fifty grants for programming related to the Bridging Cultures Bookshelf.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2013 PLANNED PERFORMANCE LEVELS
<p style="text-align: center;">NEW PROGRAM INITIATIVES \$13,250,000</p>	<p>E: To create new program initiatives that respond to needs and opportunities in American society.</p>	
	<p>1) New initiatives and programs that address important concerns and opportunities in the humanities are established.</p>	<ul style="list-style-type: none"> • \$9,000,000. Through the Bridging Cultures initiative, funding would be provided to enhance Americans’ understanding of their own rich cultural heritage, as well as the cultural complexity of the world in which we live. The initiative would support: (1) national dissemination of model Bridging Cultures programs for the public, including community presentations of a Bridging Cultures film series and a “bookshelf” for libraries, to engage both live and on-line audiences in consideration of the themes of the initiative; (2) community college programs that feature the study of diverse cultures and histories in America and the world; (3) development of teacher support and on-line curriculum for the teaching of world history, cultures and languages in schools and community colleges; (4) humanities research on Bridging Cultures themes, including interdisciplinary research opportunities engaging scholars in collaborations supported by other research agencies such as NIH and NSF; (5) expansion of the National Digital Newspaper Project to include as a new priority the digitization of historic American newspapers from immigrant communities with newspapers in languages other than English, such as Spanish, German and French; (6) documentary films that explore other countries and cultures; (7) an Endowment-wide emphasis on development of new digital technologies (such as “apps” for smartphones and tablet computers) to engage students, teachers and life-long learners in opportunities to learn about connections between cultures; (8) scholarly forums open to the public that synthesize cutting-edge humanities scholarship on new Bridging Cultures themes and lay the groundwork for ongoing public programs; (9) collaboration with state humanities councils in extending the reach of national Bridging Cultures programs and identifying the best new ideas for the work of the initiative in American communities; and (10) international collaborations that facilitate research and scholarly exchange among U.S. scholars and their counterparts elsewhere in the world. • Funding would be provided through the Digital Humanities program to support projects that utilize or study the impact of digital technology on research, education, preservation, and public programming in the humanities. Digital Humanities would support: 1) Digging into Data Challenge, an international collaboration among seven research teams in Canada, Europe, and the United States to explore how vast libraries of digitized books, newspapers, art, and music can be used for advanced scholarship; 2) Digital Start-Up Grants to encourage innovative work at the nexus of information technology and the humanities; 3) Digital Humanities Implementation Grants to support Digital Start-Up projects and others that have already demonstrated a successful beginning phase and that have a clear plan for moving towards full implementation; 4) Institutes for Advanced Topics in the Digital Humanities to encourage the sharing of best practices among humanities scholars; and 5) NEH/ German Research Foundation Bilateral Digital Humanities Programs jointly supported by NEH and the German Research Foundation to encourage collaborative digital humanities projects between American and German institutions.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2013 PLANNED PERFORMANCE LEVELS
	2) Agency-wide initiatives are developed in selected humanities areas.	Additional awards would be made through the NEH/NSF “Documenting Endangered Languages” special initiative.
\$8,750,000 CHALLENGE GRANTS	F: To strengthen the institutional base of the humanities.	
	Support is provided for institutions to increase nonfederal contributions for their humanities activities and enhance their resources over the long term.	By FY 2017, NEH Challenge Grants awarded in FY 2013 would generate more than \$27 million in nonfederal donations to recipient institutions in support of their humanities activities.
\$40,350,000 FEDERAL/STATE PARTNERSHIP	G: To maintain and strengthen partnerships with the state humanities councils.	
	Support is provided to the councils to encourage locally initiated, substantive humanities programs for the people in each state.	Support for the programs and operations of 56 state humanities councils would make possible high quality state and local humanities projects throughout the nation, including 16,600 reading and discussion programs, 2,000 exhibitions, 5,500 literacy programs, 3,600 speakers bureau presentations, 3,500 teacher institutes and workshops, 2,700 conferences and symposia, 1,800 Chautauqua events, 7,600 media program events, 600 technology projects, 650 preservation projects and 3,500 local history projects.
\$500,000 PROGRAM DEVELOPMENT	H: To establish collaborative partnerships with individuals and institutions in support of the humanities.	
	1) Partnerships are forged to leverage new resources for the humanities and expand audiences for the humanities.	The Endowment would develop of a number of new partnerships with other institutions and organizations, leveraging approximately \$1.5 million in new funding for humanities programs.

	<p>2) New programming, funding, and administrative partnerships are established with other agencies, foundations, and organizations, both public and private.</p>	<p>NEH partnerships would include the following: 1) a program of fellowships to be sponsored jointly by NEH and the Library of Congress to support humanities scholars who wish to conduct research at the Library of Congress; 2) the National Digital Newspapers Program, a multi-year collaboration with the Library of Congress to digitize and make publicly available on the World Wide Web newspapers already preserved on microfilm through the United States Newspapers Program; 3) the Advanced Research Fellowships on Japan Program to be jointly sponsored by NEH and the Japan-United States Friendship Commission; 4) EDSITEment; 5) Digging into Data Challenge, an international collaboration among seven research teams in Canada, Europe, and the United States to explore how vast libraries of digitized books, newspapers, art, and music can be used for advanced scholarship; 6) the Bridging Cultures Bookshelf project, a partnership with the Carnegie Corporation of New York and 7) programmatic collaboration with the National Trust for the Humanities.</p>
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NATIONAL ENDOWMENT FOR THE HUMANITIES
FY 2012 PERFORMANCE BUDGET

II. Table A

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2012 PLANNED PERFORMANCE LEVELS
RESEARCH PROGRAMS \$14,502,000	A: To facilitate basic research and original scholarship in the humanities.	
	1) Support is provided that enables scholars-- both those affiliated with educational institutions and those working independently-- to devote a concentrated period of time to research and writing on significant subjects in all fields of the humanities.	Support will be provided for 190 individual scholars to make significant progress on important humanities research projects through fellowships and stipends.
	2) Support is provided for collaborative research projects that develop significant intellectual advances and resources for scholars, teachers, students, and the general public.	Support will be provided for 33 important long-term collaborative projects in the humanities such as scholarly editions, translations, archaeological excavations and analyses and other complex, large-scale undertakings. In addition, 18 previously awarded grants will receive ongoing support through NEH matching funds, in part through the use of We the People funding.
	3) Support is provided for overseas research in the humanities by American scholars and, where appropriate, encouragement offered for international collaboration in research on significant topics in the humanities.	Awards for 25 humanities fellowship programs at independent research institutions will support the work of 80 humanities scholars who will make significant contributions to scholarship in the humanities.
	4) Support is provided for humanities scholarship by faculty members at Historically Black, Hispanic-serving, and Tribal colleges and universities.	Support will enable 5 individual scholars who teach at historically black colleges and universities, at institutions with high Hispanic enrollment, and at tribal colleges and universities to make significant progress on important scholarly projects in the humanities through faculty research awards.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2012 PLANNED PERFORMANCE LEVELS
EDUCATION PROGRAMS \$13,179,000	B: To strengthen teaching and learning in the humanities in schools and colleges across the nation.	
	1) Teachers are provided opportunities to renew and deepen their knowledge of the humanities.	<p>Support for 40 NEH summer seminars and institutes will enable 420 college teachers and 420 school teachers to revitalize their knowledge and teaching of the humanities. College teachers participating in seminars and institutes during the summer of 2013 will reach approximately 73,500 students annually; school teacher participants will reach approximately 52,500 students annually.</p> <p>Support for 15 “Landmarks of American History and Culture” workshops to take place in the summer of 2013 will enable approximately 1,200 school teachers to revitalize their knowledge and teaching of American history, particularly as it relates to the relationship between specific sites and the episodes in history, the writers, and/or the artists associated with that location. These teachers will annually reach approximately 150,000 students.</p> <p>“Landmarks of American History and Culture for Community College Faculty” workshops were discontinued in FY 2012. A new competition to better address the needs of this constituency was created in FY 2012.</p> <p>Teaching Development Fellowships were discontinued in FY 2012 due to a shift in the agency’s educational programming priorities.</p> <p>Support for 5 NEH Bridging Cultures at Community Colleges projects will enable community college faculty and administrators to participate in sustained programs of faculty and curriculum development. They will work with leading scholars to develop new curricula and courses, participate in a sustained program of study and guidance, exchange ideas through digital technology, and present products such as syllabi and research products at a concluding conference. Community college faculty participating in these projects reach approximately 38,675 students annually.</p> <p>Support for 21 Enduring Questions projects will enable faculty members to develop a new course at the undergraduate level to grapple with the most fundamental concerns of the humanities, and to join with their students in deep, sustained programs of reading in order to encounter influential thinkers over the centuries and into the present day. These questions will include: What is the good life? What is justice? What is friendship? Is there a human nature, and, if so, what is it? Each participating faculty member will conduct the newly created course at least twice, with each iteration reaching approximately 25 students.</p> <p>Picturing America School Collaboration Projects were discontinued in FY 2012 due to a shift in the agency’s education programming priorities.</p>

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2012 PLANNED PERFORMANCE LEVELS
EDUCATION -TION CONT'D	2) Support is provided for humanities education programming in Historically Black, Hispanic-serving, and Tribal colleges and universities across the country.	Humanities Initiatives at Presidentially Designated Institutions will provide 13 grants to support faculty professional development activities for improvement in humanities instruction, as well as other capacity building activities at these institutions.
\$15,176,000 PRESERVATION AND ACCESS	C: To preserve and increase the availability of cultural and intellectual resources essential to the American people.	
	1) Support is provided to preserve and create intellectual access to humanities collections and resources. Supported activities include digitizing collections; arranging and describing archival and manuscript collections; cataloging collections of printed works, photographs, recorded sound, moving image, art, and material culture; preservation reformatting; deacidification of collections; preserving and improving access to humanities resources in "born digital" form; creating research tools and reference works; and developing technical standards, best practices, and tools for preserving and enhancing access to humanities collections.	<p>Grants will be made to 11 projects to begin or continue work on the preparation of dictionaries, atlases, encyclopedias, and textbases central to knowledge and understanding of the humanities.</p> <p>Twenty-five projects will preserve and/or provide access to 3,305 hours of recorded sound and video collections; 2,393 linear feet of archival documents; and 394,987 manuscripts, broadsides, oversize volumes, and other non-print materials.</p> <p>Cooperative agreements will digitize hundreds of thousands of microfilm pages of historic newspapers.</p> <p>Support was provided for two research and development projects concerned with standards and procedures.</p>
	2) Support is provided to train staff from the nation's cultural repositories in the appropriate procedures for preserving and enhancing access to the humanities collections for which they are responsible.	Seven awards were made for regional and national education programs that will provide training for 301,286 people in U.S. museums, libraries, archives, and historical organizations.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2012 PLANNED PERFORMANCE LEVELS
PRESERVATION AND ACCESS \$15,176,000	3) Support is provided to museums, libraries, archives, historical organizations, and other cultural institutions to extend the useful life of fragile humanities collections and to develop sustainable strategies for their care. Supported activities include preventive conservation measures, such as managing relative humidity, temperature, light and pollutants in collection spaces; providing protective storage systems for collections; and safeguarding collections from theft and disasters.	Projects supported will help 20 cultural institutions preserve and ensure continued access to their humanities collections institutions through preventive conservation measures.
	4) The Endowment extends its reach to institutions across the country by providing support for basic preservation activities to small and mid-sized libraries, archives, museums, and historical organizations.	Projects supported are assisting in preserving collections at 62 institutions in twenty-seven states and the District of Columbia. Thirty-four percent of the awards went to first-time NEH grantees.
PUBLIC PROGRAMS \$13,404,000	D: To provide opportunities for Americans to engage in lifelong learning in the humanities.	
	1) Substantive media presentations, exhibitions, reading and discussion programs, and other public projects advance public understanding of the humanities.	Thirty television/radio projects will produce 106 broadcast hours and draw a cumulative audience of approximately 36 million people. Thirty-one exhibitions, reading, viewing, and discussion programs, web-based programs, and other public education programs will employ various delivery mechanisms at venues across the country.
	2) High quality interpretative panel exhibitions and public programs are circulated to libraries through Small Grants to Libraries, and selected sites that receive smaller versions of NEH-funded exhibitions through the NEH on the Road cooperative agreement receive funds for additional public programming.	Thirty NEH on the Road grants will be made to museums, and 80 Small Grants to Libraries were awarded.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2012 PLANNED PERFORMANCE LEVELS
NEW PROGRAM INITIATIVES \$10,632,000	E: To create new program initiatives that respond to needs and opportunities in American society.	
	1) New initiatives and programs that address important concerns and opportunities in the humanities are established.	<ul style="list-style-type: none"> • \$3,494,000. Bridging Cultures will support: 1) the dissemination of follow-up programs to the previously funded Bridging Cultures forums and workshops focused on the role of civility in our democracy and on the history and culture of Muslim societies; 2) distribution of the Bridging Cultures Bookshelf, developed in partnership with the Carnegie Corporation of New York; 3) development of new Bridging Cultures lesson plans for EDSITEment to help meet the needs of K-12 teachers who are asked to teach about cultures and geographies that may not have been covered in depth in their own educational preparation; 4) new globally-focused humanities programs in America’s community colleges; 5) documentary films that explore cultures outside of the United States within the new Bridging Cultures through Film: International Topics category; and 6) a portfolio of international collaborations that facilitate humanities research and beneficial exchange of ideas with scholars around the world. • \$4,143,000. Funding will be provided through the Digital Humanities program to support projects that utilize or study the impact of digital technology on research, education, preservation, and public programming in the humanities. Digital Humanities will support a variety of new funding categories or programmatic emphases: 1) Digital Start-Up Grants to encourage innovative work at the nexus of information technology and the humanities; 2) Institutes for Advanced Topics in the Digital Humanities to encourage the sharing of best practices among humanities scholars; 3) Transatlantic Collaborative Grants supported jointly by NEH and the Joint Information Systems Committee in the United Kingdom to offer support for digitization projects in the humanities; 4) NEH/ German Research Foundation Bilateral Digital Humanities Programs jointly supported by NEH and the German Research Foundation to encourage collaborative digital humanities projects between American and German institutions; and 5) Digging into Data Challenge, an international collaboration among six research teams in Canada, Europe, and the United States to explore how vast libraries of digitized books, newspapers, art, and music can be used for advanced scholarship.
	2) Agency-wide initiatives are developed in selected humanities areas.	Additional awards will be made through the NEH/NSF “Documenting Endangered Languages” special initiative.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2012 PLANNED PERFORMANCE LEVELS
CHALLENGE GRANTS \$8,357,000	F: To strengthen the institutional base of the humanities.	
	Support is provided for institutions to increase nonfederal contributions for their humanities activities and enhance their resources over the long term.	By FY 2016, NEH Challenge Grants awarded in FY 2012 will generate more than \$28 million in nonfederal donations to recipient institutions in support of their humanities activities.
FEDERAL/STATE PARTNERSHIP \$40,435,000	G: To maintain and strengthen partnerships with the state humanities councils.	
	Support is provided to the councils to encourage locally initiated, substantive humanities programs for the people in each state.	Support for the programs and operations of 56 state humanities councils will make possible high quality state and local humanities projects throughout the nation, including 16,600 reading and discussion programs, 2,000 exhibitions, 5,500 literacy programs, 3,600 speakers bureau presentations, 3,500 teacher institutes and workshops, 2,700 conferences and symposia, 1,800 Chautauqua events, 7,600 media program events, 600 technology projects, 650 preservation projects and 3,500 local history projects.
PROGRAM DEVELOPMENT \$499,000	H: To establish collaborative partnerships with individuals and institutions in support of the humanities.	
	1) Partnerships are forged to leverage new resources for the humanities and expand audiences for the humanities.	The Endowment will develop of a number of new partnerships with other institutions and organizations, leveraging approximately \$1.5 million in new funding for humanities programs.

	2) New programming, funding, and administrative partnerships are established with other agencies, foundations, and organizations, both public and private.	NEH partnerships will include the following: 1) a program of fellowships to be sponsored jointly by NEH and the Library of Congress to support humanities scholars who wish to conduct research at the Library of Congress; 2) the National Digital Newspapers Program, a multi-year collaboration with the Library of Congress to digitize and make publicly available on the World Wide Web newspapers already preserved on microfilm through the United States Newspapers Program; 3) the Advanced Research Fellowships on Japan Program to be jointly sponsored by NEH and the Japan-United States Friendship Commission; 4) EDSITEment; 5) Digging into Data Challenge, an international collaboration among seven research teams in Canada, Europe, and the United States to explore how vast libraries of digitized books, newspapers, art, and music can be used for advanced scholarship; 6) the Bridging Cultures Bookshelf project, a partnership with the Carnegie Corporation of New York and 78) programmatic collaboration with the National Trust for the Humanities.
II. Table A		NATIONAL ENDOWMENT FOR THE HUMANITIES FY 2011 PERFORMANCE BUDGET
PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2011 ACTUAL PERFORMANCE LEVELS
RESEARCH PROGRAMS \$16,250,000	A: To facilitate basic research and original scholarship in the humanities.	
	1) Support is provided that enables scholars--both those affiliated with educational institutions and those working independently--to devote a concentrated period of time to research and writing on significant subjects in all fields of the humanities.	Support was provided for 210 individual scholars to make significant progress on important humanities research projects through fellowships and stipends.
	2) Support is provided for collaborative research projects that develop significant intellectual advances and resources for scholars, teachers, students, and the general public.	Support was provided for 56 important long-term collaborative projects in the humanities such as scholarly editions, translations, archaeological excavations and analyses and other complex, large-scale undertakings. In addition, 24 previously awarded grants received ongoing support through NEH matching funds, in part through the use of We the People funding.
	3) Support is provided for overseas research in the humanities by American scholars and, where appropriate, encouragement offered for international collaboration in research on	Awards for 25 humanities fellowship programs at independent research institutions supported the work of 80 humanities scholars who will make significant contributions to scholarship in the humanities.

	significant topics in the humanities.	
	4) Support is provided for humanities scholarship by faculty members at Historically Black, Hispanic-serving, and Tribal colleges and universities.	Support enabled 9 individual scholars who teach at historically black colleges and universities, at institutions with high Hispanic enrollment, and at tribal colleges and universities to make significant progress on important scholarly projects in the humanities through faculty research awards.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2011 ACTUAL PERFORMANCE LEVELS
EDUCATION PROGRAMS \$13,750,000	B: To strengthen teaching and learning in the humanities in schools and colleges across the nation.	
	1) Teachers are provided opportunities to renew and deepen their knowledge of the humanities.	<p>Support for 41 NEH summer seminars and institutes will enable 399 college teachers and 462 school teachers to revitalize their knowledge and teaching of the humanities. College teachers participating in seminars and institutes during the summer of 2012 will reach approximately 69,825 students annually; school teacher participants will reach approximately 57,750 students annually.</p> <p>Support for 15 “Landmarks of American History and Culture” workshops to take place in the summer of 2012 will enable approximately 1,200 school teachers to revitalize their knowledge and teaching of American history, particularly as it relates to the relationship between specific sites and the episodes in history, the writers, and/or the artists associated with that location. These teachers will annually reach approximately 150,000 students. U.S. Department of State support for additional foreign participants was curtailed in FY 2011.</p> <p>Support for 6 “Landmarks of American History and Culture for Community College Faculty” workshops to take place during the summer of 2012 will enable 300 community college teachers to reach 52,000 students annually with their revitalized knowledge, understanding, appreciation, and teaching of American History, particularly as it relates to the relationship between specific sites and the episodes in history, the writers, and/or the artists associated with them.</p> <p>Nine Teaching Development Fellowships enabled recipients to pursue research aimed specifically at deepening their core knowledge in the humanities to improve their undergraduate teaching. These teachers reach 1,575 students annually.</p> <p>Support for 16 Enduring Questions projects enabled faculty members to develop a new course at the undergraduate level to grapple with the most fundamental concerns of the humanities, and to join with their students in deep, sustained programs of reading in order to encounter influential thinkers over the centuries and into the present day. Sample questions include: What is the good life? What is justice? What is friendship? Is there a human nature, and, if so, what is it? Each participating faculty member conducted the newly created course at least twice, with each iteration reaching approximately 25 students.</p> <p>Support for 8 Picturing America School Collaboration Projects enabled approximately 470 teachers in a local area or region to attend workshops to enhance their incorporation of Picturing America into core curriculums. These teachers will reach 58,750 students annually.</p>

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2011 ACTUAL PERFORMANCE LEVELS
EDUCATION CONT'D	2) Support is provided for humanities education programming in Historically Black, Hispanic-serving, and Tribal colleges and universities across the country.	Humanities Initiatives at Presidentially Designated Institutions provided 13 grants to support faculty professional development activities for improvement in humanities instruction, as well as other capacity building activities at these institutions.
\$16,500,000 PRESERVATION AND ACCESS	C: To preserve and increase the availability of cultural and intellectual resources essential to the American people.	
	1) Support is provided to preserve and create intellectual access to humanities collections and resources. Supported activities include digitizing collections; arranging and describing archival and manuscript collections; cataloging collections of printed works, photographs, recorded sound, moving image, art, and material culture; preservation reformatting; deacidification of collections; preserving and improving access to humanities resources in "born digital" form; creating research tools and reference works; and developing technical standards, best practices, and tools for preserving and enhancing access to humanities collections.	<p>Grants were made to 11 projects to begin or continue work on the preparation of dictionaries, atlases, encyclopedias, and textbases central to knowledge and understanding of the humanities.</p> <p>Twenty-four projects are preserving and/or providing access to 1,145 hours of recorded sound and video collections; 3,685 linear feet of archival documents; and 631,401 manuscripts, broadsides, oversize volumes, and other non-print materials.</p> <p>Cooperative agreements supported through the We the People program are digitizing hundreds of thousands of microfilm pages of historic newspapers.</p> <p>Support was provided for 3 research and development projects concerned with standards and procedures.</p>
	2) Support is provided to train staff from the nation's cultural repositories in the appropriate procedures for preserving and enhancing access to the humanities collections for which they are responsible.	Six awards were made for regional and national education programs that will provide training for 4,700 people in U.S. museums, libraries, archives, and historical organizations.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2011 ACTUAL PERFORMANCE LEVELS
PRESERVATION AND ACCESS \$16,500,000	3) Support is provided to museums, libraries, archives, historical organizations, and other cultural institutions to extend the useful life of fragile humanities collections and to develop sustainable strategies for their care. Supported activities include preventive conservation measures, such as managing relative humidity, temperature, light and pollutants in collection spaces; providing protective storage systems for collections; and safeguarding collections from theft and disasters.	Projects supported are helping 18 cultural institutions preserve and ensure continued access to their humanities collections institutions through preventive conservation measures.
	4) The Endowment extends its reach to institutions across the country by providing support for basic preservation activities to small and mid-sized libraries, archives, museums, and historical organizations.	Projects supported are assisting in preserving collections at 186 institutions in forty-six states, the District of Columbia, and the Virgin Islands. Thirty-eight percent of the awards went to first-time NEH grantees.
PUBLIC PROGRAMS \$15,000,000	D: To provide opportunities for Americans to engage in lifelong learning in the humanities.	
	1) Substantive media presentations, exhibitions, reading and discussion programs, and other public projects advance public understanding of the humanities.	<p>Thirty-two television/radio projects are producing 110 broadcast hours and will draw a cumulative audience of approximately 37 million people.</p> <p>Thirty-four exhibitions, reading, viewing, and discussion programs, web-based programs, and other public education programs are employing various delivery mechanisms at venues across the country.</p> <p>(The Endowment's Interpreting America's Historic Places program concluded in FY 2010. In FY 2011, projects in historic sites were supported in the new America's Historical and Cultural Organizations program.)</p>
	2) High quality interpretative panel exhibitions and public programs are circulated to libraries through Small Grants to Libraries, and selected sites that receive smaller versions of NEH-funded exhibitions through the NEH on the Road cooperative agreement receive funds for additional public programming.	Twenty-five NEH on the Road grants were made to museums, and 70 Small Grants to Libraries were awarded. In addition, through the We the People office, support was provided for projects focusing on the Lincoln bicentennial celebration.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2011 ACTUAL PERFORMANCE LEVELS
NEW PROGRAM INITIATIVES \$8,719,000	E: To create new program initiatives that respond to needs and opportunities in American society.	
	1) New initiatives and programs that address important concerns and opportunities in the humanities are established.	<ul style="list-style-type: none"> • \$1,500,000. A special initiative, Bridging Cultures, introduced support for a variety of activities to enhance Americans' understanding of their own rich cultural heritage, as well as the cultural complexity of the world in which we live. The initiative sponsored a series of eight forums and workshops across the nation that enabled scholars and members of the public to discuss issues that divide us as Americans and that have helped us understand the history, heritage, and cultures of peoples in countries around the world. In addition, the Endowment encouraged scholars, educators, museums, libraries, and other individuals and institutions to develop humanities projects and programs that address the goals and objectives of the initiative. We also made creative use of social and digital media to foster dialogue among people of diverse cultures in the United States and abroad. • \$3,219,000. Through We the People, funding was provided to support the teaching, study, and understanding of American history and culture. These funds helped to support projects and programs throughout the agency, including, for example, special activities of the state humanities councils; Landmarks of American History and Culture workshops for schoolteachers and community college faculty; and the National Digital Newspaper program. • \$4,000,000. Funding was provided through a major Digital Humanities program to support projects that utilize or study the impact of digital technology on research, education, preservation, and public programming in the humanities. Digital Humanities supported a variety of new funding categories or programmatic emphases: 1) Digital Start-Up Grants to encourage innovative work at the nexus of information technology and the humanities; 2) Institutes for Advanced Topics in the Digital Humanities to encourage the sharing of best practices among humanities scholars; 3) Transatlantic Collaborative Grants supported jointly by NEH and the Joint Information Systems Committee in the United Kingdom to offer support for digitization projects in the humanities; 4) DFG/NEH Bilateral Digital Humanities Programs jointly supported by NEH and the German Research Foundation (DFG) to encourage collaborative digital humanities projects between American and German institutions; and 5) Digging into Data Challenge, an international collaboration among research teams in Canada, England or Wales in the United Kingdom, and the United States to explore how vast libraries of digitized books, newspapers, art, and music can be used for advanced scholarship.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2011 ACTUAL PERFORMANCE LEVELS
NEW PROG. CON'T.	2) Agency-wide initiatives are developed in selected humanities areas.	Additional awards would be made through the NEH/NSF "Documenting Endangered Languages" special initiative.
\$9,500,000 CHALLENGE GRANTS	F: To strengthen the institutional base of the humanities.	
	Support is provided for institutions to increase nonfederal contributions for their humanities activities and enhance their resources over the long term.	By FY 2015, NEH Challenge Grants awarded in FY 2011 would generate more than \$37 million in nonfederal donations to recipient institutions in support of their humanities activities.
\$42,450,000 FEDERAL/STATE PARTNERSHIP	G: To maintain and strengthen partnerships with the state humanities councils.	
	Support is provided to the councils to encourage locally initiated, substantive humanities programs for the people in each state.	Support for the programs and operations of 56 state humanities councils made possible high quality state and local humanities projects throughout the nation, including 16,600 reading and discussion programs, 2,300 exhibitions, 6,200 literacy programs, 4,000 speakers bureau presentations, 4,300 teacher institutes and workshops, 5,100 conferences and symposia, 2,000 Chautauqua events, 7,600 media program events, 700 technology projects, 720 preservation projects and 4,200 local history projects.

PROGRAM DIVISION/ REQUIRED FUNDING	PERFORMANCE GOALS AND INDICATORS	FY 2011 ACTUAL PERFORMANCE LEVELS
PROGRAM DEVELOPMENT \$500,000	H: To establish collaborative partnerships with individuals and institutions in support of the humanities.	
	1) Partnerships are forged to leverage new resources for the humanities and expand audiences for the humanities.	The Endowment developed a number of new partnerships with other institutions and organizations, leveraging approximately \$1.5 million in new funding for humanities programs.
	2) New programming, funding, and administrative partnerships are established with other agencies, foundations, and organizations, both public and private.	NEH partnerships included the following: 1) a program of fellowships to be sponsored jointly by NEH and the Library of Congress to support humanities scholars who wish to conduct research at the Library of Congress; 2) the National Digital Newspapers Program, a multi-year collaboration with the Library of Congress to digitize and make publicly available on the World Wide Web newspapers already preserved on microfilm through the United States Newspapers Program; 3) the Advanced Research Fellowships on Japan Program to be jointly sponsored by NEH and the Japan-United States Friendship Commission; 4) a “omacy” partnership of NEH and the U.S. Department of State that would enable teachers from other nations to participate in “Landmarks of American History and Culture” workshops; 5) EDSITEMent; 6) Digging into Data Challenge, an international collaboration among research teams in Canada, England or Wales in the United Kingdom, and the United States to explore how vast libraries of digitized books, newspapers, art, and music can be used for advanced scholarship; and 7) programmatic collaboration with the National Trust for the Humanities.

III. MEETING THE PERFORMANCE GOALS: REQUIRED RESOURCES AND OPERATIONAL PROCESSES

A. **Required Resources.** NEH promotes national progress in research, education, and lifelong learning in the humanities by awarding project grants to organizations and individuals in all parts of the United States. A program appropriation adequate to provide for a sufficient range of grant opportunities across all disciplines of the humanities is, thus, the Endowment's most important resource requirement. For each performance goal, we have estimated a sum that would be required to produce the desired outcomes in FY 2013:

<u>Performance Goal</u>	<u>Funding Required*</u>
1. To facilitate basic research and original scholarship in the humanities.	\$15,255,000
2. To strengthen teaching and learning in the humanities in schools and colleges across the nation.	\$13,550,000
3. To preserve and increase the availability of cultural resources for the American people.	\$15,700,000
4. To provide opportunities for Americans to engage in lifelong learning in the humanities.	\$13,900,000
5. To create new program initiatives that respond to emerging needs and opportunities in American society.	\$13,250,000
6. To strengthen the institutional base of the humanities.	\$8,750,000
7. To maintain and strengthen partnerships with the state humanities councils.	\$40,350,000

* In FY 2013, the Endowment would allocate \$120,755,000 in definite and Challenge funds among programmatic activities that address the above performance goals. Another \$500,000 in definite funds would be provided for Program Development. During the year, Treasury funds totaling \$2,750,000 would also be allocated among program areas of the Endowment as needed to match nonfederal contributions in support of NEH-sponsored projects.

Also important are the kinds of administrative resources that it make possible for the Endowment's staff to advance the agency's performance goals through our daily work. Chief among these resources are the following:

- A highly trained **staff**, many of whom are credentialed practitioners of a humanities discipline;
- access to the new **information technologies** that reinforce the agency's efforts to serve the public efficiently; and
- a **physical office environment** conducive to productive work.

B. **Operational Processes.** NEH support for the humanities is provided through an annual sequence of highly selective grant competitions. Because insuring the fairness and rigor of that award process is of paramount importance—both for the sake of taxpayer value and for the integrity of the humanities—the Endowment's most essential operational process is that of conducting a national, merit-based system of grant application review. Through this system, we annually draw upon the services of hundreds of humanities practitioners from outside the agency in order knowledgeably to evaluate each project proposal submitted to NEH. The judgments of panelists and reviewers from all humanities disciplines and every part of the country weigh heavily in the agency's funding decisions.

IV. MEANS OF VERIFYING AND VALIDATING PERFORMANCE MEASURES

The Endowment will use a variety of means to collect and verify information that measures our progress in attaining our performance goals:

- **Interim and final reports of grantees** will provide the most comprehensive source of information about the outcomes of NEH-supported work. From these reports the Endowment will regularly compile data about the results of activities undertaken in connection with each of our performance goals.
- To systematize the information collected from grantee reports, NEH continues to develop an **outcomes database** for its grant programs. This database is capturing information about the short- and long-term results of funded projects. At present, it links information about 6,741 humanities research projects in the Endowment's grant information database to bibliographic information about 4,465 published books that these projects produced between 1980 and 2012.
- The Endowment will conduct **site visits** as a means of documenting the progress and accomplishments of selected grantees.
- **Evaluations** of selected projects and programs will be conducted to determine whether program goals are being met. For example, NEH has recently evaluated a

number of its key grant programs, including NEH Fellowships, Faculty Research Awards, Humanities Collections and Reference Resources, and America's Media Makers.

- Information on **awards, prizes, and other forms of recognition**, such as favorable press articles, will be collected so that the agency can gain a better sense of the impact and quality of our funded projects.

Administrative Budget by Object Classification
(\$ in thousands)

OBJECT CLASSES		FY 2011 Actual	FY 2012 Estimate	FY 2013 Request
11.1	PERSONNEL COMPENSATION	16,681	16,024	15,672
12.1	BENEFITS	4,462	4,244	4,151
	TOTAL-PERSONNEL COMPENSATION	21,143	20,268	19,823
21.0	TRAVEL AND TRANSPORTATION	366	325	303
23.1	GSA RENT	2,734	2,734	2,745
23.3	COMMUNICATIONS AND UTILITIES	247	305	311
24.0	PRINTING	162	175	180
25.1	OTHER CONTRACTUAL SERVICES	2,452	2,590	2,505
25.9	PANELIST CONTRACTS	895	940	905
26.0	SUPPLIES	164	168	172
31.0	EQUIPMENT	254	299	306
99.0	SUB-TOTAL, SALARIES AND EXPENSES	28,417	27,804	27,250
	NEH RELOCATION EXPENSES	--	--	3,000
	TOTAL (NEH)	28,417¹	\$27,804²	\$30,250

¹ Includes appropriation and FY 2010 carry-over and de-obligated funds.

² Includes FY 2012 appropriation and FY 2011 carry-over and de-obligated funds.

NEH ADMINISTRATIVE BUDGET

FY 2013 Request: \$30,250,000

Introduction

The administrative budget for the National Endowment for the Humanities (NEH) supports staff salaries and benefits, rental of office space, building security at the Old Post Office building, staff travel, contractual services, equipment, supplies, and related program support activities that enable the agency to achieve its legislated mission to advance high quality research, education, preservation, and public programming in the humanities. For fiscal year 2013 NEH is requesting \$30,250,000 in administrative funds to support the agency's program request level of \$124,005,000. This budget request includes \$3 million to offset some of the cost of the Endowment's anticipated relocation from its current offices in the Old Post Office building.

NEH Administrative Costs

The Endowment's grant-making function is the single most important factor shaping the agency's administrative budget. This function directly involves the majority of NEH's staff and includes such varied tasks as the planning of programs and special initiatives, the development of application guidelines, the receipt and processing of proposals, the review of applications, the awarding of grants, and the management and oversight of the grant awards themselves. These labor-intensive tasks require a highly trained program staff that is knowledgeable about the content and methods of the humanities. Most NEH program staff possess Ph.D.s or other advanced degrees in the humanities. In addition to this highly specialized program staff, the Endowment retains the services of personnel needed to perform the everyday but essential activities involved in operating a federal agency, such as budgeting, accounting, and other financial functions; human resources; information resources management; legal counsel; public affairs and communications; and administrative services.

Personnel compensation and benefits account for about 73 percent of agency administrative expenses (excluding FY 2013 relocation expenses). Of the remaining 27 percent, a significant portion is taken up with fixed costs—that is, items over which we have no control, including annual rent payments to the General Services Administration, building security payments to the Department of Homeland Security, and mandated transfers to other agencies for various electronic services, such as the government-wide Grants.gov online grant application portal.

As a grant-making agency, there are a number of items in NEH's administrative budget that are not typically included in other federal agencies' overhead. The most prominent of these is the annual cost of operating our system for evaluating grant applications. The Endowment currently administers more than three dozen discrete grant categories that receive more than 5,000 applications annually, resulting in the awarding

of approximately 1,000 grants. These applications are all processed and read by NEH staff and then evaluated by experts outside of the agency, who are asked for their judgments about the quality and significance of the proposed projects. Nearly 1,000 scholars, teachers, museum curators, filmmakers, and other humanities professionals and experts serve on the more than 250 panels we convene throughout the course of a typical year. Each of these evaluators receives a \$250 honorarium. Since the majority of our panels are sitting panels—that is, are convened at the Endowment’s offices in D.C., to review applications to various grant programs—we also incur substantial travel, lodging, and per diem expenses for each attending panelist. In FY 2013 we estimate that these panelists will cost us approximately \$905,000, or more than three percent of our total administrative budget.

Another cost directly related to our grant-making function is the expense of convening the National Council on the Humanities. The 26-member Council—which is statutorily mandated to advise the NEH Chairman on all grant applications—meets in Washington three times annually. Each Council member is compensated for his or her service. The Endowment also incurs travel, lodging, and per diem expenses for the preponderance of Council members who live outside of the Washington metropolitan area. The annual cost of convening these meetings is approximately \$70,000.

Other expenses that are directly related to our role as a grant-making agency include the cost of participating in the government-wide online grant application portal, Grants.gov. This transfer of funds to the Department of Health and Human Services, as well as administrative support provided internally for the Grants.gov program, will cost NEH approximately \$223,500 in FY 2013.

Overall roughly \$1.2 million of our overhead, or almost five percent of our administrative budget, is spent directly on expenses that are not typical of most other federal agencies.

Recent Administrative Highlights

NEH is a well-managed agency that has an exemplary record of extracting the most value from its administrative resources, while at the same time ensuring the highest quality service to its customers. We make every effort to reduce overhead and operating costs whenever possible, and we continually stress this priority to all our program and office managers. In the face of upward pressures in various cost categories in recent years, we have made a conscientious effort to limit other administrative cost increases. For example, we are increasing our use of nontraditional panel arrangements—such as mail panels and conference panels—as a means of keeping our panel costs in check.

Among our administrative achievements in recent years are:

- Our Grants Management System (GMS), developed in house by NEH’s talented programmers, has proven so successful that it has been adapted for use by other agencies to support their grant management activities.
- The acquisition of in-house printing capabilities has enabled us to more effectively handle the increased printing burden associated with the submission of grant applications through the government-wide Grants.gov portal.
- The development of a grant-search query form on the agency’s website has enabled the public to search our grant database for a wide-range of information about NEH grants. This easy-to-use feature has opened up access to grant records dating back to 1980.
- In an effort to increase the transparency of our operations, the Endowment developed and posted on our homepage a description of the work of each of our program divisions and offices. This material consists of a brief explanation of the work of the division or office, a “by the numbers” overview of program outcomes, and examples of notable recent grants. Prospective applicants are well-served by this rich trove of information about our grant-making programs.
- NEH developed, tested, and implemented an Electronic Grants Management System ("eGMS"), which is being used by grantees to submit their required financial and performance reports. This new system has enabled us to streamline and standardize current paper-based reporting procedures, making it much easier for grantees to prepare and submit their reports, while also enabling NEH to more closely monitor grantee reporting. The eGMS system was developed in close consultation with our two partner agencies in the Grants Management Line of Business—the National Endowment for the Arts and the National Historical Records and Publications Commission, which is affiliated with the National Archives and Records Administration—and both agencies are now implementing this system to support their own grant programs.
- NEH is also aware of the importance of providing a thorough and extensive IT security system to guard against outside cyber threats. We are continuously monitoring such threats and submit monthly status reports in keeping with Federal Information Security Management Act guidelines. The Endowment is actively working to improve staff awareness of outside threats by training and by being aware of the latest technologies related to firewall monitoring. Over the next several years, added security measures will be implemented in the following areas: inventory, systems, and services; hardware and software; external connections; security training; and identity management and access.

Budget Estimates in Detail
(\$ in thousands)

	FY 2011	FY 2012	FY 2013
PERSONNEL COMPENSATION AND BENEFITS	21,143	20,268	19,823

These object classes fund the salaries and benefits of all employees of the Endowment, including full-time permanent, part-time permanent, temporary, and intermittent appointments (for example, the members of the National Council on the Humanities). The estimates for personnel benefits provide for the Endowment's share of contributions toward employees' retirement, health, and life insurance plans. As the NEH staff population changes and as staff who were enrolled in the old Civil Service Retirement System leave the agency, a greater number of staff is now covered under the FERS system. Consequently, we are seeing a slight increase in the percentage of benefits paid out. Included in the personnel compensation estimate as well are all public transportation subsidies for employees, which will exceed \$180,000 in FY 2013.

Despite the proposed federal pay increase of 0.5 percent, the Endowment's FY 2013 request reduces salary expenses by more than 6 percent from FY 2011. We plan to reduce our staffing level by carefully reviewing all open vacancies and filling them only on a priority basis, which will effectively allow us to limit the number of agency rehires in FY 2012 and FY 2013. The funding requested for FY 2013 would support 154 FTEs.

	FY 2011	FY 2012	FY 2013
TRAVEL AND TRANSPORTATION	366	325	303

Travel funds support local and out-of-town travel of NEH staff to make site visits of NEH grantees, make presentations on Endowment programs, conduct grant-application workshops and other outreach activities, attend conferences and training courses, and conduct other business critical to the mission of the agency. Also supported are the travel expenses of the members of the National Council on the Humanities, who come to Washington three times per year to discuss Endowment policies, review applications, and provide advice to the NEH Chairman concerning funding of specific projects.

In FY 2013, we will be continuing our efforts to reduce costs of staff travel by encouraging more trips that combine multiple venues and purposes and by reducing the number of staff who attend national conferences and meetings.

	FY 2011	FY 2012	FY 2013
GSA RENT	2,734	2,734	2,745

The FY 2013 space rental estimate reflects an expected increase from the 2012 rent level, as well as GSA's recent reassessment of local commercial values for the downtown business district. This slight increase for FY 2013 assumes NEH's full-year occupation of the Old Post Office building and does not include any rental expense associated with our prospective move to a new agency location.

	FY 2011	FY 2012	FY 2013
COMMUNICATIONS AND UTILITIES	247	305	311

This object class primarily funds telecommunications and postage expenses. NEH telecommunications costs include local call message units, telephone lines, instruments, installation/service, local Washington Interagency Telephone Service, mobile phones, and Internet line access fees. In FY 2013, we will support a customary level of expenditures for telephones, postage, and courier charges, as well as a slight increase for secure network Internet access.

	FY 2011	FY 2012	FY 2013
PRINTING	162	175	180

This object class covers the costs of printing NEH publications such as the Endowment's award-winning, bimonthly periodical *Humanities*; posters, program announcements, and program brochures; and stationery and envelopes.

	FY 2011	FY 2012	FY 2013
OTHER CONTRACTUAL SERVICES	2,452	2,590	2,505

The Endowment supports a wide range of contractual services under this object classification. These services include contracts that are required for running the agency but are not covered in any of the preceding categories, for example: (1) support, maintenance, and improvement of information technology systems; (2) annual contract and maintenance of the agency's Oracle financial database; (3) employee training; (4)

fees for site visitors who evaluate selected NEH grants; (5) security guards at the Old Post Office building; (6) agency contracts for temporary personnel assistance; (7) support of humanities-related activities of the President's Committee on the Arts and the Humanities; (8) maintenance and repair of all IT equipment; and (9) interagency transfers in support of the Grants.gov program.

Anticipated costs in this object classification for FY 2013 will include:

- Continued participation in the Grants.gov program, the cost of which will increase 22 percent in FY 2013. NEH has been assessed a participation cost of \$223,429 for Grants.gov for FY2013.
- Resources needed to support slight increases in ongoing service expenses, such as IT support, mail services, office equipment maintenance service contracts and repairs, consultation services and maintenance for the Oracle accounting system, and the like.
- An estimated savings of \$85,000 (a three percent decrease from FY 2012) in FY 2013 due to reductions in staff assistance contracts; staff training costs; and a one-time Oracle accounting system upgrade expense, which will be incurred in FY 2012.

	FY 2011	FY 2012	FY 2013
PANELIST CONTRACTS	895	940	905

These funds provide for the contract costs (including travel, subsistence, and honoraria) of panelists. NEH convenes its many panels each year to evaluate the quality of grant applications submitted to our programs. Panelists are selected from a database that includes scholars, teachers, historians, archivists, curators, media producers, and other humanities professionals. NEH panelists represent a diversity of disciplinary, institutional, and regional backgrounds. Sufficient funding for panel reviews of grant applications is one of the Endowment's highest priorities. We strive to recruit the most competent panelists and to give them the time needed to perform an expert evaluation of all grant proposals. Our overriding goal is to ensure that the projects ultimately receiving federal support will be those most likely to make significant contributions to the humanities.

In FY 2013, we will be looking for ways to reduce the cost of our panel-review system by reducing the number of panels that are convened at NEH. Each sitting panel costs the agency approximately \$5,100, which includes the cost of travel to D.C., per diem expenses, and a \$250 honorarium for each panelist. In FY 2013, we hope to realize some savings, without sacrificing the overall quality of the agency's grant application review process, by increasing the number of online reviews and teleconference panels

and exploring the possibility of using digital technology to convene “virtual” panel meetings.

	FY 2011	FY 2012	FY 2013
SUPPLIES	164	168	172

The estimates in this object class provide for the cost of expendable supplies required to carry on the daily business of the Endowment. In addition to supporting the purchase of routine office supplies, funds in this category cover IT supplies, including disks and toner cartridges for printers, and the cost of maintaining the agency's subscriptions to essential periodicals.

	FY 2011	FY 2012	FY 2013
EQUIPMENT	254	299	306

This spending category provides for all equipment, furniture, and office machines having a useful life in excess of one year--items such as chairs, desks, file cabinets, computers, software, and miscellaneous equipment. Equipment purchases in FY 2011 were in line with prior year spending levels. For 2012, however, costs are expected to rise due to increased IT network security needs, as mandated by OMB, and also for a new multi-year lease on all agency-wide office copier systems. In FY 2013, we hope to be able to control equipment costs through non-GSA scheduled biddings and savings through our IT virtualization process, which will allow us to reduce the costs on other associated IT equipment purchases.

BUDGET ADDENDA

NEH Relocation Budget

In FY 2008, the Old Post Office (OPO) Redevelopment Act was passed by the Congress and called for all agencies currently operating in the OPO to be relocated at a future date. The General Services Administration (GSA) recently announced that it has selected a private development team to redevelop the building. Thus, all federal agencies in the OPO understand that they may be required to relocate sometime in calendar year 2014. We estimate that \$4.657 million would be needed to cover the GSA-estimated relocation costs for the anticipated relocation to another building. The Endowment’s FY 2013 administrative funds request includes \$3 million to cover some of these anticipated expenses.

The following table shows total estimated relocation expenses:

Estimated Relocation Expenses
(\$ figures in thousands)

Category	Estimated Cost
Tenant Improvement Costs	338
Office Furniture and Fixtures	1,796
Personal Property Disposal	147
Planning and Management	477
IT and AV Purchases	1,303
Building Security System	68
Contingency and Inflation Costs	528
Total Relocation Costs	\$4,657

NEH Inspector General Budget Request

The budget for the operations of NEH’s Office of the Inspector General (OIG) is subsumed within the agency’s general administrative budget. In accordance with Section 6(f) of the Inspector General Act of 1978, as amended by the IG Reform Act of 2008, NEH is estimating an aggregate budget for the OIG of \$736,000, which will support staff salaries, including the FY 2013 COLA, and will also allow for full administrative and legal support of this office, including:

- A travel budget of \$8,100, which will allow for audit and investigative support and attendance at all appropriate IG conferences, workshops, and training seminars;
- Estimated IT expenses of \$5,000;
- A training budget of \$10,500 to allow for staff certification as mandated by the IG Act and government auditing standards;
- A memorandum of understanding between the NEH’s OIG and the Treasury Inspector General for Tax Administration (TIGTA), through which OIG will reimburse TIGTA for legal services, not to exceed \$20,000 in any fiscal year; and
- \$1,700 in continued support from the OIG for the Council of Inspectors General on Integrity and Efficiency.

National Endowment for the Humanities

